**OPEN SESSION**

<table>
<thead>
<tr>
<th>Consent Agenda</th>
<th>Page</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motion:</strong> That Senate approve or receive for information by consent items 1-4, below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Approval of the May 17, 2010 Minutes [enclosed]</td>
<td>Decision</td>
<td></td>
</tr>
<tr>
<td>2. Report of the Chair</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>a. Recognition and Commendation</td>
<td>2, A1</td>
<td></td>
</tr>
<tr>
<td>3. Reports from the Faculties</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>2, A2-A16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other Business</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>a. Committee on Student Appeals Appointment</td>
<td>2, A17</td>
<td></td>
</tr>
<tr>
<td>b. Council of Ontario Universities Report</td>
<td>2, A18</td>
<td></td>
</tr>
</tbody>
</table>

| Regular Agenda | | |
|----------------|-----------------|
| 4:05 | Business Arising from the Minutes |
| 4:10 | Report of the Chair |
| a. Environmental Scan | Information |
| 4:20 | Report of the Vice-President, Academic & Provost |
| a. Executive Council Retreat, May 19-21 | Information |
| 2, A19-A21 | |
| 4:40 | Report of the Vice-President, External Relations |
| 2 | Information |
| 4:50 | Report of the Vice-President, University Research |
| 2 | Information |
| 5:00 | Reports from Councils |
| a. Graduate & Research | Decision/Information |
| 2, A22-A85 | |
| 5:10 | b. Undergraduate |
| 2, A86-A133 | Decision/Information |
| 5:20 | Other Business |

| CONFIDENTIAL SESSION | | |
|----------------------|-----------------|
| 5:25 | Approval of the May 17, 2010 Minutes [enclosed] |
| 5:30 | Report from the Honorary Degrees Committee |
| 3, CS1-CS5 | Decision |
| 14 | Next Meeting – Monday, September 20, 2010: orientation session for 'new' senators – 3:00 p.m. (all senators welcome); meeting – 4:00 p.m. | |

LC: tad/June 7, 2010  Lois Claxton, Secretary of the University
The Executive Committee met on June 7, 2010 and wishes to report as follows:

OPEN SESSION

Consent Agenda

2. REPORT OF THE CHAIR
   Recognition and Commendation. The committee agreed to forward this report to Senate for information.

3. REPORTS FROM THE FACULTIES
   The committee agreed to forward these reports to Senate for information.

4. OTHER BUSINESS
   University Committee on Student Appeals Appointment. Recommended to Senate for approval.
   Council of Ontario Universities Report. The committee agreed to forward this report to Senate for information.

Regular Agenda

6. REPORT OF THE CHAIR
   Environmental Scan. The chair will report as appropriate.

7. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST
   Executive Council Retreat, May 19-21. The committee agreed to forward this report to Senate for information.

8. REPORT OF THE VICE-PRESIDENT, EXTERNAL RELATIONS
   The Vice-President will report as appropriate.

9. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH
   The Vice-President will report as appropriate.

10. REPORTS FROM COUNCILS
    Graduate & Research. The committee agreed to forward this report to Senate for approval and information as indicated.
    Undergraduate. The committee agreed to forward this report to Senate for approval and information as indicated.
FOR INFORMATION

Recognition and Commendation
The IEEE’s 2010 Canada Computer Medal for outstanding contributions to pattern recognition and intelligent systems has been awarded to Professor Mohamed Kamel of electrical & computer engineering. The award, established in 2007, consists of a silver medal and a plaque. It was presented at the Canadian Conference on Electrical and Computer Engineering held in Calgary in May.

Janusz Pawliszyn, professor of chemistry, has been recognized for “innovation leadership” as part of the Ontario Premier’s Innovation Awards for 2010. The award from the Ministry of Research and Innovation was announced during the annual Discovery Conference of the Ontario Centres of Excellence. Pawliszyn’s honour is one of five Discovery Awards for “Ontario’s most accomplished researchers.” The Premier’s Innovation Awards are accompanied by “financial investments – ranging from $200,000 to $5 million – to help recipients advance their cutting-edge innovations.” Says a provincial citation: “Janusz Pawliszyn is known as the inventor of Solid-Phase Microextraction, or SPME. Environmental testing agencies, forensic scientists and major global players in the food and fragrance industry use SPME to collect and extract samples for chemical testing in one efficient step. Just as significantly, Dr. Pawliszyn has pioneered an imaging detection technology, now used in the biotech and pharmaceutical industries, to rapidly develop the next generation of medications that use antibodies to fight diseases such as cancer and HIV.”
University of Waterloo
REPORT OF THE DEAN OF APPLIED HEALTH SCIENCES TO SENATE
June 21, 2010

FOR INFORMATION

A. APPOINTMENTS

Definite-term Reappointment

ANTHONY, Kelly, Lecturer, Department of Health Studies & Gerontology, July 1, 2010 to June 30, 2011.

Adjunct Appointments

MANSON, Heather, Professor, Department of Health Studies & Gerontology, May 1, 2010 to April 30, 2013.

MARTIN, Lynn, Assistant Professor, Department of Health Studies & Gerontology, April 1, 2010 to March 31, 2013.

McCARGAR, Linda, Professor, Department of Health Studies & Gerontology, July 1, 2010 to June 30, 2015.

MILLS, Christina, Professor, Department of Health Studies & Gerontology, May 1, 2010 to April 30, 2014.

PORTER, Michelle, Professor, Department of Health Studies & Gerontology, July 1, 2010 to June 30, 2013.

RAFFERTY, Zara, Lecturer, Department of Recreation & Leisure Studies, May 1, 2010 to August 31, 2010

SHUBAIR, Mamdoub, Assistant Professor, Department of Health Studies & Gerontology, July 1, 2010 to June 30, 2013.

SYKES, Susan, Associate Professor, Department of Health Studies & Gerontology, September 1, 2010 to August 31, 2013.

WAINWRIGHT, Patricia (Distinguished Professor Emerita), Professor, Department of Health Studies & Gerontology, September 1, 2010 to August 31, 2013

WOODRUFF ATKINSON, Sarah, Assistant Professor, Department of Health Studies & Gerontology, September 1, 2010 to August 31, 2013.

Cross Appointment

ZANNA, Mark, Professor, Department of Psychology, Faculty of Arts to Department of Health Studies & Gerontology, Faculty of Applied Health Sciences, July 1, 2010 to June 30, 2013.

B. SABBATICAL

HOFFMAN-GOETZ, Laurie, Professor, Department of Health Studies & Gerontology, September 1, 2011 to August 31, 2012, at full salary.

Roger C. Mannell, Dean
Applied Health Sciences
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointments

TURRI, John (BA Wayne State University 2001, MA Brown University 2005, PhD Brown University 2006), Assistant Professor, Department of Philosophy, July 1, 2010 to June 30, 2013. John joins the Department of Philosophy as an expert in epistemology, interested particularly in the nature of knowledge and its social and normative dimensions. Prior to joining the department, he taught philosophy for four years at Huron University College, where he was the highest rated instructor in the department, and developed extensive experience introducing students to the central problems of philosophy, across the core areas of metaphysics, epistemology, ethics, and the philosophies of language and mind. He has published articles in the Philosophical Review, Nous, Analysis, Philosophy and Phenomenological Research, Canadian Journal of Philosophy, Philosophers' Imprint, Australasian Journal of Philosophy, and Synthese, among others, and is authoring or editing books with Wiley-Blackwell, the MIT Press, and Springer Publishing. His dedication to teaching and research profile position him to make an important contribution to our graduate program.

WAINBERG, James (BA Concordia University 1991, MS University of Rhode Island 2003, PhD University of Massachusetts 2010 – expected), Assistant Professor, School of Accounting and Finance, July 1, 2010 to June 30, 2013. James joins the auditing area of the school. His research interests include PCAOB reporting deficiencies and the effect of anecdotal data on accounting decision making. His teaching interests are in managerial accounting, auditing and financial accounting. In 2008, James was named as a Fellow by the American Accounting Association- Michael Cook/Deloitte Doctoral Consortium. He was a nominee in 2009 for the Isenberg School of Management Outstanding Teaching Assistant Award. James will contribute to the expansion plans of the School of Accounting and Finance by strengthening teaching and research in our auditing area.

Probationary-term Reappointments

ANDISON, Lois, Assistant Professor, Department of Fine Arts, July 1, 2010 to June 30, 2013.

DUBEAU, Catherine, Assistant Professor, Department of French Studies, July 1, 2010 to June 30, 2013.

KAMINSKAIA, Svetlana, Assistant Professor, Department of French Studies, July 1, 2010 to June 30, 2013.

Adjunct Reappointments

ABBOTT, William (Professor Emeritus), Associate Professor, Independent Studies, May 1, 2010 to August 31, 2010.

CORNING, Gail, Assistant Professor, Department of Drama and Speech Communication, May 1, 2010 to August 31, 2010.

DAGG, Anne Innis (Professor Emerita), Associate Professor, Independent Studies, May 1, 2010 to August 31, 2010.

GRANT, Jamie, Lecturer, Department of Drama and Speech Communication, May 1, 2010 to August 31, 2010.

HARVIE, Jo, Lecturer, Department of Drama and Speech Communication, May 1, 2010 to August 31, 2010.
HUTTER, Daniel, Lecturer, Department of Classical Studies, May 1, 2010 to August 31, 2010.

MAES, Nick, Lecturer, Department of Classical Studies, May 1, 2010 to August 31, 2010.

NEWLAND, Jane, Lecturer, Department of French Studies, May 1, 2010 to August 31, 2010.

NOLAN, Kathleen, Lecturer, Department of Political Science, May 1, 2010 to August 31, 2010.

RYAN, Robert (Professor Emeritus), Associate Professor, Department of French Studies, May 1, 2010 to August 31, 2010.

SCHWEITZER, David, Assistant Professor, Department of History, May 1, 2010 to August 31, 2010.

SIEBEL-ACHEMBACH, Sebastian, Lecturer, Department of History, May 1, 2010 to August 31, 2010.

VANDERHOOF, Dory, Lecturer, Department of Drama and Speech Communication, May 1, 2010 to August 31, 2010.

Staff to Faculty Appointments

AITKEN, Mary Joy, Lecturer, Department of Drama and Speech Communication, May 1, 2010 to August 31, 2010.

RUTTAN, Tom, Assistant Professor, Department of Psychology, May 1, 2010 to August 31, 2010.

Graduate Student to Part-time Lecturer Appointments

AYLWARD, Stephen, Department of Germanic and Slavic Studies, May 1, 2010 to August 31, 2010.

BALDASARO, Marco, Department of English Language and Literature, May 1, 2010 to August 31, 2010.

CUGINOTTI, Monica, Department of English Language and Literature, May 1, 2010 to August 31, 2010.

EVANS, Natalie, Department of Philosophy, May 1, 2010 to August 31, 2010.

GRANICK, Marcella, Department of Sociology and Legal Studies, May 1, 2010 to August 31, 2010.

JUNKIN, Zachary, Department of English Language and Literature, May 1, 2010 to August 31, 2010.

LAWLESS, Timothy, Department of English Language and Literature, May 1, 2010 to August 31, 2010.

MACGREGOR, Jennifer, Department of Psychology, May 1, 2010 to August 31, 2010.

MCFADDEN, Elizabeth, Department of Psychology, May 1, 2010 to August 31, 2010.

ROOPCHAN, Robyn, Department of English Language and Literature, May 1, 2010 to August 31, 2010.

STUART, Meghan, Department of English Language and Literature, May 1, 2010 to August 31, 2010.

B. ADMINISTRATIVE APPOINTMENTS

BALLARD, Robert, Associate Chair, Undergraduate Studies, Department of Drama and Speech
Communication (Communication, Leadership, and Social Innovation), September 1, 2010 to August 31, 2011.

COLLINGTON, Tara, Associate Chair, Graduate Studies, Department of French Studies, July 1, 2010 to August 31, 2010.

COLLINGTON, Tara, Associate Chair, Undergraduate Studies, Department of French Studies, September 1, 2010 to August 31, 2011.

FAULKNER, Andrew, Associate Chair, Undergraduate Studies, Department of Classical Studies, September 1, 2010 to August 31, 2011.

FENN, Mavis, Associate Chair, Undergraduate Studies, Department of Religious Studies, July 1, 2010 to August 31, 2010.

HAYES, Geoffrey, Associate Chair, Undergraduate Studies, Department of History, September 1, 2010 to August 31, 2011.

HOUSTON, Andrew, Associate Chair, Undergraduate Studies, Department of Drama and Speech Communication, July 1, 2010 to June 30, 2011.

LAWSON, Kate, Associate Chair, Undergraduate Studies, Department of English Language and Literature, July 1, 2010 to June 30, 2011.

LIEBSCHER, Grit, Associate Chair, Undergraduate Studies, Department of Germanic and Slavic Studies, July 1, 2010 to June 30, 2012.

MCWEBB, Christine, Associate Chair, Graduate Studies, Department of French Studies, September 1, 2010 to August 31, 2011.

POIRIER, Guy, Associate Chair, Undergraduate Studies, Department of French Studies, July 1, 2010 to August 31, 2010.

C. SABBATICALS (for approval by the Board of Governors)
CARRINGTON, Peter, Professor, Department of Sociology and Legal Studies, January 1, 2011 to June 30, 2011 at 85% of salary.

DUBEAU, Catherine, Assistant Professor, Department of French Studies, January 1, 2011 to June 30, 2011 at full salary.

KOEHLER, Derek, Professor, Department of Psychology, January 1, 2011 to June 30, 2011 at 85% of salary.

RANDALL, Neil, Associate Professor, Department of English Language and Literature, September 1, 2010 to February 28, 2011 at full salary.

SZARCZYK, Ireneusz, Associate Professor, Department of Germanic and Slavic Studies, January 1, 2011 to June 30, 2011 at 85% of salary.

Ken S. Coates
Dean, Faculty of Arts
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointment

DIMITROV, Stanko, Assistant Professor, Department of Management Sciences, July 1, 2010 – June 30, 2013. PhD University of Michigan 2010; MSc University of Michigan 2006; BSc University of Michigan 2004. Professor Dimitrov’s research interests focus on problems at the interface of computer science and operations research. Recent research topics Dr. Dimitrov has worked on involve the use of optimization in telecommunications routing and the use of information theory and convex optimization to model traders’ behavior in prediction markets. His interdisciplinary background is an excellent fit to Management Sciences as he will be able to supervise research students and teach courses in either the operations research or information systems areas. His computer science and industrial engineering background will be an asset to the department as our Management Engineering program completes its phase-in over the next few years.

Visiting Appointments

ABERGEL, Julie, Scholar, Department of Electrical & Computer Engineering, May 1, 2010 – August 31, 2010.

ASHRI, Abdulrahman, Scholar, Department of Chemical Engineering, May 1, 2010 – April 30, 2011.


KIOSA, Muhammad, Scholar, Department of Chemical Engineering, April 20, 2010 – May 15, 2011.


MEISSNER, Lena, Scholar, Department of Chemical Engineering, May 3, 2010 – September 18, 2010.

OTA, Kao, Scholar, Department of Electrical & Computer Engineering, April 1, 2010 – March 31, 2011.

SAFFIH, Faycal, Researcher, Department of Electrical & Computer Engineering, May 1, 2010 – August 31, 2010

Visiting Reappointment

SHESEL, Gerry, Scholar, Department of Chemical Engineering, May 1, 2010 – April 30, 2012.

Adjunct Appointments

BRADSHAW, Kenneth, Professor, Department of Systems Design Engineering, March 1, 2010 – February 28, 2013.
CELEBI, Emre, Lecturer, Department of Management Sciences, May 1, 2010 – August 31, 2010.

DAULT, Gary, Associate Professor, School of Architecture, May 1, 2010 – August 31, 2011.

DERBENTSEVA, Natalia, Lecturer, Department of Management Sciences, May 1, 2010 – August 31, 2010.

DUBEY, Rajendra, Professor, Department of Mechanical & Mechatronics Engineering, May 1, 2010 – August 31, 2010.

GRAHAM, Margaret, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2010.

KANDEL, Rita, Professor, Department of Mechanical & Mechatronics Engineering, April 1, 2010 – March 31, 2014.

KOLLER, Heinrich, Lecturer, School of Architecture, May 1, 2010 – April 30, 2011.

LEVITT, Janna, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2010.

LUZAR, Brigitte, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2010.

MCNAIR, Robert, Lecturer, School of Architecture, May 1, 2010 – August 31, 2010.

PIRNIA, Mehrdad, Lecturer, Department of Management Sciences, May 1, 2010 – August 31, 2010.

SCOTT, Tim, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2010.

SHELLEY, Elise, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2010.

THOMAS, Mario, Professor, Centre for Business, Entrepreneurship & Technology, July 1, 2010 – June 30, 2012.

SYME, Paul, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2010.

THOMPSON, Hugh, Lecturer, School of Architecture, May 1, 2010 – August 31, 2011.

WOODWORTH, William, Lecturer, School of Architecture, May 1, 2010 – August 31, 2011.

ZHOU, John, Professor, Department of Chemical Engineering, April 1, 2010 – March 31, 2013.

ZURELL, Cory, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2010.

Adjunct Reappointments

ABOUATALLAH, Rami, Assistant Professor, Department of Chemical Engineering, June 1, 2010 – May 31, 2012.

ALLARAKHIA, Minna, Lecturer, Department of Management Sciences, May 1, 2010 – August 31, 2010.

CHRISTIAN, Beverley Howard, Assistant Professor, Department of Chemical Engineering,
September 1, 2010 – August 31, 2012.

**COOK, David**, Assistant Professor, Department of Chemical Engineering, May 1, 2010 – April 30, 2012.

**ENTCHEV, Evgueniy**, Professor, Department of Chemical Engineering, September 1, 2010 – August 31, 2012.

**GREEN, Roger** (Professor Emeritus), Professor, Department of Civil & Environmental Engineering, July 1, 2010 – June 30, 2012.

**HARVEY, Miin**, Lecturer, Department of Civil & Environmental Engineering, April 1, 2010 – March 31, 2012.


**HUNT, Lloyd**, Associate Professor, School of Architecture, May 1, 2010 – April 30, 2011.

**KOUWEN, Nick** (Professor Emeritus), Professor, Department of Civil & Environmental Engineering, July 1, 2010 – June 30, 2013.

**LEDERER, Jeffery**, Associate Professor, School of Architecture, May 1, 2010 – April 30, 2011.

**LEVITT, Andrew**, Associate Professor, School of Architecture, May 1, 2010 – August 31, 2011.

**LIEBERMANN, George**, Professor, Department of Chemical Engineering, July 1, 2010 – June 30, 2012.

**LIU, Simon**, Professor, Department of Mechanical & Mechatronics Engineering, September 1, 2010 – August 31, 2015.

**NESPOLI, Oscar**, Lecturer, Department of Mechanical & Mechatronics Engineering, May 1, 2010 – August 31, 2010.

**ROSS, Barbara**, Assistant Professor, School of Architecture, May 1, 2010 – August 31, 2011.

**SORLI, Gordon**, Lecturer, Department of Management Sciences, May 1, 2010 – August 31, 2010.

**ZHANG, Jinjun**, Professor, Department of Mechanical & Mechatronics Engineering, September 1, 2010 – August 31, 2015.

**Cross Reappointments**

**KNIGHT, Mark**, Associate Professor, Department of Civil & Environmental Engineering to Department of Earth Sciences, Faculty of Science, October 1, 2009 – September 30, 2011.

**WOUDSMA, Clarence**, Professor, School of Planning, Faculty of Environment to Civil & Environmental Engineering, July 1, 2010 – June 30, 2012.
Appointment Change
STUBLEY, Gordon, Teaching Chair, Department of Mechanical & Mechatronics Engineering, July 1, 2009 – June 30, 2012 changed to July 1, 2009 – April 30, 2010.

Graduate Student to Part-time Lecturer Appointments
ALAM, Shahedul, Department of Management Sciences, May 1, 2010 – August 31, 2010.

BASSI, Rajnish, Department of Mechanical & Mechatronics Engineering, May 1, 2010 – August 31, 2010.

ELKHAHIB, Mohamed, Department of Electrical & Computer Engineering, May 1, 2010 – August 31, 2010.

THOM, Christopher, Department of Mechanical & Mechatronics Engineering, May 1, 2010 – April 30, 2012.

WONG, Alexander, Department of Systems Design Engineering, May 1, 2010 – August 31, 2010.

B. ADMINISTRATIVE APPOINTMENTS

HUISSOON, Jan, Deputy Chair, Department of Mechanical & Mechatronics Engineering, May 1, 2010 – April 30, 2011.

KNIGHT, Mark, Chair, Geological Engineering Board, Department of Civil & Environmental Engineering, May 1, 2010 – April 30, 2013.

LEGGE, Raymond, Associate Dean, Graduate Studies & International Agreements, Dean of Engineering Office, July 1, 2010 – June 30, 2013.

STUBLEY, Gordon, Academic Director, PDEng Program, Dean of Engineering Office, May 1, 2010 – April 30, 2013.

ADMINISTRATIVE REAPPOINTMENTS


JAYARAM, Shesha, Director, High Voltage Laboratory, Department of Electrical & Computer Engineering, May 1, 2010 – April 30, 2013.


PENLIDIS, Alexander, Director, Institute for Polymer Research, Department of Chemical Engineering, May 1, 2010 – December 31, 2010.
SIVOTHTHAMAN, Siva, Director, Center for Advanced Photovoltaic Devices and Systems, Department of Electrical & Computer Engineering, May 1, 2010 – April 30, 2013.

C. RESIGNATION
AYAD, Hanan, Lecturer, Department of Systems Design Engineering, April 19, 2010.

D. SABBATICALS (for approval by the Board of Governors)
BEESLEY, Philip, Associate Professor, School of Architecture, July 1, 2010 – December 31, 2010, at 100% salary.

JEWKES, Beth, Professor, Department of Management Sciences, September 1, 2010 – August 31, 2011, at 100% salary.

KHANDANI, Amir, Professor, Department of Electrical & Computer Engineering, September 1, 2010 – August 31, 2011, at 100% salary.

WRIGHT, John, Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2011 – June 30, 2011, at 85% salary.

Adel Sedra
Dean, Faculty of Engineering
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointments

DRESCHER, Michael, Assistant Professor, School of Planning, July 1, 2010 to June 30, 2013: PhD, Wageningen (Netherlands), 2003; MSc, Utrecht (Netherlands), 1998; BSc, Ruhr-University Bochum (Germany), 1994. Dr. Drescher is appointed in the area of Planning and Environmental Science. His range of environmental science research at various scales and study locations around the globe is impressive; his areas of expertise include examining socio-economic dynamics as drivers of cascading ecological effects across trophic levels in coupled human-natural systems, and the structure and dynamics of forests and grasslands with special interest in disturbance dynamics, succession, alternate stable states, and cross-scale spatial pattern generation ranging from micro to landscape.

MOOS, Markus, Assistant Professor, School of Planning, July 1, 2010 to June 30, 2013; PhD, University of British Columbia (pending); MPL, Queen’s University, 2006; BES, University of Waterloo, 2004. Mr. Moos is appointed in the area of Urban Planning. He is an award-winning academic with a very strong research record for someone at this stage in his career. His research direction fits very well with the needs of the school in terms of providing urban economics research capacity and also complements the work of other school faculty. He will be a definite asset to the School of Planning and the university community.

Adjunct Appointments

BJORNLUND, Henning, Associate Professor, Department of Environment and Resource Studies, January 1, 2010 to December 31, 2012.

SAINI, Hargurdeep, Professor, Department of Environment and Resource Studies, July 1, 2010 to June 30, 2013.

Change in Appointment

VINODRAI, Tara, Assistant Professor, transferred from the Department of Geography and Environmental Management (50%) and the Faculty of Environment (50%) to the Department of Geography and Environmental Management (51%) and the School of Environment, Enterprise and Development (49%), effective May 1, 2010.

Graduate Student to Part-time Lecturer Appointments

GROULX, Mark, School of Planning, May 1, 2010 to August 31, 2010.

HANO, Kate, Department of Geography and Environmental Management, May 1, 2010 to August 31, 2010.

B. ADMINISTRATIVE APPOINTMENTS

CASELLO, Jeffrey, Interim Associate Dean, Undergraduate Studies and Educational Liaison, July 1, 2010 to June 30, 2011.
EAGLES, Paul (Recreation and Leisure Studies), Acting Director, Tourism Policy and Planning Program, January 1, 2010 to December 31, 2010.

LARSON, Brendon, Interim Associate Chair, Undergrad, Department of Environment and Resource Studies, July 1, 2010 to August 31, 2010.

McALLISTER, Mary Louise, Associate Chair, Undergrad, Department of Environment and Resource Studies, September 1, 2010 to August 31, 2013.

MURPHY, Stephen, Chair, Department of Environment and Resource Studies, July 1, 2010 to June 30, 2014.

OELBERMANN, Maren, Acting Associate Chair, Graduate, Department of Environment and Resource Studies, May 1, 2010 to June 30, 2010.

H. Deep Saini
Dean
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointment

WENG, Chengguo (BS 2001 and MS 2004, Zhejiang University; PhD 2009, University of Waterloo), Assistant Professor, Dept. of Statistics and Actuarial Science, June 1, 2010 – June 30, 2013. Dr. Weng has been working as an Assistant Professor at Towson University since August 2009. Dr. Weng has a wide array of research interests ranging from portfolio selection with parameter uncertainty, optimal reinsurance design, tail risk of aggregate claims to stochastic ordering theory. Dr. Weng will help build the new Professional Master’s Program in Actuarial Science.

Probationary-term Reappointments


FUKASAWA, Ricardo (BSc 2000 and MSc 2002, Pontificia Universidade Catolica do Rio de Janeiro; PhD 2008, Georgia Technology Institute), Assistant Professor, Dept. of Combinatorics and Optimization, August 1, 2011 – June 30, 2014.

HARVEY, Nicholas (BMath 1999, University of Waterloo; MSc 2005 and PhD 2008, Massachusetts Institute of Technology), Assistant Professor, Dept. of Combinatorics and Optimization, July 1, 2011– June 30, 2014.


LI, Siu-Hang Johnny (BSc 2002 and MPhil 2004, University of Hong Kong; PhD 2007, University of Waterloo), Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2010 – June 30, 2013.

Definite-term Appointment

GROENDYKE, Chris (BA 1977 and BS 1997, University of Texas at Austin, MS 2008 and PhD expected 2010, Pennsylvania State University), Lecturer, Dept. of Statistics and Actuarial Science, January 1, 2011 – December 31, 2012. Mr. Groendyke will be expected to teach three lecture courses per budget year and to engage in research and scholarly activity, and to participate in service activities in particular service associated with the Master of Actuarial Science program.

Definite-term Reappointments

LUSHMAN, Bradley (BMath 2000, MMath 2002 and PhD 2007, University of Waterloo), Lecturer, David R. Cheriton School of Computer Science, September 1, 2011 – August 31, 2012.

NISSEN, Jennifer (BMath 2007, University of Waterloo; MMath 2008, McMaster University), Lecturer, Office of the Dean, May 1, 2011 – April 30, 2013.
ZOU, Bill (BS 1983, Southeast University; MS 2008, University of Waterloo; PhD 2001, University of Southern California), Lecturer, Dept. of Statistics and Actuarial Science, September 1, 2010 – August 31, 2011.

Adjunct Appointments

IVKOVIC, Igor, Lecturer, David R. Cheriton School of Computer Science, May 1, 2010 – August 31, 2010.

KHAN, Atif, Lecturer, David R. Cheriton School of Computer Science, May 1, 2010 – August 31, 2010.

Adjunct Reappointments

AI B, Issam, Lecturer, David R. Cheriton School of Computer Science, May 1, 2010 – August 31, 2010.

ALWAN, Mohamad, Lecturer, Dept. of Applied Mathematics, May 1, 2010 – August 31, 2010.

ANDERSON, Terry, Lecturer, Office of the Dean, May 1, 2010 – August 31, 2010.

CALDER, Matthew, Lecturer, Dept. of Applied Mathematics, May 1, 2010 – August 31, 2010.


MARRIOTT, Christopher, Lecturer, David R. Cheriton School of Computer Science, May 1, 2010 – August 31, 2010.

Cross Reappointment

COLEMAN, Thomas, Professor, Dept. of Combinatorics and Optimization to the David R. Cheriton School of Computer Science, March 1, 2010 – February 29, 2014.

Graduate Student to Part-time Lecturer Appointment


Graduate Student to Part-time Lecturer Reappointments


B. ADMINISTRATIVE APPOINTMENTS

KEMPF, Achim, Associate Chair, Graduate Studies, Dept. of Applied Mathematics, July 1, 2010 – June 30, 2012.

WATROUS, John, Associate Director, Undergraduate Studies, David R. Cheriton School of Computer Science, July 1, 2009 – June 30, 2011.

Thomas F. Coleman
Dean
A. APPOINTMENTS

Adjunct Appointments

LEÓN, Luis F., Assistant Professor, Department of Biology, June 1, 2010 to May 31, 2013

MAZURIK, Laurie, Lecturer, School of Pharmacy, May 1, 2010 to August 31, 2010

PICKARD, Bryce, Lecturer, Department of Biology, May 1, 2010 to August 31, 2010.

RYAN, M. Cathryn, Associate Professor, Department of Earth and Environmental Sciences, May 1, 2010 to April 30, 2013.

SKOLNIK ALESKA, Katarina, Associate Professor, School of Pharmacy, May 1, 2010 to April 30, 2013.

SMILEY, Tom, Assistant Professor, School of Pharmacy, May 1, 2010 to April 30, 2013.

THORLEIFSON, Harvey, Professor, Department of Earth and Environmental Sciences, May 1, 2010 to April 30, 2013.

VALLI, Lois, Lecturer, School of Pharmacy, January 1, 2011 to April 30, 2011.

YEH, Tian-Chyi Jim, Professor, Department of Earth and Environmental Sciences, April 1, 2010 to March 31, 2013.

Adjunct Reappointment

EVANS, Mary Ann, Professor, Department of Earth and Environmental Sciences, April 1, 2010 to March 31, 2011.

B. ADMINISTRATIVE APPOINTMENT

FLANAGAN, John, Chair, Clinical Research Ethics Board, Office of Research, January 1, 2010 to December 31, 2010.

C. RESIGNATION

PICKARD, Bryce, Lecturer, Department of Biology, effective May 1, 2010

D. SABBATICAL LEAVES (for approval by the Board of Governors)

CHOH, Vivian, Assistant Professor, School of Optometry, July 1, 2010 to December 31, 2010, 100% salary arrangement.

DUHAMEL, Jean, Professor, Department of Chemistry, September 1, 2010 to August 31, 2011, 100% salary arrangement.

SORBARA, Luigina, Associate Professor, School of Optometry, July 1, 2010 to December 31, 2010, 100% salary arrangement.

THOMPSON, Russell, Assistant Professor, Department of Physics and Astronomy, September 1, 2010 to February 28, 2011, 100% salary arrangement.

T B. McMahon, Dean
University of Waterloo  
SENATE  
June 21, 2010

FOR APPROVAL

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University Committee on Student Appeals Appointment

Motion:
That Senate approve the appointment of Steven Forsey (chemistry), replacing Bob Linnen, term to April 30, 2011
Academic Colleague; Council of Ontario Universities, April 22-23, 2010 Meeting

Colleagues met with the Executive Heads and the meeting was held at the Royal Military College, Kingston.

At the Academic Colleagues meeting on the 22”nd the main items of discussion were:

1. As announced in the Throne Speech, COU is exploring the possible expansion of the Ontario Universities’ Application Centre to include recruiting international students. Concern was expressed that the government may be disappointed if this is simply an attempt to increase revenues.

2. The possibility of setting up Online Collaborative Degrees is receiving attention. It was noted that everybody has an online presence but the extent and the availability of offerings are not clear. The Ontario Council on University Lifelong Learning (OCULL) is producing a survey of online learning in Ontario which should help clarify the issue. Concerns raised included: ownership of content, the contracting out of content creation and the possibility that this will accelerate the creation of teaching streams.

3. The Academic Colleagues expressed concern about the issue of casualization of labour, and of the types of teaching-stream appointments at different institutions. This was suggested as a suitable topic for a discussion paper (previously known as a working paper).

On the morning of the 23”rd, the Academic Colleagues joined the Executive Heads. The major topic of discussion was the financial challenges facing universities. We were advised that three factors severely constrain budgets: repayment of pension plans, elimination of scale salary increases (but not merit or progress through the ranks ... but no funding to support this) and the requirement that service not be reduced (which would be seen as a salary increase). Apparently the government will not intrude into negotiations, however, the Executive Heads must sign off indicating compliance. Payment into pension plans, so as to pass the solvency test, was recognized as being extremely onerous for some institutions, especially when constrained by the other two factors.

From an academic perspective, Julia Christensen Hughes described the book she co-edited, Taking Stock: Research on Teaching and Learning in Higher Education. The main messages included: Universities need to improve faculty teaching practices in order to advance student learning outcomes and traditional lecture and multiple choice exams that test for short-term recall, undervaluing teaching, and lack of expectations for teaching skill improvement are particularly problematic. The book Academic Transformations was noted to raise many of the issues facing universities and was suggested as the “book of the month”.

Many other items of possible interest can be found in the COU Highlights which can be found at: www.secretariat.uwaterloo.ca/cou.pdf

Respectfully submitted,
Richard Wells
wells@uwaterloo.ca


2 J Christensen Hughes and J Mighty (eds), Taking Stock: Research on Teaching and Learning in Higher Education, Queen’s Policy Studies Series (McGill-Queens University Press, 2010)
Executive Council Retreat, May 19-21

The annual Executive Council retreat started with an overview of the rapidly evolving landscape of higher education in Ontario, Canada and the world. The rest of the retreat agenda was devoted to the following four main topics:

- Internationalization: What is our understanding? How do we move forward?
- Total Enrolment Management
- Sixth Decade Plan Revisited
- Students - Student Services: New Developments - Structural Adjustments

Internationalization: Discussion was mainly focused on the recruitment and retention of international graduate and undergraduate students; the program mix of choice, demographic analysis of current students and future trends. While there was a general agreement on the importance of international students for the reputation, recognition, visibility and financial health of the university, it was agreed to increase focus on other aspects of internationalization including:

- Collaborative research and development projects with multinational funding sources,
- International experience of local UW students through co-op work terms and exchange agreements, and

The following action items and/or decisions were identified as next steps through either individual teams or working groups/task forces:

- Identification and analysis of structural changes and/or adjustments, and additional resources required when we achieve the Sixth Decade targets on international undergraduate and graduate (already achieved) recruitment,
- Developing performance indicators for other international goals/targets,
- Provision of ongoing support for the unique needs of international students.

Total Enrolment Management (TEM): While there was consensus among the EC members that enrolment management at UW has been successfully undertaken over the past many years, various challenges including the increased competition for students, more than ever reliance on domestic and international tuition necessitated a thorough discussion of the merit of total (central) enrolment management. It was agreed to proceed with the planning of TEM for the following reasons:

- A greater capacity to respond to budgetary challenges through enrollment; improved fiscal position for the institution
- Enrolment management units given greater access to internal resources – institutional visibility
- Enrolment management units better able to recognize and align their interests with the collective needs of the institution
- Ease of communication/sharing of data among units
- Faculty engagement
- Accountability
- Effectively utilize personnel resources where needed and broaden personnel knowledge of EM units to improve student service and engagement leading to enhanced retention
- Increased capacity for alumni fundraising
- With a multi-year budgeting plan there also needs to be a multi-year enrolment plan with targets indicating how each faculty is going to contribute to reaching the 2017 goals
It was agreed to establish an Enrolment Management Committee consisting of the vice-president, academic & provost or delegate (chair), dean of each faculty and director of Institutional Analysis & Planning and others (e.g. registrar, executive director of Co-op) as needed. The committee will determine whether the 2017 goals for enrolment are aspirational or feasible? If they are still viewed as optimum enrolment numbers how do we get there by 2016-17? There needs to be annual targets set re: number and quality of incoming students – undergraduate, graduate and international students by an Enrolment Management Committee.

Sixth Decade Plan: The following questions were initially raised to provide context for the review process:

- Are we on target with our objectives?
- Are these objectives still pertinent?
- Do we need other objectives/targets?
- What do we need to do to stay on target where gaps identified?

Following a critical analysis and review of our overall progress towards quantitative and qualitative targets it was agreed that we have made very good progress on many aspects of the plan and the themes outlined below are still extremely important to the university’s goals and aspirations articulated in the plan:

- Core academic competence as the heart of our mission
- Increased emphasis on research
- Higher proportion of graduate students
- A commitment to a positive student experience, with strong academic and non-academic support systems
- High quality, engaged faculty who are involved in teaching, research, and service, and a lower student/faculty ratio
- An increase in interdisciplinary and multi-disciplinary programs
- A stronger international emphasis across the institution
- An increase in entrepreneurial activities (for students or UW, or both?)
- Increased emphasis on citizenship and civic engagement—locally, regionally, nationally, and globally
- Enhanced infrastructure and support services that are linked to the academic mission

Based on these themes, emphasis will focus on specific areas. These include:

- Focusing on students and the student experience both in and out of the classroom. This includes a renewed emphasis on program quality—in both existing core programs and new programs—as well as the concept of a signature student experience that will attract and retain superior students. A key component of this is ensuring that UW also attracts and retains the highest quality faculty.

- Positioning UW as an intellectual and technological hub for Ontario and benefiting from the intellectual resources of the region.

- Expanding and enhancing UW’s research capacity and support of graduate students to assist in positioning/reconfirming UW as a major research institution. Growth in research and growth in graduate programs are closely linked.

- Positioning UW as a leader in multi-disciplinary programs that integrate research, policy, and programming e.g. Water, Environment, Nano, IQC, Energy, Stratford.

- Expanding UW’s international focus, including program and curriculum development, faculty and student recruitment, student support services, and engagement with global issues.

- Ensuring that the university has the infrastructure and support to achieve its intellectual potential. Establishing the centrality of the university’s academic mission and ensuring that the infrastructure and support services are in place to accomplish this mission are critical in moving forward. The plan will propose a set of organizational operating principles, including: enhanced internal and external
communication, support for entrepreneurial activities, increased connectivity between and among administration, faculty, and staff, and transparency in decision making and processes.

Over the next couple of months the Executive Council will review and further develop these themes/areas of emphasis to create a document that will provide a mid-term (mid-course) implementation plan that will be complementary to the Sixth Decade Plan. Using this plan as a base, the deans will continue to develop their faculty-specific plans and link them to the larger plan while assessing their progress against the goals and objectives of the Sixth Decade Plan.

An overall process and timeline that will provide for sequencing and linking the planning and budgeting processes will also be taken under consideration. As this (action/implementation) plan and related plans are being developed, there will be opportunities for communication within and across units to ensure appropriate levels of input, coordination, and alignment.

Students - Student Services: New Developments - Structural Adjustments: It was recognized that as further emphasis on students and their success is essential to achieving the Sixth Decade Plan goals, we must further our efforts to establishing a student success culture across the campus. A report prepared by the Student Services Committee concluded that for a student success culture, we must achieve:

- increased student satisfaction with the experience at UW, improved student retention rates and effective competitive approaches to attract high quality students
- adaptation to changing demographic conditions of a younger and more culturally diverse student body that is in need of support
- student success orientation linked to maintenance of life-long connections with alumni
- development of the ‘whole student’ from academic, experiential and social/cultural perspectives

It was agreed that for the next two years priority to be given to:

- New Student Transition Program
- Open Data Initiative, Mobile Applications Development and Student Portal
- Retention
- Early Alert System

The following decisions were reached:

- Follow through on the recommendations of the Retention Task Force
- Change the title of the associate provost, student services to associate provost, students
- Establish, under the associate provost, students portfolio, an Office of Student Success with the following responsibilities/functions:
  - Transition (start-up skills, bridge programs, transition programs, parent programs)
  - Learning Support (supplemental instruction, advising, tutoring, study skills)
  - Student Development (leadership, mentorship, co-curricular record)
  - Career Support (career advising, job centre, placement)
  - Entrepreneurship (centre and programs, Velocity)
  - Applications Management (student portal, mobile apps, incident/alert system)
  - International Student Support

- The following two items will be further deliberated before a final decision is made:
  - Separation of Co-op and Career Services offices
  - Transfer of the international student support function from Waterloo International
Senate Graduate & Research Council met on May 10, 2010 and agreed to forward the following items to Senate for approval and information, as indicated.

Further details are available at: www.adm.uwaterloo.ca/infosec/Committees/senate/sgrc.htm.

FOR APPROVAL

RESEARCH CENTRES/INSTITUTES

University of Waterloo
Centre for Social Innovation and Resilience (CSIR)

Motion: To approve the establishment of the Centre for Social Innovation and Resilience (CSIR) for an initial period of five years (June 1, 2010 to May 30, 2015) as detailed below and in Attachment #1 (pp. 5-29)

Rationale and Background: Social innovation is an initiative, product, process or program that profoundly changes the basic routines, resources and authority flows or beliefs of any social system. Successful social innovations have durability and broad impact to move systems in the direction of greater resilience. Resilience is the capacity of any system to maintain its identity in the face of shocks and disturbances while continuing to adapt and learn.

At the beginning of the 21st century, our world faces multiple complex challenges, which cross boundaries of every kind: borders, cultures, disciplines and social sectors. New ways of understanding, collaborating and acting are urgently needed to ensure a socially just and resilient society. In order to move resolutely towards a positive future, we must encourage a culture of ongoing social innovation to nurture the health, resilience and vibrancy of our linked social, economic and ecological systems. More than ever before, social innovation is of extremely high interest to governments, social sector agencies, corporations, foundations, granting councils and academics.

In 2007, the Social Innovation Generation (SiG) national project, a collaborative partnership between four nodes, was initiated. Through committed institutional resources and a major grant from the J.W. McConnell Family Foundation, the University of Waterloo has played a key leadership role from the inception of this partnership by establishing one of the primary project nodes (referred to as SiG@Waterloo), designed to supply academic leadership, curriculum development and community engagement.

The University of Waterloo’s reputation as Canada’s most innovative university, its recognized expertise in a range of disciplinary areas concerned with systems, complexity and innovation, and its demonstrated commitment to cross-sectoral collaborations, provide a rich and supportive environment to create the Centre for Social Innovation and Resilience (CSIR). The creation of this Centre will intentionally integrate the nationally recognized SiG@Waterloo within this institution. A joint venture of the Faculty of Environment in partnership with the Faculty of Arts, the Centre for Social Innovation and Resilience is thus strategically placed to continue its emerging leadership role in generating new inter-disciplinary knowledge about social innovations and the social innovation process in Canada. This will be achieved through collaborative research across UW academic units, inter-institutionally, as well
as, across sectors in society. Application and mobilization of this knowledge will be achieved through relevant design and delivery of a range of new curriculum offerings and outreach activities.

Social Innovation Generation (SiG) exists currently as a collaborative national partnership between the Montreal-based J W McConnell Family Foundation, the University of Waterloo, the MaRS Discovery District in Toronto, and the PLAN Institute in Vancouver. SiG's ultimate goal is to support whole system change through changing the broader economic, cultural and policy context in Canada to allow social innovations to flourish. The aim is to search for solutions that engage all sectors in Canada and to do so through collaborations that enrich both the whole and its parts.

The creation of the Centre for Social Innovation and Resilience will both support this ground-breaking national collaborative and its diverse and growing list of partners, and will ensure a long-term role for the University of Waterloo as an academic leader within this growing global field. In addition, the institutional establishment of the Centre for Social Innovation and Resilience within the Faculty of Environment in partnership with the Faculty of Arts, will recognize current and enhance future opportunities for mutually beneficial, relevant collaborations on, for example, curriculum design with the Centre for Knowledge Integration and the Master's in Public Policy, and policy research with the Biosphere Sustainability Project. The establishment of CSIR will raise the profile of these and other meaningful collaborations, both internally and externally, and will serve to generate knowledge, to influence policy, and to design 21st century curriculum, as well as to attract faculty, students and financial resources. Also important, is that this Centre will further reinforce and realize UW's statement that "in the next decade, the university is committed to building a better future for Canada and the world by championing innovation and collaboration to create solutions relevant to the needs of today and tomorrow." (UW website, March 2010)

University of Waterloo
Waterloo Institute for Health Informatics Research (WIHIR)

Motion: To approve the Waterloo Institute for Health Informatics Research (WIHIR) review committee's report (February 2010) and recommendations 1 through 4 (see pp. 39-41 of the report) as detailed below and in Attachment #2 (pp. 30-57 of the report).

Background: At the Senate Graduate and Research Council meeting of April 13, 2009 members agreed to conduct a formal, independent review of WIHIR as provided for in the Guidelines for the Review of Centres/Institutes. This report and its recommendations are a result of that review.

University of Waterloo
Centres/Institutes

Motion: To approve the Waterloo Institute for Health Informatics Research (WIHIR) review committee's recommendations 5 through 7 as detailed below and in Attachment #3 (p. 58 of the report).

Background: At the Senate Graduate and Research Council meeting of May 10, 2010 members suggested that the WIHIR report's recommendations 5 through 7 be separately considered as they were deemed to be applicable to all University of Waterloo centres/institutes; as such, they are split off from the main review document and located in Appendix #3.
GUIDELINES AND REGULATIONS

Revised Guidelines on Graduate Student Support

Motion: To approve the revised guidelines on graduate student support as detailed below and in Attachment #4 (pp. 59-62).

Background: The revised guidelines incorporate Research Studentships as well as Research Assistantships; incorporate updated procedures for health and safety training; include the updated procedures for dispute resolution; updates the single TA rate policy; removes some of the detail about information sent to new students (specifically, material that is unrelated to student support); and includes one proposed change -- continuation of financial support continues with full-time registration in the degree program and when the student “fulfils the necessary academic requirements. This includes maintaining a minimum 70% average in coursework (individual programs may have higher requirements), and passing PhD comprehensive examinations.” It is proposed that students who are not in good standing are not necessarily guaranteed a continuation of funding.

Changes to the Approved Doctoral Dissertation Supervisor (ADDS) Regulations

Motion: To approve the Approved Doctoral Dissertation Supervisor (ADDS) regulation changes as detailed below and in Attachment #5 (pp. 63-64).

Background: Currently, recommendations to confer ADDS status are made by the department chair to the faculty associate dean, graduate studies who, possibly with the advice of a faculty committee, reviews the recommendation. Once approved, faculty members with ADDS status are reviewed every five years to determine whether they should retain that status. Withdrawal of the status is rare, which suggests that a considerable amount of needless effort is expended in the review process.

It is acknowledged that a small number of faculty members encounter ongoing difficulties in supervising graduate students and should have their ADDS status revoked. Problems usually become known to a department through continued occurrences of graduate students receiving unsatisfactory supervision.

With these considerations in mind, the Graduate Operations Committee and Senate Graduate and Research Council recommends changes to the current regulations governing ADDS status.
FOR INFORMATION

Council reviewed and, on behalf of Senate, approved the following:

- Curricular matters for the faculties of:
  - Mathematics (new courses–CS 685, AM 871; course revisions–AM 876, CS 667, CS 766);
  - and
  - Science (new course–BIOL 651; course revisions–CHEM 794, PHYS 767).

- One new award: Don E. Irish Graduate Award–endowment
- One new scholarship: John E. Thompson Biology Graduate Scholarship–endowment.

Council received the following for information:

- Certificate in University Teaching Award–trust (agreement reviewed this year and the donor agreed to continue until 2015 when the terms will once again be reviewed).

/rah
George Dixon
Vice-President, University Research

Sue Horton
Associate Provost, Graduate Studies
UNIVERSITY OF WATERLOO
CENTRE FOR SOCIAL INNOVATION AND RESILIENCE

1.2. Mission
Our mission is to generate new knowledge about social innovations and the social innovation process in Canada. In particular, we seek to understand more deeply the dynamics of learning, adaptation and innovation for the purpose of enhancing resilience. We will seek to disseminate new knowledge through publications and learning opportunities, ranging from graduate programs to lecture series developed inside and outside the university research community. We are also strongly committed to ongoing collaboration across disciplines, institutions and sectors, with the belief that non-traditional partnerships are necessary to achieve the mission as described above. Whenever possible, partnerships will be developed in order to leverage and share resources of intellectual, social, human and financial capital since we believe that, together, we can achieve more than the sum of what we could achieve alone.

In pursuit of our mission, the Centre concentrates on four discrete goals:

1. Create conditions for University engagement in social innovation
2. Research and document new knowledge about social innovation
3. Design new models for educating about social innovation
4. Support community capacity to design for, and act effectively in, a complex world

1.3. Importance
Develop partnerships to bridge academic and practitioner communities – Building on its close ties with the Waterloo Institute for Complexity and Innovation and its formal relationships with various Associates, the Centre will further facilitate thoughtful and practical interactions among academics and practitioners in various arenas, including policy advocacy, funding initiatives, applied research activities, and curriculum development. The Centre will intentionally develop these relationships to exchange knowledge and experience in order to address the challenges of our complex world.

Increase trans-disciplinary, collaborative research focused on understanding and promoting innovation and resilience - The Centre will leverage current and future funding resources to continue the exploration of its emerging research agenda which is, and will, generate new knowledge on the dynamics, stages and phases of social innovation, as well as the relationship of innovation to adaptability and resilience.

Inform and educate the public - The Centre will continue to coordinate an outreach program, including annual lecture series, public workshops, on-line and real-time consultant education and collaborative community interventions, that brings new knowledge about social innovation to the broader public and to key communities of entrepreneurs, experts, policymakers, and students.
Leave a legacy of academic programming which engages future innovators and institutional entrepreneurs - The Centre will collaborate to develop and launch a unique graduate level program in Social Innovation with the express purpose to support the network of actors and social innovators in Canada through enhancing their understanding and practice of innovation in complex social-ecological systems. This curriculum is currently conceived as a Graduate Diploma, consisting of a suite of new UW courses, some of which will be approved as equivalents for eventual acceptance into a relevant UW Masters Degree program. It is the Centre’s intention to collaborate with Masters program(s) within the Faculty of Environment (currently in discussion with the Masters of Knowledge Integration) and Masters program(s) within the Faculty of Arts (currently in discussion with the Masters of Public Policy).

Advance the University’s reputation and strategic goals – The mission and goals of the Centre for Social Innovation and Resilience align strongly with the Faculty of Environment’s strategic focus on excellence, collaboration, experiential education, and community engagement. Its clear societal relevance will be effectively represented and leveraged through the partnership of two of UW’s Faculties, Environment and Arts. In addition, the Centre will build upon the University of Waterloo’s reputation as a leader in solution-focused and outward looking research and teaching. Through its current and planned activities, it will contribute to the University’s long-term strategic goals, as laid out in its 2005 Strategic Research Plan (SRP) and its Sixth Decade Plan. Specifically, the Centre will provide a high-profile point of connection and proven ability to mobilize knowledge for existing and emerging world-class research, teaching and faculty involved in complexity, resilience and innovation.

1.4. Staff

Director
The Centre will be led by a Director, proposed as Dr. Frances Westley, current McConnell Chair in Social Innovation, who will be responsible for the overall management of the Centre, preparation of its annual budget, supervision of staff members, and with input from the Centre’s membership guiding the research, curriculum development and outreach agendas. Dr. Westley has previously demonstrated her outstanding leadership capacity as the Director of the Nelson Institute for Environmental Studies (2005-2007) at the University of Wisconsin-Madison, and Director of the McGill-McConnell Masters program for National Voluntary Sector leaders (2002-2005) – an innovative executive masters customized for the leaders of voluntary organizations across Canada.

Associate Director
The Director will be assisted by an Associate Director, proposed as Cheryl Rose, current Associate Director of Partnerships and Programs for SIG@Waterloo. This role focuses upon developing and maintaining internal and external relationships, as well as overseeing the design and delivery of workshops, seminars, and public lectures.
Support Staff
The current complement of three to four full-time professional staff positions with SiG@Waterloo will be transferred to similar positions within the Centre and will offer significant support for the launch and next stage of development. These positions will remain in place for a period of approximately two years, after which a staff review will be undergone to reexamine the needs and available resources of the Centre.

1.5. Scope of Activities
In pursuit of our mission, the Centre, currently as SiG@Waterloo, has implemented a wide variety of activities, which are either launched or in the process of full implementation over the next 2-5 years. The Centre will continue to concentrate on these specific activities in four key goal areas:

1. Create conditions for University engagement in social innovation
2. Research and document new knowledge about social innovation
3. Design new models for educating about social innovation
4. Support community capacity to design and act in complexity

CREATE CONDITIONS FOR UNIVERSITY ENGAGEMENT IN SOCIAL INNOVATION
Activities in this goal area are already well underway and include:

New Faculty Team – Led by Dr. Frances Westley, current Chair in Social Innovation, we are in the process of hiring a team of social innovation focused faculty members. Currently SiG@Waterloo has three faculty members, with plans to hire one additional faculty member by September 2010. Dr. Westley has a cross-appointment – 75% in Environment and 25% in Arts. One of the current faculty members is a full-time appointment in Environment, shared by SiG and Environment Resource Studies; another current faculty member is cross-appointed to Environment (SiG) and Arts (Political Science); our final hire is still to be determined, but will be an approximately 50% Environment appointment. These four faculty appointments are all tenure-track positions and are funded by the University of Waterloo, except for Dr. Westley’s Chair position, which is funded by the McConnell Foundation through the 2011-2012 academic year; after that time the University has committed to continued funding for Dr. Westley’s tenured position at Waterloo.

Graduate Student Fellowship Program - Ongoing recruitment, training and mentorship of an inter-disciplinary team of six graduate students into the McConnell Fellowship in Social Innovation program. These fellowships are currently funded entirely by a grant from the McConnell Foundation through 2012.

University-Community Partnerships - Research and publish case studies to highlight new, effective ways in which academics and non-academics are working in partnership to co-create and mobilize knowledge for social impact. We will be convening individuals and teams, from within these partnerships and across various sectors for collective learning sessions and to design ways to best share their learning about process, perspective and practice.
Waterloo Institute for Complexity and Innovation - Collaborate with the newly created Waterloo Institute for Complexity and Innovation (WICI) at the University of Waterloo on issues of mutual benefit.

Knowledge Commons - Provide leadership and support for an emerging national initiative, "Knowledge Commons", which is a multi-sector and multi-university exploration of the role of knowledge in society.

**RESEARCH AND DOCUMENT NEW KNOWLEDGE ABOUT SOCIAL INNOVATION**

Activities in this goal area are well underway and include:

- **Case Studies** - Research and publish case studies to highlight aspects of Canadian examples of social innovation. See Appendix B for current publications.
- **Scholarly Papers** - Research and publish new knowledge on various aspects of the dynamics of social innovation.
- **Connect Research to Social Policy** - Collaborate to move research into policy through partners, such as, Canadian Institute for Well-Being, Public Policy Forum of Canada, Policy Research Initiative, Biosphere Sustainability Project, Human Resources Development Canada.
- **Resilience Network** - Provide leadership and support for the creation of the Canadian Resilience Network, with direct ties to the International Resilience Alliance.
- **International Conference** - Coordinate an annual Global Conference on Social Innovation to network international researchers and thought leaders – inaugural event held March 4 and 5, 2010.

**DESIGN NEW MODELS FOR EDUCATING ABOUT SOCIAL INNOVATION**

Activities in this goal area are well underway and include:

- **Graduate Curriculum** - Design, develop and implement a unique Masters level graduate program in Social Innovation – the first in North America.
- **Social Innovation Workshops** - Design and deliver a series of unique workshops to educate leaders in Canada’s social and environmental sectors on the dynamics and phases of social innovation.
- **Waterloo Lecture on Social Innovation** - Coordinate the annual Waterloo Lecture on Social Innovation, highlighting new thinking and applications for social innovation – inaugural event held January 27, 2010.
- **Evaluation Education** - Coordinate an Evaluator’s College to be designed and led by Michael Quinn Patton, widely recognized expert in Developmental Evaluation, to be launched in Fall 2010.
- **Innovation in Action Speakers Series** - Coordinate an annual Practitioner Speakers Series to highlight leadership in moving ideas to action within specific systems in society – inaugural series to be launched Spring 2010.
SUPPORT COMMUNITY CAPACITY TO DESIGN AND ACT EFFECTIVELY IN A COMPLEX WORLD

Activities in this goal area are well underway and include:

- **Institute of Wellbeing and Canadian Index on Well-Being** - Support the work of the CIW and actively work to integrate concepts related to social innovation within the Institute’s frameworks for future work.

- **Watershed Scenarios Initiative** - Coordinate education, communication and evaluation for the collaboratively implemented Watershed Scenarios Initiative (Waterloo and Wellington Regions) – encouraging and measuring impact of scenario thinking process designed and implemented locally by world-renowned scenario process expert, Adam Kahane, since April 2009.

- **National Youth Strategy** - Collaborate with the SiG national partners and key granting foundations such as Community Foundations Canada (CFC) and Ontario Trillium, to design a national long-term youth strategy to include education and leadership programs developed through CSIR as an intervention for creating conditions for social innovation in Canada.

1.6. Opportunities

1.6.1. Integrate with University Strengths and Resources

The University of Waterloo already provides an intellectual and research environment that is uniquely suited to supporting this Centre’s mission. This institution, as well as the two Faculties launching this Centre, demonstrate key supportive elements which include:

- A demonstrated capacity to identify and build cross-sectoral partnerships for applied purposes
- Existing and emerging world-class research, teaching and faculty, especially in both Environment and Arts, involved in complexity, resilience and innovation that offers the Centre opportunities for mutually beneficial collaborations
- A national reputation for blending first class theoretical study with real world, practical experiences as education and training for students

1.6.2. Supporting On-Campus Collaboration

The Centre will interact closely with Departments, Centres and Institutes across the University community already pursuing research and teaching related to complexity, resilience and social innovation, including:

- Centre for Knowledge Integration (Faculty of Environment)
- Centre for Ecosystem Resilience and Adaptation (Faculty of Environment)
- The Healthy Communities Research Network (Applied Health Sciences)
- Waterloo Institute for Complexity and Innovation (VP Research)
- Centre for Business, Entrepreneurship and Technology (Faculty of Engineering)

It is noted that with proximity to UW’s world class activities related to technology, the Centre will seek to explore opportunities that likely exist to form partnerships with technology researchers and innovators.
1.6.3. Develop Local, National and International Connections

The Centre will continue a strategic practice of fostering strong partnerships and continue to build new relationships nationally and internationally. In addition to relevant collaborations with a number of Canadian universities (especially York University on curriculum design), the following are some key connections:

**In Canada:**
- Canadian Institute of Wellbeing and Canadian Research Advisory Group
- Human Resources Development Canada
- J.W. McConnell Family Foundation
- Community Foundations Canada
- MaRS Discovery District
- Plan Institute on Caring Citizenship
- Public Policy Forum of Canada
- Policy Research Initiative

**In the United States:**
- Stanford Social Innovation Review (Stanford University)
- Harvard Social Enterprise Initiative (Harvard University)

**International:**
- Stockholm Resilience Centre (Sweden)
- Young Foundation (UK)
- Resilience Alliance (ITNL)
- Oxford School of Business – Skoll Centre for Social Entrepreneurship (UK)

1.7. Advancing UW’s Strategic Plans

The Centre will ensure a long-term role for the University of Waterloo as an academic leader within this growing global field. The University’s Strategic Research Plan (SRP) lays out broad objectives that include facilitating synergies between basic research and its applications, stimulating “high impact inter-disciplinary research on societal problems,” and increasing knowledge exchange – all core components of this proposed Centre’s activities. The Centre will also help the University achieve the goals in its Sixth Decade Plan, which promotes interdisciplinary research and teaching.
2. Constitution

2.1. Objectives
As outlined in Section 2.5, the Centre has four discrete goal areas (see below), with relevant objectives and key activities underway within each:

1. Create conditions for University engagement in social innovation
2. Research and document new knowledge about social innovation
3. Design new models for educating about social innovation
4. Support community capacity to design and act in complexity

2.2. Administrative Structure and Officers

Figure 1: Centre for Social Innovation Research Organizational Chart

2.2.1. Director
The Centre will be led by a Director, reporting to the Vice-President, University Research. The Director will be appointed by the Vice-President, Academic & Provost on the recommendation of the Vice-President, University Research for a renewable, fixed term of up to three years. The Director will be responsible for the overall management of the Centre, the preparation of its annual budget, supervision of Centre employees, and for guiding the research agenda of the Centre, with input from its membership. The Centre's first Director will be Dr. Frances Westley, current UW Chair in Social Innovation. It is proposed that Dr. Westley's term be for an inaugural period of three years and be renewable.
2.2.2. Associate Director

The Director will be assisted by an Associate Director, Partnerships and Programs. The Associate Director will be responsible for the day-to-day direction and support of the Centre’s Partnerships and Programs. This includes developing and maintaining internal and external relationships, as well as overseeing the coordination of workshops, seminars, and public talks. It is proposed that the Centre’s Associate Director be Cheryl Rose, currently the Associate Director of SiG@Waterloo, for a period of two years, after which a review of this position is recommended.

2.2.3. Executive Committee

The Executive Committee will provide advice to the Director and the VP Research on matters relating to the regular operations of the Centre, including financial management of the Centre and advice and guidance regarding the Centre’s operation, research directions, partnerships, etc.

Among its tasks, the Executive Committee will review new membership applications and the annual budget, discuss new initiatives (e.g. grant proposals and partnerships) and infrastructure needs, and identify new areas for future growth.

The Executive Committee will be chaired by the VP Research. The committee will meet two or three times per year. Committee membership will consist of:

- Vice-President, University Research (Chair)
- Dean of Faculty of Environment, or delegate
- Dean of Faculty of Arts, or delegate
- Centre Director
- Centre Core Members (5) – see section 4.1 for initial list

The 5 Core Members of the Executive Committee will be recommended by the Director and approved by a simple majority of Core Members of the Centre who are not seeking seats on the Executive Committee. For this purpose, a quorum will consist of 50 percent of Centre Core Members.

2.2.4. Advisory Committee

The Advisory Committee will provide advice to the Centre’s Director on the Centre’s research and priority activities. Advisors will also help the Centre establish connections and maintain its profile within the national and international social innovation research and practitioner communities. It will be selected by the Executive Committee and consist of outstanding researchers and practitioners from the University, Canada, and abroad who are Core members, and/or Associate Faculty and/or Associate Practitioners.

Advisory committee members will be approved by a majority vote of the Executive Committee. Membership lasts for three years and is renewable. The Advisory Committee Chair will be selected in a manner acceptable to the Executive Committee and will serve for a period of up to three years.
2.3. Categories of Membership

The Centre will bring its members, Core members, Associate Faculty Members, Associate Practitioner Members, and Student Members, together for a variety of purposes:

1. Direct contact related to specific research opportunities and other activities, including curriculum development. The Director or any member will initiate discussions based on perceived opportunities, e.g., a call for proposals, knowledge of a possible project, etc.

2. Small group meetings. Members of the Centre will be encouraged and facilitated in arranging meetings that advance Centre goals.

3. Think-Tank sessions. The Centre will convene Think-Tank sessions on various topics that are of interest to stakeholders, organizations or the Centre’s members.

4. Regular invited lectures and seminars. The Centre will convene several regular series of seminars.

5. An Annual Event. This will be a learning and networking event to review the activities and accomplishments of the Centre as well as to promote dialogue on social innovation topics. It will bring together the variety of Centre members, as well as external parties. The objective will be to share knowledge, further collaboration, and define new projects. This will also be means of generating new interest and membership.

2.3.1. Core members

Core members are drawn from SiG@Waterloo faculty members, Associate members, Student members and the SiG national partners who are closely aligned with the Centre and leaders in social innovation. Involvement includes leadership on research programs, teaching and curriculum development, and engagement activities.

Additions to the Core membership will be determined by simple majority vote of the members of the Executive Committee based on a candidate’s submission of a letter of application and a C.V.

Membership lasts for three years and is renewable. For a list of proposed initial core members, please see Section 4.1. For short biographies of these members, please see Appendix B.

2.3.2. Associate Faculty members

Associate Faculty members are regular, research, or adjunct University faculty from a recognized University or research institution, or non-University researchers, including postdoctoral fellows, who actively participate in setting the research/teaching agenda or are involved in one or more research projects affiliated with the Centre.

Associate Faculty membership will be decided by simple majority vote of the Executive Committee based on a candidate’s submission of a letter of application and a C.V. Membership lasts for three years and is renewable.

For a list of initial Associate Faculty members, please see Section 4.2.
2.3.3. Associate Practitioner members
Associate Practitioners are professionals who actively participate in Centre activities. This includes individuals in government, the voluntary section, and private sector interested in the Centre’s research and findings, and who actively participate in Centre activities, such as meetings, workshops, conferences and outreach programs.

Associate Practitioner membership will be decided by simple majority vote of the Executive Committee based on a candidate’s submission of a letter of application and resumé. Membership lasts for three years and is renewable.

For a list of initial Associate Practitioner members, please see Section 4.3

2.4. Student Members
Student Members are graduate students who currently hold Fellowships in Social Innovation at the University of Waterloo. Student membership will be decided by the Director. Membership lasts for one year and is renewable.

2.5. Responsibilities of Membership
All members are expected to participate in the Centre’s research, discussions or other activities, whether by contributing directly to one of its research projects, writing for its publications, attending its conferences and workshops, developing curriculum helping with policy and educational outreach, or sitting on one of the Centre’s committees. By majority vote, the Executive Committee may take an extended period of non-participation as grounds for suspension or termination of membership. By majority vote, the Executive Committee may also suspend or terminate a member for activities it regards as impeding or harming the Centre’s pursuit of its stated goals.

2.6. Changes to the Constitution
Changes to the definitions, terms and descriptions of the Centre’s constitution may be submitted by any member of the Centre. Changes must be ratified by 75 percent of the Associate Faculty and Associate Practitioners of the Centre and a simple majority of the members of the Executive Committee. For this purpose, a quorum will consist of 50 percent of the Executive committee’s members (either present or by proxy).

3. Management

3.1. Financial Responsibility
The Director will have primary responsibility for the budgeting and resource development of the Centre, with day-to-day budget management overseen by the Associate Director. The Dean of the Faculty of Environment will be the primary officer vested with financial oversight.
3.2. Reporting Mechanism

In a true spirit of collaboration and integration, the Centre will report on an annual basis to the Deans of the Faculty of Environment and the Faculty of Arts. This report will address the evaluation criteria listed in Section 8.1 and include detailed statements of:

- Research Projects (including: project title, involved faculty members and departments/schools, project total funding and annual expenditures, and a statement of progress and further work).
- Other Scholarly Activities (including publications, presentations, seminars, think-tanks, and other activities).
- Outreach Activities (including public lectures, consultations, community collaborations, etc.)
- Administrative Activities (including: promotional activities, major meeting and presentations, industry participation and support, infrastructural budget and spending).
- General Progress Towards Goals and Objectives (including strategic progress related to sustainability of the Centre) on key activities.

4. Membership

4.1. Core members

The following individuals have confirmed their participation as initial Core members of the Centre:

Tim Brodhead – President, J.W. McConnell Family Foundation  
Al Etmanski – President, PLAN Institute of Caring Citizenship  
Dr. Carin Hoilroyd – SiG and Political Science, Assistant Professor  
Dr. Thomas Homer-Dixon – Waterloo Institute for Complexity & Innovation  
Dr. Edward Jernigan – Centre for Knowledge Integration  
Dr. Dan McCarthy – SiG and Faculty of Environment, Assistant Professor  
Michele-Lee Moore - Balsillie School of International Affairs, PhD Candidate  
Dr. Brenda Zimmerman – York University, Schulich School of Business

See Appendix A for short biographies of core members.

4.2. Associate faculty members

The following initial Associate Faculty members are regular, research, or adjunct University faculty, or non-University researchers, including postdoctoral fellows, who actively participate in one or more projects affiliated with the Centre:

Howard Armitage – E.D. of Centre for Business, Entrepreneurship and Technology, UW  
Frederick Bird – Political Science, UW  
Amelia Clarke – Centre for Environment and Business, UW  
Ken Coates – Dean of Faculty of Arts, UW
Diana Denton - Communication, Leadership and Social Innovation, UW
George Francis - Environment, Professor Emeritus, UW
Bob Gibson - Faculty of Environment, UW
Keith Hipel - Systems Design Engineering, UW
Edward Jackson - Carleton University, Dean of Faculty of Public Affairs
Sally Lerner - Faculty of Environment, UW
Walter Mittelstaedt - Director of Centre for Mental Health Research, UW
Michael Q. Patton - Utilization-Focused Evaluation
Blake Poland - University of Toronto
Stephen Quilley - Keele University (UK), Institute for Law, Politics & Justice
Emmanuel Raufflet - HEC Montreal, Associate Professor
Bryan Smale - Applied Health Sciences, Associate Dean, UW
Janice Stein - University of Toronto, Munk Centre, Director
Paul Thagard - Psychology and Computer Science, UW
Olaf Weber - SEED, Faculty of Environment, UW
Steve Young - School of Environment, Enterprise & Development, UW

4.3. Associate practitioner members
The following initial Associate Practitioner members are professional individuals who actively participate in Centre activities:

Joanne Achoka - Centre for Community Based Research
Jeff Barnum - Reos Partners, co-founder
Rick Blickstead - Wellesley Institute
Paul Born - Tamarack Institute, Executive Director
Mark Cabaj - Vibrant Communities, Executive Director
John Colangeli - Lutherwood, Chief Executive Officer
Celia Cruz - Ashoka Canada, Director
Tim Draim - Social Innovation Generation, Executive Director
Allyson Hewitt - MaRS Discovery District, Director of Social Entrepreneurship
Stephen Huddart at McConnell Foundation
Jane Humphries - Community Foundations of Canada
Andrew Hunter - DodoLab, Principal
Adam Kahane - Reos Partners, Partner
Marc Langlois - Heartwood Youth Leadership
Peter Levesque - Mental Health Commission of Canada
Bruce MacDonald - Big Brothers Big Sisters of Canada
Joe Mancini - The Working Centre
Michael Manolson - Genesis Consulting
Hulene Montgomery - Lyle S. Hallman Foundation, Executive Director
Elisha Muskat - Ashoka Canada
Lynn Randall - Region of Waterloo
Ingrid Richter - Threshold Associates
Joy Roberts - Musagetes Foundation
Tracey Robertson - Community Innovations Project, Director
Judith Rosenburg - Spark of Brilliance, Director
Alicia Samuel - Microsoft Corporation
5. Research and Education

5.1. Specific Research Topics
The research mission of the new center will be to build theory, methods and case based data that will contribute to a richer understanding of social innovation in complex social systems. We are interested in all phases of social innovation from initial invention to widespread adoption of new approaches, practices, designs policies and programs in Canada. In particular research will focus on those social innovations which contribute to building linked social-ecological resilience and re-engaging vulnerable populations.

Current projects:
Building Resilience through Social innovation in Linked-Social Ecological systems.

Understanding new forms of finance and their relationship to social innovation.

Mental Health: Resilience models of mental health and implications for application.

Building an elaborated framework for understanding the dynamics of scaling up social innovations in order to affect the broad social institutions that created the problem in the first place:

1. Pathways for social innovation: how starting conditions affect the course of development of social innovations from initiation to broad impact
2. The role of social, institutional and policy entrepreneurs in the process of successfully scaling social innovation in social ecological systems
3. Particular competencies associated with social, institutional and policy entrepreneurs

The role of government and governance in creating the conditions for social innovation.

4. Cross cultural models of government responses to social innovation (Canada, Australia on resilience approaches to mental health and social innovations that contribute to such resilience
5. Phase appropriate government and governance processes, tools, programs and incentives
Planned research:
Design Thinking and Social Innovation: In collaboration with Ed Jernigan in the Center for Knowledge Integration, we plan to apply for funding for the study of the role of design thinking in successful innovation.

Social Innovation Through History: In collaboration with researchers from Arts, Environment and other universities we are planning to apply to SSHRC in Fall 2010 for funds to cover longitudinal case studies of successful and unsuccessful social innovation in Canada.


Methodologies for Trans-Disciplinary Research – with Stockholm Resilience Center and Stanford University.

For complete list of available and forthcoming publications, see Appendix B.

5.2. Student activities
Graduate student fellowship program - The McConnell Fellowships in Social Innovation are awarded annually to six graduate students who will join an interdisciplinary team to research and support social innovation in Canada, particularly within arenas of social-ecological problems and challenges associated with re-engaging vulnerable populations. Students can come from any discipline and should be in the last year of a Masters program or any year of a PhD program. At this time, our fellowship program includes three outstanding PhD candidates who have been working with us for more than two years, as well as two Masters candidates who are in the second year of program participation. Our newest fellow is a PhD candidate who joined our team in January 2010. As the student fellows graduate or as our research support requirements change, we open our recruitment process so that a team of six is actively maintained.

5.3. Curriculum
We are progressing rapidly through the design stage of an exciting new initiative, developing a graduate level program in Social Innovation whose express purpose is to support the network of actors and social innovators in Canada with professional education. This is a collaborative initiative between University of Waterloo and the J.W McConnell Foundation, and involves other institutions and organizations.

Graduate Diploma: In recent conversations with the Office of Graduate Studies, it has been determined that a most appropriate vehicle for the central curriculum of this program will be a new UW Graduate Diploma, to include 4–5 new courses as well as an experiential component. It is expected that this Diploma will be launched in January 2011. See below for plans for connections to existing Masters Degree Programs.

Program Elements: We have determined that the program will have certain parameters:
1. The focus of the course will be social innovation, viewed as a complex, dynamic process involving both agency/leadership at the individual level and opportunity in the complex systems in which the innovation emerges and which it seeks to impact.

2. The program will be offered to practicing social innovators, both social entrepreneurs and institutional entrepreneurs who work to support them, and recruitment will strive to be multi-sectoral, inviting participation from the public, private and social sectors.

3. It will be offered on a modular basis, comprising four residency periods of varying lengths, to total 14 or 15 days.

4. It will be designed around a mixed pedagogy – lectures, experiential learning (in class simulations and field work), peer learning and case based learning.

5. It will be highly designed – i.e. – the content of learning modules will be integrated and there will be continuity and integration across the modules.

6. There will be “distance” learning support between modules – we will work to make innovative use of new communication technologies.

Program Themes: The following are some of the themes currently under discussion, in very broad terms, chosen as particularly relevant to understanding and practicing innovation in complex systems. Within these context themes, learners will learn about the relationship of innovation to resilience; the dynamics, stages and phases of innovation.

Context 1: Creating and responding to opportunities inherent in the workplace: the economy of engagement; beyond a paying job- motivating workers and volunteers – the design of work to engage non-traditional workers, professional volunteers and highly mobile knowledge workers. Thinking beyond bounded organizational systems to find solutions to complex problems.

Context 2: New uses of technology: using the power and promise of new communication technologies to customize delivery of innovative programs, provide connection and contact for isolated populations, stimulate new program innovations and ideas, mobilize support for idea development and dissemination, and realize new economies.

Context 3: Creating and responding to policy windows; sustainable change through policy advocacy – understanding policy windows in the support of innovation; supporting innovative forms of policy deliberations.

Context 4: Creating and responding to economic and legal windows. Social finance – identifying and mobilizing new forms of social capital for innovation. Social enterprise as innovation.


Integration with Existing Masters Degree Programs
Active conversations are underway with the Office of Graduate Studies and with relevant Faculties in order to closely collaborate on curriculum development and
facilitate the integration of students completing the proposed Graduate Diploma in Social Innovation within one or more existing Masters Degree Programs at UW. The designed Diploma courses hold every potential to be equivalent to core courses within some existing Masters programs. In addition, new social innovation courses are being designed in consultation with existing Masters programs, so that they will be appropriate as electives. Currently, it is proposed that courses in the Graduate Diploma in Social Innovation be approved as equivalent for transfer to either the Masters in Public Policy or possibly to the Masters in Knowledge Integration (under development). There may also be potential for this equivalency transfer to be applicable to the Masters in Business, Entrepreneurship and Technology. This strategy allows for broad integration of social innovation concepts within multiple discipline areas that will have relevance for a variety of learners across the intended target audiences for this curriculum, the social, public and private sectors. After an initial period of three years of offering the Graduate Diploma in Social Innovation, a review will be conducted to assess the success of this format and, if necessary, to re-design as appropriate.

5.4. Conferences and Seminars
The Centre will convene events that bring together researchers and students from across disciplines to advance research and learning focused on promoting innovation and resilience in social and ecological systems.

Academic Conference on Social Innovation - March 4 and 5, 2010, approximately twenty leading academic researchers and thought leaders from around the globe were hosted by SiG@Waterloo at an academic conference meant to stimulate collaborative, integrative thinking on the topic of social innovation. Plans are established to convene this group annually, around specific themes (for example, Design and Social Innovation in 2011) to intentionally build this academic learning community.

Evaluator’s College – Proposal in development to initiate an annual national developmental evaluation training college led by Michael Quinn Patton. This would involve 2 face-to-face training sessions that would be supported by the Centre, in conjunction with an 8-12 month period when the student practitioners would conduct a developmental evaluation project for an organization or institution while being coached by Patton.

6. Partnerships and Outreach

6.1. Local Collaborations
Scenario Planning – A group of socially engaged individuals from Waterloo and Wellington Counties have convened an on-going and co-creative process called the “Watershed Initiatives” to think creatively about what our communities might look like by the year 2020, and to act innovatively on what emerges from the process. Our staff is guiding this process, coordinating communication and evaluating impact.
**Waterloo Unlimited** – UW’s Waterloo Unlimited program is partnering with our staff to design a unique program to launch at the local high school level; focused on enrichment and engagement of at risk students.

**Waterloo Region Youth Project** – Waterloo Region is partnering with our staff to explore the realities of youth in this Region, to identify specific risk scenarios and to intervene in innovative ways to increase the resilience of the Region’s youth population.

**Community University Expo 2011** – Our Associate Director is co-chairing the program committee for this Canadian-led, international conference coming to Waterloo in May 2011. Also collaborating to coordinate a six part public round table series on “knowledge in society”, leading up to the conference opening.

### 6.2. National Collaborations

**Canadian Resilience Network** - Dan McCarthy, SIG@Waterloo faculty member, is spearheading the organization of a Canadian Resilience Network, based in the new Centre. A website has been organized and the first meeting of Resilience scholars from across Canada will be convened in several months.

**National Youth Strategy** - SIG@Waterloo is partnering with Community Foundations Canada, as well as consulting with Marc Langlois, to co-design a comprehensive youth education and engagement program, with hopes of piloting elements over the course of 2010. Initial activity may include a youth summer institute to build the capacity in youth for understanding social innovation and acting as institutional entrepreneurs.

**Institute of Wellbeing and Canadian Index on Well-Being (CIW)** - Frances Westley is engaged in supporting the work of the CIW and actively working to integrate concepts related to social innovation within the institute’s frameworks for future work. Its mission is to report on the quality of life of Canadians, and promote a dialogue on how to improve it through evidence-based policies that are responsive to the needs and values of Canadians.

**Social Innovation Generation network** – SIG is a collaborative partnership between the Montreal-based J.W. McConnell Family Foundation, the University of Waterloo, the MaRS Discovery District in Toronto, and the PLAN Institute in Vancouver. Our ultimate goal is to support whole system change through changing the broader economic, cultural and policy context in Canada to allow social innovations to flourish.

**SSHRC-CURA** - “Partnerships in Dementic Care” (Principle Investigator, Sherry Dupuis – Applied Health – University of Waterloo). SIG to offer support for study of innovations in approaches to care and treatment of patients with dementia.
6.3. International Collaborations

Resilience Alliance – Frances Westley and SIG are engaged in collaboration with a global network of scientists and social scientists including Stockholm Resilience Center, University of Wisconsin, Madison; Arizona State University, University of Cape Town, McGill University, CSIRO-Australia and others in a long term broad based exploration of the factors which build social-ecological resilience and maintain planetary boundaries within safe limits. This involves the development of short courses, working on the editorial board of Ecology and Society, the RA journal and working on papers with other scholars in particular with regards to early warning systems of critical transitions in linked social ecological systems.

Stockholm Resilience Center – As vice-chair of the board of Stockholm Resilience Center, Frances Westley works in collaboration with scholars at SRC on a variety of projects linking social innovation to transformation and adaptation in linked social ecological systems. In the past we have developed joint curriculum, shared jointly funded doctoral students. In the near future the two organizations plan to collaborate on a workshop, synthesis paper and book on social innovation and transformations in linked social-ecological systems and potentially the development of linked doctoral courses.

South American Resilience and Sustainability (SARAS) - As part of the academic advisory board of this new organization devoted to the role of science and art in building resilience in South America, CSIR will partner on workshops and potential course development.

6.4. Outreach Program

The Centre will link its membership to the wider community in a number of ways:

6.4.1. Community initiatives

The Centre will support activities that enhance the development of meaningful partnerships and advance collaborations for innovation between academic and public, private and community sectors.
National Youth Strategy - National Youth Strategy – In collaboration with our SiG national partners and Community Foundations Canada, we are currently exploring the development of an education element for a national youth strategy. Plans are underway to launch an Institute focused upon building the capacities of young people who are already involved in innovative community initiatives and/or identified by leaders in Canada’s social sector as inclined towards thinking and acting as social innovators. Through these activities, this partnership will significantly enhance Canadian community and organizational capacity to support and follow the leadership of the next generation of socially aware and innovative individuals. Such a strategic investment in Canada’s youth, as our emerging social sector leaders, will focus new talents and energies on social innovation. It is hoped that the Institute as part of a nation-wide strategy will launch by 2012. An additional element of a national strategy might also include: The ‘café’ – SIG@Waterloo is collaborating with Marc Langlois to pilot an innovative idea for a “café” which operates as a social enterprise in Waterloo Region but also combines youth engagement and community development, having at its core a young leader able to catalyze social change through youth engagement. There is potential to scale up to a national program.

Workshop series – We are leading the ongoing development of series of intensely designed workshops to educate and accelerate progress through the stages and phases of socially innovative initiatives. These educational offerings are designed collaboratively, led by Dr. Westley, and will be a central focus of the offerings of a consultancy corps being developed by the McConnell Foundation to support social innovators across the country. One of three proposed workshops is currently designed, tested, and ready for dissemination in Fall 2010.

Knowledge Commons – In collaboration with national networks associated with university-community partnerships, we are facilitating dialogue (real-time and on-line) and advocacy for systemic changes to enhance capacities for the identification, development and leveraging of meaningful partnerships between academic and non-academics for social impact on a variety of pressing issues. In addition, we are conducting research across a number of exemplary cross-sector partnerships to identify specific conditions for innovation to emerge with high impact results. These results will be disseminated through a variety of means, including a case study format, as well as the production of a documentary video.

6.4.2. Communication

The Centre will continue, and expand where possible, a strategic communication plan focused intentionally upon broad, accessible dissemination of information on Centre activities and new knowledge related to the concepts and practice of social innovation. The current communication strategies include:

- Comprehensive website (sig.uwaterloo.ca), re-designed in January 2010, which highlights events, publications and the development of other initiatives. Upon approval, this website will change its address to become a website for the Centre for Social Innovation and Resilience, with the SiG@Waterloo project as the chief current component.
• Monthly e-newsletter with a subscription of over 1,000 individuals from across the country
• As one of the four SiG national partners, a high profile link off the SiG national ‘clearinghouse’ website (sigeneration.ca)
• Sharing of a white paper series in hard copy and on-line formats – submitting papers for scholarly publication in relevant journals as they are complete
• Sharing of a series of case studies for teaching purposes; available on-line in pdf format and also as hard copies – submitting relevant cases for publication in journals and/or books
• Publications, including case studies, white papers and peer reviewed articles. For complete list of available and forthcoming publications, see Appendix B.

Future plans for enhancing Centre communications involve increasing the engagement of academic and non-academic thought leaders to support our efforts to communicate and to raise the profile of social innovation generally and, more specifically, the work of the Centre and its partners. Additionally, in anticipation of advancement of internet technologies, we plan to once again update and redesign our website as required within the next five years. Lastly, in collaboration with students and faculty members, we will discuss the logistics and potential impact of launching an on-line journal in the near future.

7. Outcomes

7.1. Measuring Success
Specific outcomes to track as metrics of success have already been established for activities associated with the SiG project (3 years into a 5 year grant). These and additional success markers will continue to be evaluated, measured and learned from while we move forward as the Centre for Social Innovation and Resilience. Over the next two years, and looking forward through another three years beyond 2012, we are able to forecast the achievement of the following general outputs and performance indicators. These will be tracked and measures documented by Centre staff to be shared through annual reports.
### Expected Results / Goals

**CREATE CONDITIONS FOR UNIVERSITY(IES) TO ENGAGE IN CREATING CONDITIONS FOR SOCIAL INNOVATION**
- Co-founded and support WICI development
- Facilitate the advancement of the Knowledge Commons Initiative
- Recruit a Social Innovation Faculty Team
- Lead to establish the Canadian Resilience Alliance

**RESEARCH AND DOCUMENT INDIVIDUAL ILLUSTRATIVE CASES: GENERATE AND SHARE NEW KNOWLEDGE ON SOCIAL INNOVATION**
- Research, document and publish a minimum of 4 annual illustrative cases; generate and share new knowledge on social innovation through a minimum of 4 annual scholarly publications

**DESIGN NEW MODELS FOR EDUCATING ABOUT SOCIAL INNOVATION**
- New curriculum development at Waterloo
- Design and implementation of Graduate Diploma in Social Innovation
- Design Workshop Series
- Train professional consultants
- Public presentations across Canada and internationally

### Outputs / Accomplishments

- WICI approved in April 2010 – support WICI goals through 2015 to increase transdisciplinary, collaborative research focused on promoting innovation and resilience.
- Knowledge Commons membership, event and on-line space participation, strategy documents developed, advocacy action plans initiated, changes noted in academic-non/academic partnerships resulting in positive social impact.
- Social Innovation Faculty Team complement complete, designing and teaching curriculum, successfully gaining relevant research grants, conducting and publishing research with social innovation focus.
- Resilience scholars have opportunities to more intentionally connect and collaborate on social-ecological challenges.

### Performance Indicators

- A body of publications and case studies useful to researchers and practitioners is published and made use of through citations of research in scholarly journals, mention of activities in popular media, use of the Centre’s tools, methodologies, and research findings by practitioners, clinicians, policy makers, and managers engaged in social innovation.
- 5-8 new courses designed and approved at UW by 2011, and for use in a new Graduate Diploma Program as well as enhancing elective options in one or more Masters Degree programs; a legacy of academic programming which engages future innovators and institutional entrepreneurs.
- 2-3 uniquely designed workshops designed and used for consult training.
- A national team of consultants (@20) trained to support innovation in social sector programs; building a community of practice testing and applying these theories.
- Centre staff further develop expertise and wide recognition through numerous annual presentations to both academic and...
### Proposal to Establish the Centre for Social Innovation and Resilience

<table>
<thead>
<tr>
<th>OUTREACH TO INVESTIGATE AND SUPPORT NEW STRATEGIES FOR DEVELOPING COMMUNITY CAPACITIES FOR SYSTEMS THINKING, DESIGN FOCUS, WORKING WITH COMPLEXITY, ENHANCING RESILIENCE</th>
<th>non-academic audiences</th>
</tr>
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</table>
| • Watershed Initiative achieves broad engagement and impact is communicated effectively through a variety of technologies  
• National Youth Strategy for supporting, educating and networking young social innovators is launched in Canada  
• Support the work of the Canadian Index for Well-Being and actively work to integrate concepts related to social innovation within the Institute's frameworks for future work | • Waterloo Region 'system' becomes actively engaged in key areas identified for attention, and impact results  
• Impact of 'scenario thinking' documented and shared nationally  
• Youth leadership for positive social change finds new national support and Centre leads on annual education program (Summer Institute is established by 2012)  
• New education, including meaningful inter-generational experiential links, established for Canada’s youth leaders  
• Increased, integrated participation and leadership by Canadian youth in social innovation initiatives  
• Measurement of Well-Being in Canada includes evaluation of conditions for social innovation to emerge and be successful |

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<tr>
<th>ESTABLISH CENTRE AS A UNIQUE ‘SPACE’ FOR INTERFACES BETWEEN ACADEMIC AND OTHER VARIOUS SECTORS; CENTRE DEMONSTRATES RICH, SKILLED CAPACITY TO CONVENE, FACILITATE DIALOGUE, GENERATE KNOWLEDGE, COMMUNICATE AND BUILD VIBRANT NETWORKS ABOUT SOCIAL INNOVATION</th>
<th></th>
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| • Attract, train, fund a highly effective, learning-oriented team skilled at developing relevant partnerships and ability to operationalize sophisticated plans for online and in person events/activities with goals of generating and testing new ideas, networks and action  
• Communicate through various mediums in support of learning events/activities |  |

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<tr>
<th>SUSTAINABILITY FOR THE CENTRE</th>
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</table>
| • Relationships that include potential for funding opportunities are actively developed by Centre leaders as well as in collaboration with UW Development Office and the SIG national partners | • Annual conferences and seminars are well attended  
• Participation in Centre’s events and activities is viewed as exceptionally accessible, is diverse and includes both academics and non-academics  
• Centre’s programming is evaluated highly in terms of learning and networking opportunities for research and practice  
• Appearance of innovative approaches to social innovation that have been directly stimulated by Centre activities  
• Funding for research, staff, facilities, communications, and programming is secured through partnerships with the public sector, private corporations and foundation support |
8. Facilities

8.1. Existing Space / Facilities
The SiG@Waterloo unit is currently located in leased space at the former Public Utilities Building in downtown Kitchener, 195 King Street West – suite 202. In addition, Dr. Westley has an office on campus in the Modern Languages building.

8.2. Required Space / Facilities
The Centre will operate as a both a virtual and place-based organization taking advantage of existing facilities. The Centre does not have a goal of centralizing its membership, but rather gains strategically from the fact that its members are deeply involved in their own disciplines, Faculties, institutions and organizations. Core functions will continue to be maintained at the present location of SiG@Waterloo until the expiration of the current lease. Over the next three years, required space off and/or on campus will be discussed and confirmed for subsequent years.

9. Financial Resources

9.1. Operating Budget
Listed below is the annual operating expenses budgeted and fully funded through a grant from the J.W. McConnell Foundation for 2010-11 and 2011-12.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Annual Expense</th>
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<tbody>
<tr>
<td>Salaries and Benefits</td>
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<tr>
<td>Centre Director</td>
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<tr>
<td>Assoc. Dir., Programs &amp; Partnerships</td>
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<tr>
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<tr>
<td>Program Coordinator</td>
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<td>Total: Salaries and Benefits</td>
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<td>Supplies, Communication, Equipment</td>
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<td>Honorariums</td>
<td>126,000</td>
</tr>
<tr>
<td>Expenses, Travel</td>
<td>6,000</td>
</tr>
<tr>
<td>Professional Development</td>
<td>10,000</td>
</tr>
<tr>
<td>Total: Graduate Students</td>
<td>142,000</td>
</tr>
<tr>
<td>Convening SiG National Partners</td>
<td>5,000</td>
</tr>
<tr>
<td>Programming</td>
<td></td>
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<tr>
<td>Graduate/Professional Curriculum Design</td>
<td></td>
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<tr>
<td>Workshop Series Development</td>
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<tr>
<td>University Innovation/Knowledge Integration</td>
<td></td>
</tr>
<tr>
<td>Scenario Thinking Exercise/Experiments</td>
<td></td>
</tr>
<tr>
<td>Case Study Development/Publishing Activities</td>
<td></td>
</tr>
<tr>
<td>Youth Initiatives</td>
<td></td>
</tr>
</tbody>
</table>
Expenses for the subsequent five years of the Centre’s operation (i.e., 2012-13 to 2017-18) are anticipated to remain similar but to evolve and change as the work of the Centre continues to develop. The University will assume the salary and benefit costs for Dr. Westley at the completion of the McConnell grant; staff complements and programming expenses may change and will be reviewed within the next two years. The Centre will seek funding to cover expenses for subsequent years of operation, from foundations, government agencies, and the private sector.

9.2. Strategies for Long-Term Sustainability
As part of the planning and development activities associated with SIG@Waterloo and its evolution into the Centre for Social Innovation and Resilience, strategic plans have been evolving related to long-term financial support in collaboration with both the SiG National Partnership and the UW Development Office. Plans for on-going and active exploration of long-term financial support of the Centre are already underway. Established and evolving relationships with high potential for a financial partnership include the following:

- On-going, close connection with the McConnell Foundation who have now set ‘social innovation’ as the cornerstone of their foundation’s activities
- Very new connection with the Pathy Foundation who have expressed specific interest in investing in social innovation and which is being explored by SiG and President Johnson
- Series of conversations and shared event participation with SSHRC staff and senior administration – SSHRC President, Chad Gaffield, is very much aware of SiG@Waterloo and has recently asked to meet with Dr. Westley in Spring 2010
- Series of conversations and shared event participation with HRSD senior staff, centering on their interest in education and university-community partnerships for social innovation

10. Statements of Sanction and Commitment

SiG@Waterloo has been operational since September 2007 and the formal relationships that already exist with the Library and other UW service departments, and any additional support requirements will continue for the new Centre.

Letters of support have been received from:
Ken Coates, Dean of Faculty of Arts
Deep Saini, Dean of Faculty of Environment
Tim Draimn, Executive Director of Social Innovation Generation

See Appendix C for full letters of support.
Not included but available from council’s secretary upon request:
Faculty CVs
Appendix A: Short Biographies of Initial Staff and Members
Appendix B: List of Current and Forthcoming Publications
Appendix C: Letters of Support from Dean Ken Coates, Dean, Faculty of Arts; Dean H. Deep Saini, Dean, Faculty of Environment; Tim Draimin, Executive Director, Social Innovation Generation
INTRODUCTION
The First Five-Year Review of the Waterloo Institute for Health Informatics Research (WIHIR) was submitted to Senate Graduate and Research Council (SGRC) in February 2009. The Council agreed that a committee be struck to “conduct a formal, independent review as provided for in the Guidelines for the Review of Centres/Institutes” 2. In July 2009 the WIHIR Review Committee received the Terms of Reference for its mandate from the Vice President, University Research (VP Research) (Appendix A).

In brief, the Terms of Reference call for an assessment of:

a) WIHIR’s success in meeting its research objectives and targets;

b) The go-forward plan for WIHIR, from financial and strategic perspectives, and for the relationship of WIHIR to Health Informatics (HI) academic programs;

c) The effectiveness and level of compliance of WIHIR’s current governance structure; and its compliance with accepted governance processes for Centres/Institutes at the University of Waterloo (UW);

d) The continuing education initiatives offered by WIHIR with respect to academic quality control and appropriateness of these events occurring under the banner of the University of Waterloo.

The Committee met on 12 occasions and interviewed 15 individuals in UW with connections to WIHIR (Appendix B). An email survey of all WIHIR members was also undertaken (see below). The Committee met with all the present members of WIHIR’s Board of Directors, Management Team, Leadership Team, Theme Leaders, Director and Co-Director. One additional person requested a meeting with the Committee, and that also was held. Toward the end of the interview process, the Committee met with the Director of WIHIR, Professor Dominic Covvey, and the incoming Co-Director, Dr. Graham Strong. In order to obtain opinions of WIHIR from external academic sources, a list of nine names of possible assessors was sent to the Director of WIHIR for his approval; one name was removed at his request. Four of the remaining eight individuals were contacted, and three agreed to participate.

The first section of the report is largely a summary of information drawn from a number of sources: the Proposal to Establish WIHIR, 2003; the First Five-Year Review of WIHIR, 2009; WIHIR progress reports; interviews and written submissions. Reference is also made to two surveys: the Committee’s email survey of all WIHIR members, September 8, 2009; and a WIHIR telephone survey of 37 of its members. The second part of the report, addressing the Terms of Reference, represents the assessments, conclusions and recommendations of the Committee.
BACKGROUND
Health Informatics has been defined as "the discipline that investigates how information, information management, and information communications technology can support and advance health and the health system." Recognizing the growing significance of HI and the dispersed nature of HI research at the University of Waterloo (UW), the University approved the establishment of WIHIR in 2003 as a "trans-disciplinary, collaborative research consortium" to work on major HI research projects in conjunction with health organizations, government, industry and other academic experts.

The mission statement for WIHIR set out the Institute's dedication to "stimulating, nurturing, and advancing research efforts of its members targeting the resolution of information-related challenges in the health system." When established in 2003, the Institute comprised 22 faculty members from 15 Departments and Schools as the Core membership, with a further 24 faculty members as General members. Financial support for infrastructure was to be sought from private industry, with initial assistance of space and financial assistance for staff from the UW's Computer Systems Group. The mission statement also indicated that "The Director will have primary responsibility for the budget and funding related to the infrastructure of the Institute." Obtaining funding for the Managing Director's salary was to be the responsibility of the founding Director, Professor Covvey. Initially this salary was funded in part through funds from the Director as well as from other research collaborators.

WIHIR's objectives were to become a national leader in HI in terms of: the quality of its research and the contribution of this research to the health system; the quality of its education programs; and the production of highly qualified personnel. It was anticipated that the Institute would become a hub for HI advisory activities at the provincial, national and international level. Based on the Institute's anticipated successes, UW was expected to become one of the top funded universities in terms of HI research, and to be sought after by graduate students. (For greater detail see The Proposal to Establish the Waterloo Institute for Health Informatics Research, 2003).

In the proposal to establish WIHIR, a high level of research output was predicted, and major partnerships with industry anticipated. Research activities were to focus on four initial "unifying theme areas" reflecting the already-existing interests of HI researchers at UW. These were: Health Information Management; Health Information Technology; Biomedical Systems Information; and People and Organizational Aspects of Informatics Interventions.

The proposal was an ambitious one, based on the concept that, by drawing together teams of researchers whose individual scholarship had already gained distinction, greater "value added" would be achieved.

ADMINISTRATIVE STRUCTURE OF WIHIR: 2003
The initial administrative structure of WIHIR was set out to be the following:

a) Composition:
   - Advisory Board, to meet annually, formed from external representatives; the Director as ex-officio member
   - Board of Directors, comprising:
     o Two Deans, selected by Deans' Council from relevant Faculties
     o Chairs/Directors of the top three Departments/Schools representing Core members
     o Four faculty members from Core or General members, by vote (Core and General membership later became "membership")
     o VP Research; Director and Associate Director as ex-officio members
Management Team: Director; Associate Director; and Theme Leaders "to provide overall leadership," guide resource allocation and liaise internally and with external organizations.

- Director, responsible for general leadership; to be elected by at least 75% majority for three years, extended annually by unanimous approval of Core members.
- Associate Director.
- Managing Director (staff position, administrative support).
- Theme leaders, selected by vote, to define the Theme's research agenda and find funding sources.

In December 2004, the Constitution was revised in a number of ways. The distinction between core and regular members was dropped. More significantly, the maximum number of Board members was reduced from 12 to 9. Chairs of HI relevant Departments were no longer automatically Board of Directors members, nor was a WIHIR "associate chair" automatically a Board member, but could attend meetings as a non-participant observer, or by invitation of the WIHIR Director.

b) Constitutional Requirements

Among other conditions, the WIHIR Constitution required that Annual General Meetings be held to allow members the opportunity to provide input to Management Team decisions. Annual evaluations of the Institute's activities were required from representatives drawn from member Faculties, reporting their assessments to the VP Research, WIHIR's Advisory Board and all WIHIR constituents. Evaluation criteria included: progress in research programs, peer-reviewed publications, funding, external partnerships and member satisfaction. Every second year ("bi-annually") the review panel was to include at least two external evaluators.

**WIHIR ACTIVITIES: 2003 TO 2009**

a) Outreach and Continuing Education

WIHIR has been very successful in promoting awareness of the role and importance of HI in health matters through its seminars, symposia and bootcamps. Through these activities WIHIR has broadened understanding of HI issues by members of health related organizations, the private sector and students. In the case of students, career days have also promoted awareness of full-time and co-op job opportunities.

Material provided by WIHIR regarding the Institute's outreach and continuing education activities (up until spring 2009) is summarized as follows:

- 56 research seminars (13 offered by external personnel)
- 65 health seminars (59 offered by external personnel)
- over 46 research collaboration meetings and initiatives
- 12 workshops
- 9 bootcamps (499 participants; 76 instructors, 67 of whom were external to UW)
- 7 think tanks
- 6 tutorials
- 3 research conferences and symposia

The level of outreach and educational activity has been sustained by involving not only UW personnel, but a wide number of instructors drawn from external institutions and the private sector. These external activities were conducted without reference to academic units at UW that offer HI-related programs.
b) Research Activities

The Review Committee had considerable difficulty acquiring data on the research activity of WIHIR’s members, and the information supplied here is somewhat tentative. The Committee is fully aware that a statistical assessment of research activity is not the only way to measure impact or success, but the information was sought to provide more substance than the qualitative statements made about the impact of the Institute in its Five-Year Review. It was the Committee’s aim to determine the extent of major team research projects resulting from WIHIR’s existence, and to evaluate the extent to which WIHIR has had a clear “value added” role in research conducted by individual faculty members.

Given the original objective of WIHIR to foster trans-disciplinary, collaborative research, the Committee attempted to gauge the measure of collaboration among WIHIR members by examining those research grants and contracts that involved more than one WIHIR member. To do this, the WIHIR telephone survey and the Committee’s email surveys were both used\(^5\). WIHIR’s survey asked about the “influence” of WIHIR on research funding acquired over the first five years of the Institute; the Review Committee’s survey queried the “impact” of WIHIR on research funding. The results are summarized below:

Grants/Contracts
- Dimarco, Covvey, Cowan, DiCiccio - $40,000 (2)
- Dimarco, Cowan, Covvey - $100,000
- Covvey, Cowan, McKay - $25,000
- Covvey and Fenton - $250,000; $240,000; $150,000; $75,000; $45,000; $30,000; $25,000 (4); $15,000
- DiMarco and Cowan - $100,000
- Covvey and another - $100,000
- Cowan and Covvey - $25,000 (2)

Grants/Contracts - decision pending
- Cowan, Covvey, Safavi-Naeini - $624,000

Grants/Contracts applied for but not funded
- Boritz, Brox, Covvey, Cowan
- Alencar and Cowan
- Arocha and Ponnambalam
- Cowan and Covvey

The level of team research projects under the auspices of WIHIR appears to be considerably less than that aimed for in the original proposal. When members were asked by the Committee to identify examples of collaborative research, no examples were mentioned over and above those the Committee had already identified (listed above).

It proved as difficult for the Committee to measure the level of research funding that came about because of WIHIR’s “impact” or “influence” (Appendices C and D). The difference between the two Appendices – a total of $3.6m in the Committee’s survey as compared to $25.0m in the WIHIR survey of 37 members - largely comes about through WIHIR’s reference to the research activities of three members, $2m being the total of a number of NSERC grants/contracts by Dr. Moo Young; $4m for
curriculum development by Dr. Mayfield; and $14m for a Canada Foundation for Innovation (CFI) grant to develop a Centre for Intelligent Antenna and Radio Systems by Dr. Safavi-Naeini.

A survey undertaken by Co-operative Education and Career Services (CECS) for WIHIR in December 2008 asked the membership how WIHIR had been of value to them. Approximately half of the members replied. Of the 37 responses, 26 members indicated that WIHIR had facilitated new collaborations with UW and external personnel/organizations; 20 indicated that WIHIR had “opened new areas of research”. Five members indicated that WIHIR had enabled a research grant/contract. (The question of WIHIR’s enabling research grants/contracts was also asked during interviews, and responses were mixed.)

In short, in the apparent absence of large team projects, it is difficult to get an accurate reading of the value WIHIR added to individuals’ research. Most respondents did not cite examples of the Institute’s benefits to them, especially in terms of acquiring research funding.

To assess the impact of WIHIR on the level of scholarship among members, the Committee requested that all members provide a list of their research where WIHIR had an impact. The figures below record the information provided to the Committee on the total research output of the 66 members over the initial five year period (Appendix E):

- 1 book (“contributing editor”)
- 4 chapters in books
- 14 refereed articles
- 56 conference presentations
- Several workshops and seminars

Of the 75 main items, the majority of the output is attributable to a sub group of about 7 members. It seems clear that this list does not represent the total research output of all WIHIR members, only those activities that members stated had a connection to WIHIR.

c) The Training of Highly Qualified Personnel (HQP)

The Committee also wished to estimate the level of WIHIR’s involvement in the training of highly qualified personnel. Information combined from both WIHIR and the Committee’s surveys indicates that WIHIR members supervised scholarship to completion in the following cases: 3 Post Doctoral Fellows; 8 PhDs; 8 Master’s of Mathematics; 1 Master of Applied Science; 27 graduates (degree level unknown); and 2 undergraduate theses (Appendix F). A further 6 were also supervised but chose to defer or leave their program.

Two surveys were carried out by CECS for WIHIR regarding the impact of WIHIR on students who had had some contact with the Institute. In the first case, of the 227 students surveyed, 25 (11%) replied. Of the respondents, 68% to 72% (17 or 18 students) indicated great/some value of WIHIR activities such as company meetings; health and research seminars; conferences etc. Regarding specific activities, career events and meetings with WIHIR faculty members were reported to be the most beneficial (about 75% i.e. 19 students).

A second CECS survey was made of all WIHIR faculty members to ask what their own students’ opinion of WIHIR would be. Approximately half of the members replied. The responses were noticeably
split. While 20% - 40% found activities like career events, bootcamps, mentoring etc. of great or some value, 37% - 49% found these of minimal or no value to them 14.

ADDRESSING THE REVIEW COMMITTEE’S TERMS OF REFERENCE

i) To assess and comment on the extent to which WIHIR has fulfilled the research objectives and targets contained in the original application for the creation of WIHIR

There is a general understanding that a research Centre/Institute is formed to capitalize on the collaborative research of several members: a) to derive the knowledge benefits from a synergy of different intellectual resources; b) to support applications for major/team grants for advanced scholarship and assist in funding graduate students; and c) to promote and facilitate major research opportunities only possible through combined skills and resources.

It seems clear from the information derived from WIHIR and the Committee itself, that the “transdisciplinary, collaborative research consortium” planned in 2003 has not materialized to any great degree as a collaborative research consortium. WIHIR, however, did create a community of those with an interest in HI although not as extensive as originally envisioned from a research perspective. The high quality of research that existed in 2003 remains largely a result of each individual’s own research. Any major grants and contracts have continued to be based on an individual’s research and not as a result of collaborative research under the banner of WIHIR.

When dealing with external sources, WIHIR’s approach for initiating research collaborations has been described in the following way: once the Institute has established the initial point of contact with other academic HI research groups, government agencies and industry, WIHIR “devolves the relationship to the researchers but, based on the requests of the researchers, provides logistical support to facilitate the continuing relationships”15. By taking this approach, WIHIR has stepped back from an active role in the collaboration, and the project returns to the domain of the individual researcher(s). Without strong involvement by a Centre/Institute, momentum may diminish and this may have contributed to the small number of large collaborative projects that have come to fruition.

The Committee surveyed all members of WIHIR by email to determine to what extent involvement with the Institute had benefited the member’s research program. The most common response was that, while the seminars and symposia had provided valuable contacts and information sources, WIHIR itself had limited influence on members’ research agendas.

The small core of researchers (Appendix E) who felt that WIHIR had a major impact on their research includes three adjunct professors (two of whom are retired) along with the Managing Director (a staff position). This is not to denigrate their research in any way; far from it. But it does indicate that, other than for two or three additional scholars, the research hub of WIHIR is not only very small but, perhaps more importantly, is not representative of the wider community of regular faculty members in HI related fields. While most HI researchers across campus know of WIHIR, few chose to involve WIHIR in their scholarly pursuits.

The Committee recognizes the difficulties that exist in dealing with a subject area which crosses many different branches of learning, and involves diverse themes and methodologies. Forging collaborations in HI is not an easy task, but it was the prospect of the synergistic benefits of drawing the various individual skill sets together that prompted the creation of WIHIR in 2003. It seems clear that collaborative research has not evolved within WIHIR, and that the original research objectives and
targets have not been fulfilled. With no substantial new research agenda proposed, WIHIR would continue largely as a vehicle for HI information dissemination.

ii) To assess and comment on the appropriateness of the go-forward plan for WIHIR as outlined in the renewal application ... from both a financial and strategic perspective ... and whether the proposed structure ... gives sufficient emphasis to the academic units with responsibility for offering approved academic programs in health informatics.

a) Go-forward Plan: Financial Perspective

Most research Centres/Institutes at UW are largely funded, in the steady state, by external grants and contracts. In some cases, seed funding is provided by the University; in WIHIR’s case no seed funding was given. The original proposal for WIHIR made it the responsibility of the Director of WIHIR to raise funds sufficient to support its operating responsibilities.

WIHIR’s primary source of revenues over 2004-2008 has been participant fees in bootcamps and seminars. During 2006 to 2008 operational costs ran about $89,000 a year. These expenses include a salary for the Managing Director, supplies, travel and other administrative items. At the start of the 2008 financial year, WIHIR had an accumulated cash reserve of $280,000.

The 2008-2009 fiscal year saw a 47% increase in expenditures, mainly in contractual services, supplies and travelling. Net expenses were $164,000, which drew down WIHIR’s cash reserve to $116,000 at the end of the 2008-2009 financial year. The proposal to renew WIHIR suggests that future financing for the Institute will be based on past experience – this means that future revenues will continue to be dependent on outreach and educational activities.

The Committee learned that the proposed future funding of WIHIR is to become dependent on the actions of an external organization. The National Institutes of Health Informatics (NIHI) was established in October 2008 with the Director of WIHIR as its President, and WIHIR’s Managing Director as one of seven Directors. (At time of writing no institutes were members of NIHI; members listed were individuals. The Director has indicated that the first Institute in NIHI has been announced in Sault Ste. Marie and others may be pending.) Modelled on WIHIR, NIHI is a non-profit, umbrella organization created to foster HI research and education, but on a national scale.

NIHI has no formal relationship with UW (Appendix G). In 2009, WIHIR’s leadership decided that the series of bootcamps previously offered through WIHIR would in future be sponsored jointly by WIHIR and NIHI. The new arrangement was announced on WIHIR’s website and participant fees are now paid directly to NIHI. This means that future revenues for WIHIR will be at the discretion of NIHI.

Committee enquiries regarding a future financial plan for WIHIR independent of NIHI revealed that no such plan existed.

b) Go-forward Plan: Strategic Perspective

WIHIR’s on-going proposal is modelled on its past activities, with research seminars, outreach and continuing education remaining its primary function. Although the Five-Year Review acknowledged the need for the Institute to be heavily involved in research, the proposal emphasized a narrowing of its research focus, with Pharmaco-Informatics as the primary thrust. While this is a promising area for future research, it is not considered by the Committee to provide a sufficiently well-developed base on which to build a research agenda at present.
A planned collaborative research project on Medical Imaging (MI) was originally proposed in 2003. Although research in MI at UW undertaken on an individual basis, has been successful, collaborative research output has been modest.

UW’s Strategic Research Plan (revised February, 2006)\textsuperscript{19} names the field of health research and associated research training as a growth area in the University’s research agenda, reflecting the subject’s growing significance in government programs and policies, in new business opportunities, and in the demands for health related knowledge from the academic community nationwide. WIHIR’s on-going proposal makes no reference to this initiative or to the wide range of HI related academic activities across campus.

In 2003 two HI undergraduate options existed at UW: Health Studies and Gerontology; and Mathematics. By 2009 the HI landscape had evolved considerably:

- Two past Chairs in HI: The JW Graham Research Chair in Health Information Systems (I. McKillop); and the Graham Trust Research Chair in Health Informatics (P. Stolee);
- Additional HI and health related programs e.g. Master in Health Informatics (Computer Science); Statistics for Health (undergraduate program, Statistics); proposed Master in HI Management (Health Studies and Gerontology); proposed Master of Health Statistics; and HI curriculum development in Optometry and Pharmacy with the involvement of WIHIR;
- A “Scientist-in-Residence” program, sponsored by AGFA HealthCare Institute, involving healthcare IT, and HI innovation and commercialization. The initial position lies in Health Studies and Gerontology;
- On-going searches for new HI positions in various Departments

Health and HI related research is now being undertaken in such a wide variety of Departments and Schools at UW that it necessitates a clearly defined primary contact point for external groups. In 2006, UW decided to assign the role of primary contact to the Executive Director, University Health Research, Office of Research\textsuperscript{20}. The Committee felt that this may not be the best solution to the problem of overlapping jurisdiction in HI related activities. The Committee also heard from more than one source that confusion and internal disagreement had arisen over who holds the responsibility to represent HI at University level to outside organizations. The matter was also commented upon by one of the external reviewers who felt it to be an issue requiring clarification (Appendix H).

No structure or culture of linkage has been formed between WIHIR and HI related academic programs. The only form of contact WIHIR has is with students in program areas who have had dealings with the Institute. A number of students used WIHIR as an information resource, though the responses to the CECS surveys show only a modest endorsement of the Institute’s activities.

The Institute has also undertaken student mentoring. The Committee heard that this has become an issue of concern to home Departments/Schools when they are not included in the information loop about WIHIR’s mentoring activities. Informal lines of communication and cooperative approaches could avoid these interpersonal difficulties.

In summary, the future plan for WIHIR does not acknowledge the growth in HI academic programs and offers no mechanism by which WIHIR would effectively collaborate with faculty members in HI related programs to ensure the best use of both services to students. Without smooth collegial communication, the problems of overlapping activities will continue.
iii) To assess and comment on:
- the effectiveness of WIHIR’s current governance structure ... and the compliance with the WIHIR Constitution; and
- whether governance structures and processes included in WIHIR’s application for renewal comply with generally accepted processes for the governance of institutes/centres at the University of Waterloo

Good governance is normally described as being participatory, equitable, consensus building, accountable and transparent. The WIHIR Management Team's connection with its membership and with the larger UW community was uneven and inconsistent. WIHIR has a narrow participation rate in decision-making and decision implementation. For example, the Committee heard on several occasions from members who knew nothing of the content of the Institute's proposal for the next five years, including no knowledge of Pharmaco-Informatics as the main research theme.

Good governance also implies adherence to the policies set out and approved for the organization's operation. In WIHIR's case, the Constitution is a permissive one, with no authority vested in the Board of Directors. The Board's function is defined as receiving reports and providing strategic advice. The normal function of a UW Board of Directors - setting policy, guiding strategic direction, giving approval for financial procedures and policy changes - is, in WIHIR’s case, vested in the role of the Director. Changes in WIHIR’s Constitution enhanced the authority of the Director’s position.

Over the years, the governance of WIHIR fell short of its already loosely defined Constitutional obligations in a number of ways. No Annual General Meetings were held; no “bi-annual” reviews with external assessors were undertaken; the Chair of the Board of Directors was not rotated among relevant Deans; few Board meetings were held; and no voting procedures were followed in making changes in the Executive or re-appointing the Director. In one case, a member found his name in a specific role to which he had not given formal agreement.

The interpersonal dimension of leadership is also a critical factor in achieving organizational success. Leading a UW Institute requires an open and cooperative attitude toward colleagues; an appreciation of their responsibilities; and a respect for the normal operating principles of the University. The Director’s determination worked well in developing outreach initiatives but, based on the feedback the Committee received, it is the opinion of the Committee that it has not contributed to the close cooperation with academic colleagues needed to implement the University’s research and program agendas. On the other hand, close cooperation might have been inhibited by friction that had developed between certain researchers at UW and the Director of WIHIR.

The lack of collegial liaison on issues of mutual interest has given rise to a perception of professional discourtesy on the part of the WIHIR leadership. For example, the Committee heard that WIHIR devised initiatives in mentoring and co-op job promotion. Though commendable in themselves, these initiatives would have been more readily accepted by faculty in the students’ program areas if prior knowledge of these events had been made available to the faculty.

In the case of the Review Committee, a request was made at the outset of the review process to meet the Director of WIHIR on his own to discuss the future of the Institute. Initially, the Director agreed to meet with the Committee only if accompanied by a number of participating Management Team members. The Review Committee repeated its request to meet with the Director on an individual basis and this was
turned down. Three months later the Director met with the Committee in the presence of non-participating observers.

Over the years, the Institute appears to have drifted away from involvement in UW activities. The Institute's success with its external constituents in contrast with its inability to develop major collaborative research projects under WIHIR's auspices, may account for the Institute's worldview becoming increasingly focused on external pursuits rather than on research at UW. For example, the work done by Professor Covvey as Director of NIHI in supporting the initiative for funding a Health Informatics Chair at Algoma College (Algoma University's ESRI Canada Health Informatics Research Chair) and his on-going work advising on curriculum design and on developing contacts for Algoma University's new HI research endeavours are indicative of a strong external emphasis compared to a much weaker focus on UW research priorities. A significant involvement in the efforts of another institution to build its HI activities would normally be seen as a positive contribution from a UW leader, but in this case, the lack of any formal connection or mention of UW in this development suggests that it is a personal initiative rather than a partnership between institutions.

The use of NIHI to redirect funding for WIHIR-initiated and WIHIR-delivered (in part) instruction only serves to muddy the waters of normal financial accounting principles and causes a loss of transparency in activities that are undertaken under the name of the University of Waterloo, though now removed from its authority. Professor Covvey told the Committee that his role in NIHI gave him the ability to act independently, provided access to a greater market and set no constraints on fundraising. He felt that, as Director of WIHIR, the use of NIHI in funding WIHIR was his choice to make. NIHI has offered a guarantee to UW for the continued support of WIHIR and its staff; and has expressed in writing a willingness to enter into a more formal relationship with UW (Appendix G). This situation appears to represent a potential conflict of interest between the two institutions.

In summary, governance of WIHIR has become vested in the position of Director, and Constitutional requirements, loosely formulated to begin with, seem to be insufficiently connected to WIHIR's operations. The result is that WIHIR operates at arm's length from UW even though constituted by UW, promoted through UW's electronic facilities, and operating under the banner of the UW name.

Tighter oversight of the Institute might have prevented WIHIR's drift from its academic base and helped to avoid the erosion of good working relations. The central role of the Board of Directors as the ultimate authority in all UW research Centres/Institutes is conspicuous by its absence in WIHIR.

iv) To assess and comment on the continuing education initiatives offered by WIHIR ... giving attention to the academic quality control processes in place for these activities, and the appropriateness of these events occurring under the banner of the University of Waterloo.

When WIHIR offers bootcamps for members of the public, it is the University's credibility and reputation that underpins the anticipated quality of instruction. The involvement of NIHI in the process removes the management of WIHIR bootcamps from the oversight of UW although the events are still promoted as products of the UW educational system. The Committee believes that the involvement of NIHI in continuing education initiatives under the banner of UW is not in the University's best interest.

RECOMMENDATIONS

External reviewers were unanimous in their praise of WIHIR seminars, think tanks and bootcamps for their value in HI knowledge transfer, as well as for creating a profile of HI awareness at UW (Appendix
There was far less agreement on the success of WIHIR's research program. One reviewer commended many of WIHIR's members for the national and international renown they have earned from their scholarship as individual researchers, but asserted that there is "no evidence of the existence of an umbrella research program that truly brings together the sub-groups of researchers affiliated with the Institute".

There is no question that, by his enthusiasm and commitment, the founding Director has developed linkages with HI related external organizations and has created a high profile for HI outreach and continuing education services at UW. But while knowledge transfer is an appropriate and important function of a research Centre/Institute at UW, it is widely accepted that the research function should be the primary goal of the organization. Indeed, WIHIR's proposal and mission statement attest to research collaboration as the principal purpose of the organization. Though there is a small group of active researchers who affiliate their research with WIHIR, it is clear that WIHIR has not met its original goal of creating major collaborative research programs.

Further, the future WIHIR proposal does not remedy the existing lack of an environment of collaboration for team-based research projects nor does it propose means of working effectively in conjunction with academic units that deliver HI educational programs. Conversations with executive members of WIHIR confirm that the focus of the Institute is now seen as outreach. Furthermore, the proposed governance structure of WIHIR remains unchanged, other than for the concept of two Co-Directors rather than a single Director. The problems that have arisen from a Constitution poorly designed and only loosely applied can be expected to re-occur. Unless the University decides to enter into a contractual agreement with NIHl, the current linkage between NIHl and WIHIR is not considered to be in the University's best interests.

1) The Committee recommends that WIHIR not be renewed in its present form and constitution; and that all WIHIR activities cease until such time as a strategic assessment of HI activities at UW be undertaken to determine how best UW can promote and facilitate the type of major research opportunities that depend upon a combination of skills and resources.

The scale of HI activities at UW now warrants that a comprehensive survey be undertaken by the VP Research to assess, as a minimum: the level of faculty engaged in HI research; research output and direction(s); the number of students in HI programs and their career outlook; and, through input from external sources, the needs of non-profit, public and private sector stakeholders regarding HI research and training. This knowledge should bring to light whether new research groupings could be encouraged along specific lines of enquiry or whether a new institute, properly constituted, would serve to unite Waterloo's major strengths in the area of HI. This survey could also determine whether training efforts at UW are aligned with the needs of the field. It would, in fact, provide the basis for a strategic planning process to ensure the vibrancy and the relevance of UW programs and research endeavours. During this process the most appropriate reference point for HI contact and liaison at UW would also become evident. Whatever position that might be, any lack of collegial cooperation among HI players could still jeopardize the potential that exists for UW to be a major national centre of HI research and education.

2) The Committee recommends that the VP Research undertake a strategic planning process to determine how UW might systematically position itself to create more impact and synergy in the field of health informatics through research, training and knowledge transfer. The process should include:
   - A survey of the current expertise and interest of HI researchers on campus;
• Input from leading public, non-profit, and private sector stakeholders to identify potential directions and needs for HI research and training in Canada and internationally;
• Whether collaborative groupings can be encouraged along specific lines of enquiry and align themselves with emerging needs and opportunities;
• A meeting of Chairs of HI related Departments/Schools to map out a coordinated training program for undergraduates and graduate students.

The strategic planning process referred to in recommendation 2 should address a more coherent way to present health informatics research to the outside world in order to enable UW to reach its potential for national and international leadership that is evident in health informatics. The Review Committee anticipates that it may be unlikely that a single point of contact is sufficient to represent the many and diverse sources of HI activities on campus. To avoid any possible confusion as to the appropriate UW representative of HI research to external bodies:

3) The Committee recommends that, regardless of the outcome of the proposed survey, the VP Research clarify the role of the Executive Director, University Health Research, Office of Research vis-à-vis that of the Director of any HI research initiative, in terms of contacts and communications with the private sector and external agencies.

To avoid confusion regarding overlapping involvement in HI related student advisory functions:

4) The Committee recommends that UW make clear that the primary level of responsibility for undergraduate training in HI related issues rests with the academic unit in which the student resides.

To ensure best practice in the management of UW Centres/Institutes involved in research:

[Note: SGRC suggested that recommendations 1 through 4 be considered separately with respect to the review of WIHIR and that recommendations 5 through 7 be considered applicable to all University of Waterloo centres/institutes. The latter are in Appendix #3.]
Footnotes:

1First Five-Year Review of the Waterloo Institute for Health Informatics Research Submitted to the Senate Graduate and Research Council. February 27, 2009.

2Senate Graduate and Research Council. Minutes, April 13, 2009, p1.

3Proposal to Establish the Waterloo Institute for Health Informatics Research (WIHIR), 2003.

4Survey of WIHIR Membership on WIHIR's Impact on Research Funding, WIHIR Review Committee, September 8, 2009.

5Member Interviews to Determine Perception of WIHIR Value, WIHIR Director, 2009.

6Executive Summary, Proposal to Establish WIHIR, 2003, p3.


8Proposal to Establish WIHIR, 2003, p17.


10The term Chair is used to refer to either a Chair or a Director.

11The term Department is used to refer to either a Department or a School.

12Appendix C in the First Five-Year Review of WIHIR, 2009, p52.


16Appendix D in the First Five-Year Review of WIHIR, 2009, p68.

17The National Institutes of Health Informatics is Launched, NIHI Press Release, October 1, 2008.

18NIHI Relationship with WIHIR and the University of Waterloo, 2009.

19UW Strategic Research Plan, Revised February, 2006.


22 Algoma University’s ESRI Canada Health Informatics Research Chair.


24 WIHIR Review Committee Meeting, November 27, 2009.

Appendix A
Terms of Reference

For the Committee struck to Review and Report to the Office of the Vice-President, University Research on the Renewal of the Charter for the

Waterloo Institute for Health Informatics Research

Office of the Vice-President, University Research
July 10, 2009

1 Executive Summary
The Waterloo Institute for Health Informatics Research (WIHIR) was first approved by Senate on June 16, 2003.

The mandates and activities of Research Centres/Institutes are reviewed every five years by the Senate Graduate Research Council prior to a recommendation being forwarded to Senate. WIHIR’s mandate was scheduled for review in 2008. In accordance with the normal process for the review of a research centre/institute, a report dated February 27, 2009 on activities and proposed future directions for WIHIR was received from WIHIR by the Secretariat. The report from WIHIR was discussed by the Senate Graduate Research Council at its meetings of March 16 and April 13, 2009.

Those deliberations resulted in a recommendation by Senate Graduate Research Council to the Vice-President, University Research that the renewal of WIHIR’s Charter should be referred for a full review of the Institute in accordance with the process outlined in the University of Waterloo’s Guidelines for the Review of Centres/Institutes (“Guidelines”), as revised by the Senate Research Council on 28 February 1992.

The Vice-President, University Research is tasked with arranging for the Review, and is responsible for bringing the findings of the Review back to Senate Graduate Research Council.

2 Role of the Committee
The Review will be undertaken by a Review Committee convened by the Vice-President, University Research. The Committee will manage and execute the process for the full review of a Centre/Institute as described in the Guidelines and in the Committee’s Terms of Reference. The Review Committee will provide a written report to the Vice-President, University Research on its findings.

2.1 Mandate
The Committee is tasked with the following.

a) To assess and comment on the extent to which WIHIR has fulfilled the research objectives and targets contained in the original application for the creation of WIHIR, and approved by Senate Research Council at its meeting of May 27, 2003.

b) To assess and comment on the appropriateness of the go-forward plan for WIHIR as outlined in the renewal application submitted to Senate Graduate Research Council on March 16, 2009. An assessment of appropriateness from both a financial and strategic perspective is sought. In particular, Senate Graduate Research Council seeks to understand whether the proposed structure of the Institute gives sufficient emphasis to the academic units with responsibility for offering approved academic programs in health informatics.
c) To assess and comment on
   1) the effectiveness of WIHIR's current governance structure, giving attention to whether
      WIHIR's governance processes during the Institute's first five years are in compliance with
      the WIHIR Constitution, and
   2) whether governance structures and processes included in WIHIR's application for renewal
      comply with generally accepted processes for the governance of institutes/centres at the
      University of Waterloo.

   d) To assess and comment on the continuing education initiatives offered by WIHIR (including but
      not limited to Bootcamps and Security Workshops), giving attention to the academic quality
      control processes in place for these activities, and the appropriateness of these events occurring
      under the banner of the University of Waterloo.

The Committee may gather any evidence and information needed to support its inquiries and
deliberations.

2.2 Selection of Members
Members of the Review Committee are appointed by the Vice-President, University Research.

2.3 Ex-officio Members
The chair of the Review Committee can at his or her discretion invite ex-officio members to participate
in meetings. These members will not be entitled to vote on decisions.

2.4 Review Committee Responsibilities
The mechanism by which the Review Committee elects to conduct the review shall be at the discretion
of the Committee in consultation with the Vice-President, University Research.

The Committee will solicit input from the leadership of WIHIR, and members of the University
community identified by the Office of the Vice-President, University Research.

The review process can also include solicitations of external assessments and discussions with both
members and non-members of WIHIR.

3 Review Committee
3.1 Membership Composition
The Guidelines for the Review of a Research Centre/Institute recommend the following composition for
a Review Committee. In consultation with the parties named, the Vice-President, University Research
has made appointments in conformance with the Guidelines. The names of faculty members appointed
to each position is noted.

- A senior researcher with administrative experience and no direct involvement in the activities of
  WIHIR (preferably a former Dean or Department Chair)
  Appointed:
  Dr Geoff McBoyle (Environment)
  Associate VP Academic and nominated Chair of the Review Committee

- The Director of another institute/centre
  Appointed:
  Dr Arthur Carty (Office of the VP, Academic & Provost)
Director, Waterloo Institute for Nanotechnology

- An academic who is not a member of WIHIR
  Appointed:
  Dr Bill Power (Science)
  Associate Professor & Associate Dean, Research, Science

- The Vice-President, University Research or his/her delegate to assess financial and corporate concerns
  Appointed:
  Karen Trevors
  Executive Officer, Faculty of Science

- Other appointments as deemed appropriate
  Appointed:
  Dr. Paul McDonald (AHS)
  Chair of Health Studies and Gerontology.
  Professor
  (Member of the Institute)

  Dr Beth Jewkes (Engineering)
  Professor & Department Chair, Management Science
  (Member of the Institute)

  Dr. Tamer Özsu
  Professor & Director, David R Cheriton School of Computer Science
  (Not a member of the Institute)

3.2 Accountability
The Review Committee is accountable to the Vice-President, University Research.

3.3 Substitutions
Due to the complexity of the Review, substitutes cannot temporarily represent a Committee Member.

Where an absence occurs, the Committee will provide the minutes and any findings/decisions.

3.4 Quorum
The Review Committee will decide how many members form a quorum at their inaugural meeting.

3.5 Recommendations
Each Committee member will be entitled to a vote, and all decisions require a majority vote of the members present at the meeting. The Chair shall only vote in the event of a tie.

3.6 Proposed Tenure/Life Cycle
The Review Committee will report to the Vice-President, University Research normally within two months of having been convened.

3.7 Frequency of Meetings
The Review Committee will meet at the call of the Chair with a minimum notice of one week.
Appendix B: Individuals who Met with the Review Committee

J. Arocha: WIHIR Member, Board Member, Management Team Member, Team Leader, proposed Associate Director;

O. Basir: WIHIR Member, Associate Director, Management Team Member;

D. Covvey: Founding Director: proposed Co-Director of WIHIR;

D. Cowan: WIHIR Member, joint researcher with WIHIR Director and Managing Director;

G. Dixon (twice): VP Research, previous Board of Directors’ Chair;

S. Fenton, WIHIR Member, WIHIR Managing Director, Management Team Member, Board Director, Director of NIHl;

I. McKillop: Executive Director, University Health Research, WIHIR Member;

T. McMahon: Dean of Science, present Board of Directors’ Chair;

M. Moo Young: WIHIR Member, Board Director;

J. Orchard: WIHIR Member, Team Leader, Management Team Member;

H. Peemoeller: WIHIR Member, Team Leader, Management Team Member;

J. Thiessen: WIHIR Member, proposed Associate Director;

M. Thompson: WIHIR Member, Board Director;

H. Tizhoosh: WIHIR Member, Team Leader, Management Team Member;

G. Strong: WIHIR Member, proposed Co-Director of WIHIR.

Written Submissions from:
D. Covvey: see above;
D. Cowan: see above;
S. Fenton: see above;
R. Mannell: Dean of Applied Health Sciences;
M. Moo Young: see above;
Y. Kagolovsky: Professor, Health Informatics, Conestoga College.
Appendix C: WIHIR-impacted Research and Contract Funding: Responses to Review Committee's Email Survey*

Funding:

**Burns:**
- $44K – Canadian Patient Safety Institute
- $242K – Ontario Ministry of Health

**Covvey:**
- $75K – Canada Health Infoway
- $250K – Canada Health Infoway
- $100K – NSERC, Collaborative Research and Development Grant
- $25K – Victoria Order of Nurses
- $25K – Smart Systems for Health Agency
- $45K – JW Graham Trust
- $25K – Ontario Ministry of Health and Long Term Care
- $25K – Haliburton-Kawartha-Pine Ridge Regional Hospital Group
- $240K – Communication and Information Technology Ontario (CITO)
- $30K – SSHRC
- $150K – CIHR, A Collaborative Health Information Research Training Program

**Cowan:**
- $50K – Heart and Stroke Foundation
- $100K – Ontario Tobacco Research Unit
- $75K – Ontario Tobacco Research Unit
- $46K – Ontario Tobacco Research Unit
- $119K – Improving a Diabetes Management Program
- $11.5K – Improving a Diabetes Management Program
- $25K – Ministry of Health and Long Term Care
- $25K – Haliburton-Kawartha-Pine Ridge Regional Hospital Group
- $362K – NSERC, Collaborative Research and Development Grant
- $150K – Communication and Information Technology Ontario (CITO), Pre-Competitive Advanced Research Network (PRECARN)
- $250K – Rogers Cable

**Dimarco:**
- $142.5K – Bell University Laboratories
- $20K – Nortel Networks
- $13K – D. Covvey’s own research funds
- $40K – NSERC, Collaborative Research and Development Grant
- $40K – Bell University Laboratories
- $100K – NSERC, Collaborative Research and Development Grant
- $100K – Bell University Laboratories

Total: $2.945M
Research Chair-related Funding

Covvey: $300K – AGFA Research Chair
       $300K – NSERC
       $10K – Faculty of Science
       $30K – School of Computer Science

Total: $640K

* To prevent double counting, funding is allocated to the Principal Investigator.
Appendix D: WIHIR-influenced Research and Contract Funding: Response to WIHIR Director’s Telephone Inquiries*

Arocha: $42K – the CIHR Health Informatics PhD/Post Doc Strategic Planning Program

Basir: $80K – private sector
      $135K – funding source unknown

Burns: $242K – Ontario Ministry of Health

Covvey: $990K – same as those listed in Appendix C

Cowan: $25K – Ministry of Health Long Term Care
      $25K - source not stated
      $119K – Improving a Diabetes Management Program
      $54K – Heart and Stroke Foundation
      $50K – source not stated
      $364K – NSERC, Collaborative Research and Development Grant
      $25K – Victoria Order of Nurses

Dimarco: $100K – Bell Universities Laboratories
       $100K – NSERC, Collaborative Research and Development Grant
       $45K – Bell Universities Laboratories
       $45K – NSERC, Collaborative Research and Development Grant
       $25K – Nortel Networks
       $3K – WIHIR Seed Grant

Jewkes: $60K – Emergency Medical Services

Mayfield: $4.09M (US$3.86M) – curriculum development; funding from Dubai and Kenya sources

Moo Young: $2M – total of NSERC grants and industrial contracts

Mourtzakis: $7K – pilot grant from McMaster

Orchard: $3K – WIHIR Seed Grant
       $160K – CFI
       $44K – NSERC

Ponnambalam: $45K – for graduates, funding source unknown

Safavi-Naeini: $14M – Centre for Intelligent Antenna and Radio Systems, CFI
      $406K – equipment, Ontario Centres of Excellence
      $360K - CITO, a Division of Ontario Centres of Excellence

Simpson: $100K – NSERC

Tizhoosh: $50K - Pratt and Whitney
Vrscay: $75K - NSERC Mathematics of Information Technology and Complex Systems Fellowship

Research Chair-related Funding:
Covvey: $300K - AGFA Research Chair
       $300K - NSERC
       $10K - Faculty of Science
       $30K - School of Computer Science

Canada Research Chair:
Wan: $500K - Canada Research Chair

Total: $23.9M

Total: $640K

Total: $500K

*$1.894M of grants recorded here also appear in Appendix C.
## Appendix E: Number of Times a WIHIR Member’s Name Appeared in the Title of the Scholarship Listed Below

<table>
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<tr>
<th>Total</th>
<th>Book</th>
<th>Chapter in Book</th>
<th>Refereed Journal Articles</th>
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<td></td>
<td>1</td>
<td>4</td>
<td>14</td>
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<td></td>
<td>Covvey et al. (contributing editors) (1)</td>
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<td>Dimarco (1)</td>
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<td></td>
<td></td>
<td>DiCiccio (1)</td>
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### Number of Research Items - 75

Of these 75 items, the frequency of names appearing more than once is:

- **Covvey** 40 (adjunct)
- **Cowan** 23 (adjunct, retired faculty member)
- **Burns** 18
- **Fenton** 16 (staff)
- **Moo Young** 13 (adjunct, retired faculty member)
- **DiMarco** 8
- **DiCiccio** 8
- **Arocha** 2
- **McKay** 2
- **Alencar** 2
Appendix F: WIHIR-related Training of Highly Qualified Personnel, 2003-2009*

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
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<tr>
<td>Alencar</td>
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<td>1 graduate (DU)</td>
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<tr>
<td></td>
<td>1 MASc</td>
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<td>Basir</td>
<td>3 graduates (DU)</td>
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<td>Bobier</td>
<td>1 graduate (DU)</td>
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<tr>
<td>Burns</td>
<td>1 PhD</td>
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<td></td>
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<tr>
<td>Covvey</td>
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<td>1 PhD (JS, resigned)</td>
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<tr>
<td></td>
<td>1 PhD (JS, deferred)</td>
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<td></td>
<td>4 MMath (JS)</td>
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<td>1 MMath (deferred)</td>
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<td></td>
<td>1 MSc (resigned)</td>
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<tr>
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<tr>
<td>Cowan</td>
<td>1 Post Doc</td>
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<tr>
<td></td>
<td>1 PhD (JS, deferred)</td>
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<tr>
<td></td>
<td>1 MMath (JS)</td>
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<td>Dimarco</td>
<td>1 Post Doc</td>
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<td></td>
<td>4 PhD</td>
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<td></td>
<td>3 MMath</td>
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<td>1 MMath (JS)</td>
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<td></td>
<td>1 graduate (DU)</td>
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<td>Kontogiannis</td>
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<td>Ponnambalam</td>
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<td>Vrscay</td>
<td>2 graduates (DU)</td>
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*Information provided from WIHIR and Review Committee surveys.
Appendix G: NIHI Relationship with WIHIR and the University of Waterloo
(Received by email from WIHIR's Managing Director, October 8, 2009)

The National Institutes of Health Informatics (NIHI) is a not-for-profit, federally-incorporated organization dedicated to the advancement of Health Informatics (HI) research and education. It was created to translate, on a Canada-wide basis, the concepts and approaches used to establish and operate the Waterloo Institute for Health Informatics Research (WIHIR) and to deliver value to Canadian HI researchers and educators through the facilitation and support of their efforts (see www.nihIca). As such, it is WIHIR's extension of its reach and impact to a national scale. The embryonic state of Health Informatics in Canada (evidenced by the recent disasters related to eHealth Ontario), was both an opportunity for the WIHIR community to begin to fill a near-vacuum re HI leadership and a virtual necessity. This spinning off of the WIHIR concept to create a national institute is an example of WIHIR's leadership in building the HI academic community in Canada.

A goal of NIHI is to foster and grow HI research and human capacity in Canada. Until NIHI, there was no national organization. Furthermore, the Canadian HI community is small. Bringing HI researchers under one umbrella organization enables collaboration and cooperation, allows Canadian HI researchers to have national and international presence, and builds a community with the capacity to do significant research. It also presents new opportunities for UW researchers to gather about us a wide diversity of experts and to use this to pursue new opportunities.

NIHI is currently recruiting participants, and is now approaching 100 academic members principally from universities and colleges across Canada, with University of Waterloo professors as members or eligible to be members. In addition, NIHI has undertaken a number of initiatives. One example is the National Student Forum (NSF) created by NIHI and COACH, Canada's Health Informatics Association, this past summer. NSF is the first Canada-wide student group devoted to Health Informatics. NSF is in the process of growing its membership which now numbers about 100 students and will likely reach 300 early in the new year. An NSF initiative is the fostering of student HI clubs, guided by materials developed at the University of Waterloo (UW). One of the outcomes of this NSF initiative has been the launching of the UW HI Club (UWHIC) this September with over 160 student members. Many other NIHI projects have been launched, including a national equivalent of the UW Smarter Health Seminar series, the development and funding of an Institute for Primary Care Informatics, a biannual peer-reviewed international conference, an HI Blog, and a start on an effort that will work towards the accreditation of HI programs.

The concept for NIHI was developed in consultation with the Vice President, University Research. In addition, a précis on NIHI was presented to WHHR's Board of Directors in the spring of 2009 for its information. One of the realities that led to NIHI's creation was the need to develop a national basis for obtaining funding from industry and to broaden the appeal of WIHIR's revenue-generation programs.

Although many programs are offered through NIHI, all of these efforts are also delivered with or to WIHIR in addition to what WIHIR has done historically.

NIHI has neither official status nor a formal relationship with the University of Waterloo, but it has offered, to the Dean of the Faculty of Science, a guarantee for the continued support of WIHIR and its staff. This includes an offer to establish a fund, with annual contributions, as a reserve for the Faculty of Science against its commitments to WIHIR employees. This funding of WIHIR begins in October 2009.
NIHI has expressed a willingness to enter into a more formal relationship with the University of Waterloo, if that proves to be of mutual interest.
Appendix H: Summary of External Assessors' Comments on WIHIR

Assessor 1:
Strengths:
- Research seminars – a plethora of topics; frequently given by the leading expert; a repository of excellent materials in the HI Alive Archive
- Conferences and events – well attended; helped to establish WIHIR as a significant resource of subject expertise
- Bootcamps – successful in filling a niche
- NIHI – could not have come about without the support and drive of WIHIR
- Algoma College – support to Algoma College (University) greatly appreciated

Weaknesses:
- Contends that the perception of tension and disagreement between Dr. McKillop and Professor Covvey regarding the representation of UW's HI presence is causing UW, "in the guise of WIHIR," to be deliberately excluded from national level HI initiatives

Assessor 2:
Strengths:
- Significant contribution to HI research, education and thinking in Canada and internationally
- Praises bootcamps
- Praises individual qualities of WIHIR Director and his connections across Canada
- Contends that members of WIHIR, led by Dominic Covvey, instigated the formulation of NIHI
- Contends WIHIR is a valuable part of the Canadian HI infrastructure

Weaknesses:
- None

Assessor 3:
Strengths:
- Research seminars ... important locally
- Suggested that bootcamp, seminars, workshops etc. are valuable initiatives that promote awareness about HI research and probably help the Institute’s budget

Weaknesses:
- Lost steam over time
- No evidence of the existence of an umbrella research program that truly brings together the sub-groups of researchers
- The Institute as an organizational entity does not have a presence on the Canadian health informatics map
- Not clear how the creation of the Institute contributed to an expansion of health informatics training at the University of Waterloo
- Suggests that development and outreach are the only activities that are actively pursued by WIHIR
- contends that WIHIR requires a research agenda that is truly interdisciplinary; engages all stakeholders; has clear goals, deliverables and milestones; supports and engages students (graduates and PDFs, fed by undergraduate programs)
5) The Committee recommends that, prior to taking up their positions, members of the Board of Directors of UW Centres/Institutes be provided with advisory information from the Secretariat regarding their roles and responsibilities.

6) The Committee recommends that Centres/Institutes involved in research at UW be required to include, in their Five-Year Reviews, assessments of the following:
   - the success of the Centre/Institute in stimulating and fostering collaborative and interdisciplinary research activities;
   - research outputs, both collaborative and individual;
   - the "value added" contribution of the Centre/Institute;
   - funding and financial practices;
   - the training of Highly Qualified Personnel, and how their plans will interface with related academic Departments and Faculties;
   - the success of the Centre/Institute in developing national/international partnerships and enhancing the credibility of UW in the theme area of the Centre/Institute;
   - the success in building linkages to external bodies;
   - the success of the Centre/Institute at fostering knowledge and technology transfer.

7) The Committee recommends that annual reports prepared for a Centre’s/Institute’s Board of Directors, or equivalent, be submitted annually to the VP Research.
GUIDELINES ON GRADUATE STUDENT SUPPORT

From http://www.grad.uwaterloo.ca/students/GSOsupportguide.asp

- Offer of Financial Support
- Continuation of Financial Support
- Graduate Student Employment, Duties and Rates of Pay
- Other Employment
- Safety Training and Responsibilities
- Dispute Resolution and Appeals
- Committees Dealing with Graduate Student Support

Offer of Financial Support
Students offered admission to graduate programs at the University of Waterloo shall be informed of the normal completion time for the program, the minimum total level of financial support that is promised, the period of time over which this support will be provided, and any special conditions concerning continuation of the support. In addition to the time limit as stated in the graduate calendar, completion time information shall include a realistic estimate of the number of terms normally required to complete the program. Suitable estimates can be obtained from the Graduate Studies Office.

The minimum total level of financial support includes amounts received from internal scholarships and bursaries, teaching and research assistantships/studentships and lecturing duties. External scholarships received by the student will be included in calculating the minimum total level of financial support. The source of funds may vary over the period of graduate studies.

Most research assistantships (RAs) and research studentships (RSs) are funded from grants and contracts controlled by individual faculty members and are subject to regulations of the external granting agency. Teaching Assistantships (TAs) are usually provided from university operating funds, and are allocated by departments in return for specific services in support of their teaching programs. In accepting the offer of admission and financial support, a student agrees to perform the duties required for the support provided.

Each prospective graduate student will be provided with a document referencing the guidelines when a written offer of acceptance and financial support is made.

Continuation of Financial Support
Financial support will normally continue as promised if the student maintains full-time registration in the degree program and fulfils the necessary academic requirements. This includes maintaining a minimum 70% average in coursework (individual programs may have higher requirements), and passing PhD comprehensive examinations. Continued support in the form of awards and scholarships may require maintaining a higher average in coursework, according to the particular terms of reference (80% is the minimum for certain scholarships for example).

The student must also satisfactorily perform the particular duties required for the support. Performance is assessed by the supervisor for research assistants, and by the instructor, department chair or graduate officer for teaching assistants. A student whose performance as an RA/TA is judged to be unsatisfactory will normally receive written warning and suggestions for improvement. If the student's performance
does not improve sufficiently within a reasonable time period, financial support may be reduced or discontinued. Written warning and an opportunity for improvement need not be given in cases of serious misconduct or serious neglect of duties.

It is recognized that difficulties may arise owing to inadequate transfer payments from the province, or to nonrenewal of external research grants and contracts. However, the university will make every effort to maintain financial support for continuing graduate students at the levels promised. Primary responsibility rests at the department and faculty levels, where decisions concerning admissions and offers of financial support are made. In emergency situations, request for assistance may be made through the faculty associate dean to the associate provost, graduate studies or through the faculty dean to the provost.

Graduate Student Employment, Duties and Rates of Pay
Through the university, full-time students can accept on average at most ten hours of paid employment per week, unless the employment is directly related to their degree programs. The ten-hour maximum applies to the total time required for TA and RA duties.

Graduate students with full responsibility for teaching courses must be appointed as part-time lecturers and reported to Senate. The minimum rate for graduate students teaching courses is specified in a table of UW compensation rates that is updated annually.

Graduate teaching assistants are graduate students who do not have full responsibility for teaching courses, but who are appointed to carry out teaching-related duties, such as proctoring, marking, tutoring (including language tutoring), laboratory supervision, and occasional lecturing. Other duties may be assigned with the agreement of the instructor, the department chair or graduate officer, and the graduate student.

At the beginning of each term departments shall inform teaching assistants of their assignments and the nominal hours of work expected over the term. The nominal hours of work is an estimate of the time, including preparation, that would normally be required by a graduate student to carry out the assigned duties. It is the department's responsibility to ensure that adequate preparation time is allowed for; it is the graduate student's responsibility to be prepared.

It is the instructor's duty to meet with her/his TAs at the beginning of the term for advance discussion of the work expected, the methods to be used in evaluating the TA's work, and the scheduling of duties throughout the term. TA duties extend from the date lectures begin until the due date for course marks and may be distributed unevenly over the term. However, the maximum hours of work required in any one week should not normally exceed twice the nominal weekly hours. Anticipated excessive fluctuations shall be clearly identified at the time of course assignment. Graduate student employees shall identify to the employer any known academic obligations that may interfere with their duties. If unreasonable demands interfere with a student's own academic program, he/she should speak with the department chair. Except in emergencies, teaching assistants should receive at least one week's notice of special duties such as proctoring or lecturing.

The university sets TA rates which apply to all faculties. TA rates are reviewed annually; the approved change shall normally be applied to all TA rates effective May 1 of each year.

Graduate research assistantships and research studentships are usually paid from research grants and contracts for assistance with particular research projects. Students holding research studentships receive
support to work on their own thesis research; in such circumstances requirements as to maximum hours of work do not apply. For students holding research assistantships, however, when payment is for assistance with research not closely related to the student’s thesis research, the average number of hours worked per week must not exceed ten (including TA hours, if applicable); the rate of pay should represent fair value for the services rendered.

A graduate student who is promised support from a research grant or contract for a period of two or more terms should normally continue to work on that research project over the guaranteed period.

When graduate research assistants are paid from research grants or contracts awarded to faculty members, questions may arise as to the ownership of the intellectual property resulting from the research. Rights of ownership are covered by Copyright Law and by university regulations (see the Graduate Studies Calendar, UW Policy 73 on Intellectual Property Rights, and UW Policy 64 on Use of Proprietary Computer Software).

Other Employment
Graduate students may be hired by the university to perform other duties subject to the ten-hour maximum for paid employment. Rates of pay should represent fair value for the services rendered. If a graduate student is asked to undertake other duties in lieu of a promised teaching assistantship, the rate paid shall be the larger of the TA rate and the normal rate for these other duties. If such duties are regularly offered to graduate students, the department shall make every effort to rotate these duties among the available graduate students with the necessary skills.

RA and TA Health, Safety and Environment Training and Responsibilities
It is the department’s responsibility to ensure that adequate training is provided to all graduate students, regardless of whether they are employed as teaching or research assistants. Graduate students should not start TA or RA duties until they have undergone the department’s training program.

Effective January 2009, all TAs are required to complete an on-line health, safety and environment orientation training program (~1.5 hours) developed and offered by the Safety Office either as a stand-alone module or as part of a faculty’s TA training. The program will contain core health, safety and environment information, including: legislative rights; duties and responsibilities; applicable UW policies, procedures and guidelines; emergency procedures (fire and injury/illness); personal safety and security; hazardous materials -- WHMIS offered as either awareness training (employees who have little contact with hazardous materials) or competency training (employees who have regular contact with hazardous materials). This training program is intended to complement department and/or faculty-specific WHMIS hazardous material training. It is not a substitute.

Dispute Resolutions and Appeals: Employment
The relationship between a teaching assistant and his/her instructor and a research assistant and his/her supervisor is based on collegiality and mutual respect. As it is in the best interests of all parties to address concerns informally and in a timely manner, a TA/RA is encouraged to communicate with his/her instructor-supervisor when a question arises about a decision or action affecting him/her. This communication can be either in person or in writing and must be done within one month of the decision/action.

- If the supervisor/instructor requires it, the TA/RA shall put the communication in writing.
- The instructor/supervisor shall respond within 10 working days of receipt of the communication.
• If the TA/RA is satisfied with the response, the matter is at an end.
• If a TA/RA is not satisfied with the result, he/she may seek a resolution by taking the issue to the department graduate officer/associate chair within 10 working days of the instructor’s/supervisor’s response.
• If a TA/RA is not satisfied with the result, he/she may take the matter to the associate provost, graduate studies, who will consult with the relevant associate dean, graduate studies within the faculty, within 10 working days of the graduate officer’s/associate chair’s response. The decision of the associate provost, graduate studies is final.

The TA/RA and instructor/supervisor are each entitled to be accompanied by a UW colleague of his/her choosing as a support person at any meeting.

Graduate officers/associate chairs and the associate provost, graduate studies are expected to report to the Graduate Operations Committee and the Graduate Student Relations Committee the sanitized details of any issues with which they have dealt. The purpose of this is to identify recurring or systemic problems with a view to resolving them. Reports should occur regularly, ideally at the end of each term.

Note: Sexual harassment, discrimination and abuse of supervisory authority are covered by UW Policy 33, Ethical Behaviour.

Committees Dealing with Graduate Student Support
Financial support for graduate students falls under the jurisdiction of two committees: Graduate Student Relations Committee (see UW Policy 1) - deals with all matters pertaining to the initiation and review of policies governing conditions of graduate student employment; and the Graduate Student Support Advisory Committee - makes recommendations to the provost concerning annual changes in the rates of pay for graduate teaching assistants (TAs). This committee, formed annually, consists of three graduate students appointed by the Board of Directors of the Graduate Student Association; three faculty members (two of whom are associate deans) from the Senate Graduate and Research Council and one faculty dean appointed by the provost; and the associate provost, academic affairs, who chairs the committee.
Changes to the current regulations governing ADDS status:

The Graduate Operations Committee and Senate Graduate and Research Council recommends the following changes to the current regulations governing ADDS status:

- The periodic review of faculty members holding ADDS status should be eliminated.
- When circumstances appear to warrant the revocation of ADDS status of a faculty member, the process for doing so should be as follows:
  - The chair/director of the faculty member’s unit will recommend revocation of ADDS status to the associate dean, graduate studies. Justification for the recommendation should be provided, and the faculty member in question should be notified in advance of the recommendation and the reasons for it.
  - The associate dean, graduate studies may reject the recommendation but must provide an explanation for doing so.
  - If the associate dean, graduate studies accepts the recommendation, the faculty member may appeal the decision to the associate provost, graduate studies, whose decision is final.
  - If ADDS status is revoked, the faculty associate dean, graduate studies will notify the graduate studies office to update the university list.

Changes to the Organization of Graduate Studies document:

(new text = bold / deleted text = strikethrough)

Section 6. Approved Doctoral Dissertation Supervisors (ADDS)

Revocation Renewal of ADDS Status

- Renewal of ADDS status is normally for a period of five years. However, conditional approval for shorter periods of time may also be granted.
- Faculty members granted ADDS status will be reviewed prior to the termination of their term based on the same criteria as for the original appointment, and taking into account supervision undertaken in the last five years. The Associate Dean should initiate the review process.
- Those faculty members who are supervising graduate students when they retire may continue to hold ADDS status until all their Ph.D. students have completed their degrees or as long as the faculty member has Adjunct Faculty status at the University of Waterloo. ADDS status for retired faculty must be renewed every three years. Retired faculty must acquire Adjunct Faculty status in order to have ADDS status. As with all other adjunct appointments, co-supervision must be assured.
- When circumstances appear to warrant the revocation of ADDS status of a faculty member, the process for doing so should be as follows:
  - The chair/director of the faculty member’s unit will recommend revocation of ADDS status to the associate dean, graduate studies. Justification for the recommendation should be provided, and the faculty member in question should be notified in advance of the recommendation and the reasons for it.
  - The associate dean, graduate studies may reject the recommendation but must provide an explanation for doing so.
  - If ADDS status is revoked, the faculty associate dean, graduate studies will notify the graduate studies office to update the university list.
Appeals

- Appeals regarding rejection of ADDS status are to be made first to the Associate Dean and designated committee with a request to re-examine the original decision. Failing a satisfactory resolution at the Faculty level, the faculty member may appeal to the Dean of Graduate Studies and finally to the Senate Graduate and Research Council.
If the associate dean, graduate studies accepts the recommendation, the faculty member may appeal the decision to the associate provost, graduate studies, whose decision is final.
Senate Undergraduate Council met on May 11, 2010 and agreed to forward the following items to Senate for approval and information, as indicated below [further details may be obtained at: www.secretariat.uwaterloo.ca/Committees/senate/ugc.htm].

FOR APPROVAL

CHANGE OF STANDARD PENALTY 1 AND 2 PERIODS IN UNDERGRADUATE STUDIES

ACADEMIC TERM DEADLINES CHART

1. Motion: Council recommends approval of the change of standard penalty periods as detailed in attachment #1.

UAE CAMPUS: SCHEDULE OF DATES, 2010-2011

2. Motion: Council recommends approval of the UAE campus 2010-2011 schedule of dates as detailed in attachment #1.

NEW ACADEMIC PLANS  [effective September 1, 2011]

►Faculty of Arts
  Fine Arts
  • Three-year General
  • Four-year General
  • Honours Fine Arts Studio Practice
  • Honours Fine Arts Studio Practice (Arts and Business Co-op and Regular)
  • Joint Honours Fine Arts Studio Practice
  • Honours Fine Arts History and Visual Culture
  • Honours Fine Arts History and Visual Culture (Arts and Business Co-op and Regular)
  • Joint Honours Fine Arts Art History and Visual Culture

3. Motion: To approve these new plans as described in attachment #2.

   Rationale: As given in attachment #2.

Renison University College
Certificates in Chinese Language
Certificates in Japanese Language
Certificate in Korean Language

4. Motion: To approve these new plans as described below:

   a) Certificates in Chinese Language
      For students registered in degree programs at the University of Waterloo, two certificates are offered: Chinese Language I and Chinese Language II. Students must successfully complete two academic course units (four courses) with a cumulative average of 70%:

      Chinese Language I
      CHINA 101R First-Year Chinese 1
      CHINA 102R First-Year Chinese 2
      CHINA 120R Advanced First-Year Chinese
      CHINA 200R Preliminary Second-Year Chinese
CHINA 201R Second-Year Chinese 1  
CHINA 202R Second-Year Chinese 2  

**Note:** Students are allowed a maximum of two 100-level courses.

**Chinese Language II**  
CHINA 201R Second-Year Chinese 1  
CHINA 202R Second-Year Chinese 2  
CHINA 301R Third-Year Chinese 1  
CHINA 302R Third-Year Chinese 2  
CHINA 310R Chinese for Business Settings  
CHINA 320R Chinese in Mass Media  

Students who have completed these courses may apply in writing to the director of east Asian studies for the appropriate certificate. Please note that certificates I and II are mutually exclusive. Only one certificate will be granted.

**Rationale:** To provide recognition of proficiency in Mandarin for students registered in degree programs at the University of Waterloo, Renison University College is introducing the certificates in Chinese language now that the diploma in Chinese language is available only to students in non-degree and post-degree plans.

**b) Certificates in Japanese Language**  
For students registered in degree programs at the University of Waterloo, two certificates are offered: Japanese Language I and Japanese Language II. Students must successfully complete two academic course units (four courses) with a cumulative average of 70%:

**Japanese Language I**  
JAPAN 101R First-Year Japanese 1  
JAPAN 102R First-Year Japanese 2  
JAPAN 111R Japanese for Business 1  
JAPAN 112R Japanese for Business 2  
JAPAN 201R Second-Year Japanese 1  
JAPAN 202R Second-Year Japanese 2  

**Note:** Students are allowed a maximum of two 100-level courses.

**Japanese Language II**  
JAPAN 201R Second-Year Japanese 1  
JAPAN 202R Second-Year Japanese 2  
JAPAN 301R Third-Year Japanese 1  
JAPAN 302R Third-Year Japanese 2  

Students who have completed these courses may apply in writing to the director of east Asian studies for the appropriate certificate. Please note that certificates I and II are mutually exclusive. Only one certificate will be granted.

**Rationale:** To provide recognition of proficiency in Japanese for students registered in degree programs at the University of Waterloo, Renison University College is introducing the certificates in Japanese language now that the diploma in Japanese language is available only to students in non-degree and post-degree plans.

**c) Certificate in Korean Language**  
Students registered in degree programs at the University of Waterloo will be eligible for a certificate in Korean Language if they successfully complete the following two academic course units (four courses) with a cumulative average of 70%:

KOREA 101R First-Year Korean 1  
KOREA 102R First-Year Korean 2  
KOREA 201R Second-Year Korean 1
KOREA 202R Second-Year Korean 2

Students who have completed these courses may apply in writing to the director of east Asian studies for the certificate.

Rationale: To provide recognition of proficiency in Korean for students registered in degree programs at the University of Waterloo, Renison University College is introducing the certificate in Korean language.

Spanish

Specialization in Latin American Literatures and Cultures

Latin American Literatures and Cultures Option

5. Motion: To approve this new plan as described below:

Specialization in Latin American Literatures and Cultures

Students majoring in honours Spanish or four-year general Spanish may pursue the Specialization in Latin American Literatures and Cultures which is designed for students who have a desire to explore in depth the literary and cultural production of Latin America. Students will closely examine the literatures and cultures of Latin America from pre-Columbian times to the present. The analysis of individual works will be grounded in a deep understanding of their historicity. Students will become acquainted with the major trends in literary and cultural criticism, while developing strong research skills at the same time. This specialization is especially suitable for students interested in graduate studies in Spanish and/or Latin American studies.

Requirements: Students must successfully complete four academic course units (eight courses) with a minimum cumulative average of 70%, including:

- One of SPAN 217, 218
- Two of SPAN 400, 410, 430, 497
- Five additional courses from the following: SPAN 217, 218, 227, 228, 333, 334, 366, 387, 388, 400, 410, 430, 497

Rationale: The proposed specialization will provide students with the opportunity to focus their studies on the in-depth analysis of Latin America’s literary and cultural production. Students will explore Latin American culture and history as portrayed through literature and other forms of cultural representation to gain a deeper appreciation of the ideologies, cultural values, and belief systems that have helped shape Latin American societies. This specialization will ultimately enrich the student’s understanding of the diversity of the human experience to help them become more responsible citizens who are better equipped to successfully operate in a global context.

Latin American Literatures and Cultures Option

The Latin American Literatures and Cultures Option is designed for students who have a desire to explore in depth the literary and cultural production of Latin America and is open to all non-Spanish majors pursuing an Honours or Four-Year General degree. Students will closely examine the literatures and cultures of Latin America from pre-Columbian times to the present. The analysis of individual works will be grounded in a deep understanding of their historicity. Students will become acquainted with the major trends in literary and cultural criticism, while developing strong research skills at the same time.

Requirements: Students must successfully complete five academic course units (ten courses) with a minimum cumulative average of 70%, including:

- One of SPAN 217, 218
- Two of SPAN 400, 410, 430, 497
- Seven additional courses from the following: SPAN 217, 218, 227, 228, 333, 334, 366, 387, 388, 400, 410, 430, 497
Rationale: The proposed option will provide students from outside the Department of Spanish and Latin American Studies with the opportunity to incorporate into their studies an in-depth analysis of Latin America's literary and cultural production. Students will explore Latin American culture and history as portrayed through literature and other forms of cultural representation to gain a deeper appreciation of the ideologies, cultural values, and belief systems that have helped shape Latin American societies. This option will ultimately enrich the student's understanding of the diversity of the human experience to help them become more responsible citizens who are better equipped to successfully operate in a global context.

ACADEMIC PLAN CHANGES  [effective September 1, 2011]

Faculty of Arts
Department of Sociology and Legal Studies
Legal Studies

Motion: To approve the addition of new calendar text re: admission as provided below:

Admission to Legal Studies

To be considered for a legal studies major, students must have completed a minimum of LS 101 plus at least one other legal studies foundation or approved course.

The cumulative average requirements for admission to the various legal studies academic plans are as follows:

- Four-Year General Legal Studies: 65% overall and 70% in legal studies or approved courses.
- Honours Legal Studies: 70% overall and 75% in legal studies and approved courses.
- Honours Legal Studies with Arts and Business: 70% overall, 75% in legal studies and approved courses, and 70% in the arts and business courses.
- Joint Honours with Legal Studies: 70% overall, 75% in legal studies and approved courses, and the average requirement specified for the second major.
- Joint Honours Legal Studies/Sociology, Criminology Specialization: 70% overall, 75% in legal studies and approved courses, and 75% in sociology courses.

Rationale: The need for enhanced admission requirements for students planning a legal studies major is warranted both on academic grounds and with respect to available resources and limitations to program capacity. Academically, students should have completed both a basic introduction to the legal studies field (LS 101) plus an additional core or approved course from among the various disciplinary approaches which contribute to this area of study. In terms of the limited academic resources available to this increasingly high in demand program it is necessary as well to manage admissions in order not to overwhelm program capacity. The proposed admission requirements of LS 101 plus an additional LS core or approved course along with higher overall first-year averages are consistent with other programs in the faculty of arts (e.g., psychology and English) which also experience high admission demand.

Four-year General Sociology

Motion: To approve the change to the plan as described below: (new text = bold, deleted text = strikethrough)

Continuation in this academic plan requires an overall cumulative average of 60% and a cumulative sociology average of 68% 70%.

Rationale: The cumulative sociology average is being increased in order to make our expectations in line with those of the legal studies four-year general plan.
ACADEMIC PLAN INACTIVATIONS  [effective September 1, 2011]

Faculty of Arts
Arts Special Programs
Cultural Management Specialization

8. Motion: To approve the inactivation of the plan as described below:

Requirements

1. Required courses:
   ARBUS 302 Marketing: Principles of Marketing and Consumer Economics
   DRAMA 348 Cultural Management 1
   DRAMA 349 Cultural Management 2
   DRAMA 350 Cultural Management 3
   HRM 200 Basic Human Resources Management
   SPCOM 223 Public Speaking

2. Arts and Business courses:
   ARBUS 101 Introduction to Business in North America
   ARBUS 102 Accounting Information for Managers
   ARBUS 201 The Principles of Entrepreneurship
   Computer Science course
   ECON 101 Introduction to Microeconomics
   ENGL 210F Genres of Business Communication
   Second Language

For further information, please contact the cultural management specialization director

Rationale: After 28 years, the Cultural Management Specialization is being inactivated. This comes in response to the retirement of the director of the specialization and is necessitated by a number of challenges in the undergraduate landscape, both locally at UW and more generally across Canada. This difficult decision represents as well a continuing effort to refocus priorities in undergraduate education within the faculty of arts in the light of changing student demographics and expectations. The endowment that is associated with the specialization is being redirected in consultation with the donors.

Fine Arts

- Three-Year General Fine Arts - Studio Specialization
- Three-Year General Fine Arts - Art History Specialization
- Three-Year General Fine Arts - Film Studies Specialization
- Four-Year General Fine Arts - Studio Specialization
- Four-Year General Fine Arts - Art History Specialization
- Four-Year General Fine Arts - Film Studies Specialization
- Honours Fine Arts - Studio Specialization
- Honours Fine Arts - Art History Specialization
- Honours Fine Arts - Film Studies Specialization
- Joint Honours Fine Arts - Studio Specialization
- Joint Honours Fine Arts - Art History Specialization
- Joint Honours Fine Arts - Film Studies Specialization
- Honours Fine Arts (Arts and Business Co-op and Regular) - Studio Specialization
- Honours Fine Arts (Arts and Business Co-op and Regular) - Art History Specialization
- Honours Fine Arts (Arts and Business Co-op and Regular) - Film Studies Specialization
- Fine Arts Minor
- Fine Arts Minor - Film Studies Specialization

9. Motion: To approve the inactivation of these plans.

Rationale: These academic plans are being replaced by the new plans described in attachment #2.
Legal Studies
Financial Regulation Specialization

10. **Motion:** To approve the inactivation of the plan as described below:

   Students in a four-year general, honours, joint honours, or honours legal studies (arts and business co-op and regular) academic plan may pursue the Financial Regulation Specialization. The specialization requires the successful fulfillment of the following courses, with a minimum cumulative average of 70%:

   - AFM 101, 102, 131, 332
   - one of AFM 231*, MTHEL 100*
   - CS 100
   - ECON 101

   **Notes:**
   1. Courses designated with an asterisk (*) denote courses within the Financial Regulation Specialization that are also listed among the core and approved legal studies courses.
   2. Students in arts and business may substitute AFM 123/ARBUS 102 for AFM 101, 102.

   **Rationale:** From a substantive viewpoint, the Financial Regulation Specialization, consisting of all but one course at the 100 level, is inconsistent with the academic standards in all legal studies degree plans. Also, there is substantive overlap, particularly with the human resources management academic plans. Lastly, there has been a decrease in demand for this specialization.

FOR INFORMATION

**Academic Program Review Reports**

- Jewish Studies – See attachment #3.
- School of Optometry – See attachment #4.
- Social Development Studies – See attachment #5.

**Curricular modifications**

On behalf of Senate, council approved changes to academic plans, new courses, course changes and course inactivations for the faculties of: arts (anthropology; applied language studies; arts; arts and business; Chinese; classical studies; diploma in Chinese language; diploma in Japanese language; economics; fine arts; French studies; Germanic and Slavic studies; human resources management; international trade; Italian; legal studies; philosophy; political science; religious studies; Russian and east European studies; sexuality, marriage and family studies; sociology; Spanish; visual culture; women’s studies); and mathematics (applied mathematics; averages for mathematics students faculty policy; combinatorics and optimization; computational mathematics; computer science; honours fallback provision; joint honours mathematics for students outside the mathematics faculty; mathematical studies; mathematics/chartered accountancy; mathematics; mathematics minor; pure mathematics).

/kjj Geoff McBoyle
May 21, 2010 Associate Vice- President, Academic
Memo

To: Senate Undergraduate Council
From: Ken Lavigne, Registrar
Date: April 26, 2010
Re: Agenda Items from the Undergraduate Operations Committee for May 11, 2010

1. Change of Standard Penalty 1 and 2 Periods

Motion:

That, effective September 2011, the standard Penalty 1 period (WD) ends at the end of the 10th week of classes each term and the Penalty 2 period (WF) begins on the first day of week 11.

Rationale:

All faculties deal with many cases where students do not have enough feedback by the seventh week of term to know whether they should take advantage of the WD period to drop a course. Sometimes it takes until the second midterm for a student to recognize that dropping a course is the best choice. There are also students who panic in the last weeks of the term, drop a course, and then realize that they have been assigned a failing grade, when they could have perhaps passed the course after all. Extending the Penalty 1 period would provide the needed relief for students and reduce the case load of faculty committees (E&S, S&P, E&P).

Note:

There is no change to the end date for Penalty 2 and the refund periods remain unchanged.

2. UAE Campus: Schedule of Dates, 2010-2011

Motion:

That the accompanying set of 2010-2011 dates for the UAE Campus is recommended to Senate for Approval.

Note:

Colleagues in Dubai have been consulted.
# Academic Calendar Dates: UAE Campus, 2010-2011

The following symbols and abbreviations are used throughout this table:

- *Days of the week* (M) Monday, (T) Tuesday, (W) Wednesday, (Th) Thursday, (F) Friday, (S) Saturday, (U) Sunday
- *N/A – Not Applicable*

<table>
<thead>
<tr>
<th>Event</th>
<th>Fall 2010</th>
<th>Winter 2011</th>
<th>Spring 2011</th>
</tr>
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<tbody>
<tr>
<td>Co-operative Work Term Begins *</td>
<td>N/A</td>
<td>N/A</td>
<td>May 1 (U)</td>
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<tr>
<td>Student Orientation</td>
<td>Aug 29-31</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Lectures Begin</td>
<td>Sept. 1 (W)</td>
<td>Jan 4 (T)</td>
<td>N/A</td>
</tr>
<tr>
<td>Eid Al Fitr (tentative)</td>
<td>Sept 10-12 (F-U)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading Week</td>
<td>N/A</td>
<td>Feb 20-24</td>
<td>N/A</td>
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<tr>
<td>Eid Al Adha (tentative)</td>
<td>Nov 14-18</td>
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<td>N/A</td>
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<tr>
<td>Prophet's Birthday</td>
<td>N/A</td>
<td>Feb 15 (T)</td>
<td>N/A</td>
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<tr>
<td>Lectures End</td>
<td>Dec. 1 (W)</td>
<td>Apr 5 (T)</td>
<td>N/A</td>
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<tr>
<td>National Days</td>
<td>Dec 2,3(Th, F)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-Examination Study Days</td>
<td>Dec 2-4 (Th-S)</td>
<td>Apr 6-9 (W-S)</td>
<td>N/A</td>
</tr>
<tr>
<td>Examinations Begin</td>
<td>Dec. 5 (U)</td>
<td>Apr 10 (U)</td>
<td>N/A</td>
</tr>
<tr>
<td>Islamic New Year</td>
<td>Dec. 8 (W)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online Class Examination Day</td>
<td>Dec. 11(S)</td>
<td>Apr 10 (U)</td>
<td>Aug. 7 (U)</td>
</tr>
<tr>
<td>Examinations End</td>
<td>Dec. 16 (Th)</td>
<td>Apr 21 (Th)</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades Due x</td>
<td>Dec 12 (U) to. Apr 17 (U) – Jan 4, 2011 (T)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Co-operative Work Term Ends *</td>
<td>N/A</td>
<td>N/A</td>
<td>Aug 25(Th)</td>
</tr>
</tbody>
</table>

| Teaching days | 60     | 60     |
| Pre examination study days | 3     | 4     |
| Examination days | 10    | 11    |
GUIDELINES FOR DETERMINING ACADEMIC CALENDAR DATES
UAE CAMPUS

The following principles and guidelines have been established by Senate to guide the determination of the dates for the academic year in the UAE:

- That the practice of setting dates for each academic year be an annual exercise. Dates for the UAE campus should synchronize as closely as possible with the Waterloo campus.

- That there be an adequate number of examination days to support the required assessment.

- That there be no fewer than 2 study days (excluding Friday, Saturday and holidays) between the end of classes and the beginning of examinations and the university will attempt to schedule a maximum of 5 study days when possible (including Friday, Saturday and holidays).

- That there be no fewer than 60 teaching days in a term. A clear rationale for fewer than 60 teaching days must be communicated to Senate at the time calendar dates are approved.

- That in the Fall Term no examinations be scheduled beyond December 22.

- That Fall Term classes begin on September 1.

- That the start date for Winter Term be January 3 when that date falls on a Sunday, Monday or Tuesday. Otherwise the start date is the first Sunday following January 3. In the event of Sunday, January 3 being a holiday the term would begin January 4.

- That the 5-day Winter Reading Week occurs in all Faculties and must begin on the third Sunday of February.

- The start date for Spring Term is normally May 1, 2 or 3 when these dates fall on a Sunday, Monday or Tuesday. Otherwise the start date is the first Sunday following May 3.

- In calculating teaching days in a term, Fridays and Saturdays and holidays are excluded. In calculating examination days, Fridays and Saturdays which fall within the period are excluded. Grades due dates are normally scheduled seven days from the date of the final examination. Grades for courses without a scheduled final examination are normally due 14 days after the start of examinations.

Prepared by:
K.A. Lavigne, Registrar
February 2009
Fine Arts  

Effective 1 September 2011

It is proposed that the requirements for the new plans listed below be approved as follows:

Three-Year General Fine Arts

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 65%.

Eligibility for graduation in the Three-Year General Fine Arts academic plan includes successful fulfillment of the following requirements:

1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least two of FINE 202, 220, 221, 227, 228, 229, 230, 231, 232
   - At least one of FINE 222, 223, 272
   - At least two of FINE 224, 225, 226, 274
   - Two different topics under FINE 304

Notes:
1. Admission to 200-level studio courses is by successful completion of FINE 100 and by submission of portfolio of work done in FINE 100 at the end of the 1A term.
2. Students must have successfully completed at least five 200-level studio courses by the end of their 2B term before proceeding to the 300-level studio courses.
3. Students enrolled in the Three-Year General Studio Art plan are not eligible to pursue the Professional Practice Specialization.

Art History and Visual Culture:

- FINE 100, 112, 209, 319
- VCULT 101
- At least two of FINE 202, 220, 221, 227, 228, 229, 230, 231, 232
- At least one of FINE 222, 223, 272
- At least two of FINE 224, 225, 226, 274
- Two different topics under FINE 304
- One additional FINE studio course
- 1.5 academic course units (normally three courses), chosen from the following:
  - ARCH 246 (1.0 unit), 247 (1.0 unit), 342, 343, 345, 425, 442, 443, 446, 448, 449
  - Up to two of ENGL 319, 320, 392A, 392B
  - Different topics under FINE 243, 293, 294, 343, 393, 394 (each 0.25 units)
  - Different topics under FINE 205, 305
  - Additional topics under FINE 330
VCULT 100 or one additional FINE Film Studies course

Notes:
1. Consult Art History advisor in Fine Arts before enrolling in ARCH and ENGL courses.
2. Several of the courses listed above require specific prerequisites and/or permission of the instructor. Please consult the course description for further information.
3. In some cases, the courses are taught off-campus. Please consult the course description for further information.

Film Studies and Visual Culture:
- FINE 250, 251, 470, 471
- VCULT 100, 200, 300
- three of FINE 350, 351, 352, 353, 354, 355, 360, 361

Four-Year General Fine Arts
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 65%.

Eligibility for graduation in the Four-Year General Fine Arts academic plan includes successful fulfillment of the following requirements:
1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least eight academic course units (normally 16 courses) in Fine Arts with a minimum cumulative average of 65%.

General Studio Art:
- FINE 100, 112, 209, 300, 319
- VCULT 101
- At least three of FINE 202, 220, 221, 227, 228, 229, 230, 231, 232
- At least one of FINE 222, 223, 272
- At least two of FINE 224, 225, 226, 274
- Two different topics under FINE 304
- Two different topics under FINE 404

Notes:
1. Admission to 200-level studio courses is by successful completion of FINE 100 and by submission of portfolio of work done in FINE 100 at the end of the 1A term.
2. Students must have successfully completed at least six 200-level studio courses by the end of their 2B term before proceeding to the 300-level studio courses.

Art History and Visual Culture:
- FINE 100, 112, 209, 319, 303, 330, 396, 493
- VCULT 101, 200, 300
- one additional FINE studio course
- At least two different topics under FINE 243 or 343 (each 0.25 unit)
- 1.5 academic units (normally three courses), chosen from the following:
- ARCH 246 (1.0 unit), 247 (1.0 unit), 342, 343, 345, 425, 442, 443, 446, 448, 449
- Up to two of ENGL 319, 320, 392A, 392B
- Different topics under FINE 293, 294, 393, 394 (each 0.25 units)
- Different topics under FINE 205, 305, 405
- Up to two additional topics under FINE 243 or 343 (each 0.25 unit)
- Additional topics under FINE 330
- VCULT 100 or one other FINE Film Studies course

Notes:
1. Consult Art History advisor in Fine Arts before enrolling in ARCH and ENGL courses.
2. Several of the courses listed above require specific prerequisites and/or permission of the instructor. Please consult the course description for further information.
3. In some cases, the courses are taught off-campus. Please consult the course description for further information.

Film Studies and Visual Culture:
- FINE 250, 251, 470, 471, 492
- VCULT 100, 200, 300
- five of FINE 350, 351, 352, 353, 354, 355, 360, 361

Honours Fine Arts Studio Practice Academic Plans
Please note that there are two streams within all honours studio practice academic plans (outlined below) in the final year of study: Studio and Studio Practicum. The Studio stream is for students who wish to pursue a career as an artist. The Studio Practicum stream is for students who wish to pursue a career in the arts and in education. Selection of the stream is made at the end of 3B. In addition to the specific course requirements for each academic plan listed below, the following notes apply to all honours studio practice academic plans; exceptions for Honours Fine Arts (Arts and Business Co-op and Regular) are noted.

Notes:
1. Admission to the Honours Fine Arts Studio Practice academic plans is by consent of the department at the end of the 1B term.
2. Admission to 200-level studio courses is by successful completion of FINE 100 and by submission and approval of portfolio of work done in FINE 100 at the end of the 1A term.
3. Students must have successfully completed at least six 200-level studio courses by the end of their 2B term before proceeding to FINE 300. Honours Fine Arts (Arts and Business Co-op and Regular) students require completion of four 200-level studio courses by the end of their 2B term.
4. Studio stream: admission to FINE 472 is determined by:
   a. a cumulative Fine Arts average of at least 75%;
   b. a mark of 75% in each of FINE 300, 301, 302, and 303; and
   c. a portfolio review at the end of the 3B term evaluated by the Fine Arts faculty.
5. Studio Practicum stream: admission to FINE 474 is determined by:
   a. a cumulative Fine Arts average of at least 75%; and
   b. a mark of 75% in each of FINE 300, 301, 302, and 303.
6. FINE 301, 472, and 473 are each worth 1.0 unit.
7. FINE 302 and 402 are each worth 0.25 unit.
Honours Fine Arts Studio Practice

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Honours Fine Arts Studio Practice academic plan includes successful fulfillment of the following requirements:

1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least ten academic course units (normally 20 courses) in Fine Arts with a minimum cumulative average of 75%, including:
     - FINE 100, 112, 209, 319, 300, 301, 302, 303, 402
     - VCULT 101
     - At least three of FINE 202, 220, 221, 222, 227, 228, 229, 230, 231, 232
     - At least one of FINE 222, 223, 272
     - At least two of FINE 224, 225, 226, 274
     - If pursuing the Studio stream: FINE 472, 473
     - If pursuing the Studio Practicum stream:
       - FINE 474, 475
       - Two additional FINE studio courses (0.5 unit each)

Honours Fine Arts Studio Practice (Arts and Business Co-op and Regular)

Students may combine the Honours Fine Arts Studio Practice academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Honours Fine Arts Studio Practice (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least eight academic course units (normally 16 courses) in Fine Arts with a minimum cumulative average of 75%, including:
     - FINE 100, 112, 209, 319, 300, 302
     - VCULT 101
     - At least two of FINE 202, 220, 221, 222, 223, 227, 228, 229, 230, 231, 232, 272
     - At least two of FINE 224, 225, 226, 274
     - FINE 301 or at least two different topics under FINE 304
     - FINE 344 or at least two different topics under FINE 243 or 343 (each 0.25 unit)
     - If pursuing the Studio stream: FINE 472, 473
     - If pursuing the Studio Practicum stream:
       - FINE 474, 475
       - Two additional FINE studio courses (minimum 0.25 unit)
3. See Arts and Business for the Arts and Business requirements.
**Joint Honours Fine Arts Studio Practice**

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Joint Honours Fine Arts Studio Practice academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 21 academic course units. If the Home Faculty is Arts, see Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least eight academic course units (normally 16 courses) in Fine Arts with a minimum cumulative average of 75%, including:
     - FINE 100, 112, 209, 319, 300, 301, 303
     - VCULT 101
     - At least two of FINE 202, 220, 221, 227, 228, 229, 230, 231, 232
     - At least one of FINE 222, 223, 272
     - At least two of FINE 224, 225, 226, 274
     - If pursuing the Studio stream: FINE 472, 473
     - If pursuing the Studio Practicum stream: FINE 474, 475

**Honours Fine Arts Art History and Visual Culture**

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Honours Fine Arts Art History and Visual Culture academic plan includes successful fulfillment of the following requirements:

1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least ten academic course units (normally 20 courses) in Fine Arts with a minimum cumulative average of 75%, including:
     - FINE 100, 112, 209, 319, 330, 396, 496, 497
     - VCULT 101, 200, 300
     - Three additional FINE studio courses
     - At least two different topics under FINE 243 or 343 (each 0.25 unit)
     - 2.0 academic units (normally four courses), chosen from the following:
       - ARCH 246 (1.0 unit), 247 (1.0 unit), 342, 343, 345, 425, 442, 443, 446, 448, 449
       - Up to two of ENGL 319, 320, 392A, 392B
       - Different topics under FINE 205, 305, 405
       - Up to two additional topics under FINE 243 or 343 (each 0.25 unit)
       - Additional topics under FINE 330
       - VCULT 100 or one other FINE Film Studies course

Notes:

1. Consult Art History advisor in Fine Arts before enrolling in ARCH and ENGL courses.
2. Several of the courses listed above require specific prerequisites and/or permission of the instructor. Please consult the course description for further information.
3. In some cases, the courses are taught off-campus. Please consult the course description for further information.
Honours Fine Arts Art History and Visual Culture (Arts and Business Co-op and Regular)

Students may combine the Honours Fine Arts Art History and Visual Culture academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Honours Fine Arts Art History and Visual Culture (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least eight academic course units (normally 16 courses) in Fine Arts with a minimum cumulative average of 75%, including:
     - FINE 100, 112, 209, 319, 303, 330, 396, 496, 497
     - VCULT 101, 200, 300
     - One additional FINE studio course
   - 1.5 academic units (normally three courses), chosen from the following:
     - ARCH 246 (1.0 unit), 247 (1.0 unit), 342, 343, 345, 425, 442, 443, 446, 448, 449
     - Up to two of ENGL 319, 320, 392A, 392B
     - Different topics under FINE 293, 294, 393, 394 (each 0.25 unit)
     - Different topics under FINE 205, 305, 405
     - Up to two additional topics under FINE 243 or 343 (each 0.25 unit)
     - Additional topics under FINE 330
     - VCULT 100 or one other FINE Film Studies course
3. See Arts and Business for the Arts and Business requirements.

Notes:
1. Consult Art History advisor in Fine Arts before enrolling in ARCH and ENGL courses.
2. Several of the courses listed above require specific prerequisites and/or permission of the instructor. Please consult the course description for further information.
3. In some cases, the courses are taught off-campus. Please consult the course description for further information.

Joint Honour Fine Arts Art History and Visual Culture

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Joint Honours Fine Arts Art History and Visual Culture academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 21 academic course units. If the Home Faculty is Arts, see Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   - At least eight academic course units (normally 16 courses) in Fine Arts with a minimum cumulative average of 75%, including:
     - FINE 100, 112, 209, 319, 303, 330, 396, 496, 497
     - VCULT 101, 200, 300
     - One additional FINE studio course
     - 1.5 academic units (normally three courses), chosen from the following:
Notes:
1. Consult Art History advisor in Fine Arts before enrolling in ARCH and ENGL courses.
2. Several of the courses listed above require specific prerequisites and/or permission of the instructor. Please consult the course description for further information.
3. In some cases, the courses are taught off-campus. Please consult the course description for further information.

Honours Fine Arts Film Studies and Visual Culture
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Honours Fine Arts Film Studies and Visual Culture academic plan includes successful fulfillment of the following requirements:
1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   a. At least ten academic course units (20 courses) in Fine Arts with a minimum cumulative average of 75%, including:
      ▪ VCULT 100, 200, 300
      ▪ FINE 250, 251, 470, 471, 490, 491
      ▪ one of FINE 100, 112, 209, 319, VCULT 101
      ▪ six of FINE 350, 351, 352, 353, 354, 355, 360, 361

Joint Honours Fine Arts Film Studies and Visual Culture
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Joint Honours Fine Arts Film Studies and Visual Culture academic plan includes successful fulfillment of the following requirements:
1. Appropriate Program-level requirements for the Home Faculty, including at least 21 academic course units. If the Home Faculty is Arts, see Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   a. At least eight academic course units (16 courses) in Fine Arts with a minimum cumulative average of 75%, including:
      ▪ VCULT 100, 200, 300
      ▪ FINE 250, 251, 470, 471, 490, 491
      ▪ one of FINE 100, 112, 209, 319, VCULT 101
Honours Fine Arts Film Studies and Visual Culture (Arts and Business Co-op and Regular)

Students may combine the Honours Fine Arts Film Studies and Visual Culture academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Fine Arts average of 75%.

Eligibility for graduation in the Honours Fine Arts Film Studies and Visual Culture (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate BA Program-level requirements. See Bachelor of Arts.
2. Fine Arts Plan-level requirements:
   a. At least eight academic course units (16 courses) in Fine Arts with a minimum cumulative average of 75%, including:
      i. VCUlT 100, 200, 300
      ii. FINE 250, 251, 470, 471, 490, 491
      iii. one of FINE 100, 110, 209, 319, VCUlT 101
      v. four of FINE 350, 351, 352, 353, 354, 355, 360, 361

3. See Arts and Business for the Arts and Business requirements.

Professional Practice Specialization

The Professional Practice Specialization provides students with practical experience in the business of art, beyond the academic studio environment. The Professional Practice Specialization is open to students enrolled in Fine Arts Honours and Four-Year General academic plans. Admission is by consent of the Fine Arts Department.

The Professional Practice Specialization requires successful completion of 2.5 academic course units, including:

- At least four of FINE 243 and/or FINE 343 (Fine Arts Experiential Learning topics courses, each 0.25 unit)
- Two different topics of FINE 330 (each 0.5 unit)
- FINE 344 (0.5 unit)
- A minimum of one curated exhibition of student art (appears as milestones on student's record)

Note: Contact the Fine Arts Department for details.

Visual Culture in a Global Context Minor

The global reach of media today challenges us to comprehend how the visual arts, performance, film, design, digital media, architecture, among others, have formed world cultures and societies and are changing them. This interdisciplinary plan investigates the history and theory of visual culture, recognizing the rapidly growing international contexts and vastly diverse cultures of spectatorship.
Students enrolled in any Honours or Four-Year General Major academic plan may pursue a minor designation in Visual Culture in a Global Context.

The Visual Culture in a Global Context Minor requires successful completion of a minimum of five academic course units (normally ten courses) with a minimum cumulative average of 65%, including:

- VCU T 200, 300
- One of VCU T 100, 101
- 3.5 academic units (normally seven courses), at least two courses of which must be above the 200-level, chosen from the following:
  - ANTH 303
  - ARCH 142, 143, 246 (1.0 unit), 247 (1.0 unit), 342, 343, 345, 425, 442, 443, 446, 448, 449
  - CLAS 241, 242, 341, 342
  - Any DAC course
  - ENGL 247, 319, 320, 392A, 392B
  - Any FINE course
  - GER 355, 356, 359, GER/REES 357
  - PHIL 331
  - RS 270R, 271R
  - SPAN 410
  - One of VCU T 100, 101
  - WS 262

Notes:
1. In many cases, major students have priority for enrolment. Please contact the relevant department for more information.
2. Several of the courses listed above require specific prerequisites and/or permission of the instructor. Please consult the course description for further information.
3. In some cases, the courses are taught off-campus. Please consult the course description for further information.
4. Several of these courses are cross-listed with Fine Arts.

**Fine Arts Studio Minor**

Students enrolled in any Honours or Four-Year General Major academic plan may pursue a minor designation in Fine Arts Studio.

The Fine Arts Studio Minor requires successful completion of a minimum of five academic course units (ten courses) in Fine Arts, with a minimum cumulative average of 65%, including:

- FINE 100, 112
- VCU T 101
- One additional FINE art history course
- Four additional FINE studio courses
- Two different topics under FINE 304

**Rationale – Studio Plans:** The new Fine Arts studio plans are the result of a comprehensive review of the studio curriculum carried out by all faculty members of the Fine Arts department over the last two years. The revisions constitute a firm pedagogical and academic progress in studio practice at the undergraduate
level. As such, the revisions accord to OCAV and UW’s Undergraduate Degree Level Expectations (UDLEs) and situate the various academic plans within the increasingly diverse world of visual culture.

Fundamental to the students’ academic progression is to provide students with the necessary technical skills and breadth of knowledge upon which they can build an informed, cohesive body of work in years three and four. Year three is a critical transition in which students are taught how to bring a concept/body of work to fruition. Year four consists of either 1.0 unit (Studio Practicum stream) or 2.0 units (Studio stream) informed by acquired skills and knowledge in Fine Arts as well as knowledge accumulated in other academic and life experiences. To this end, the new plans address the UDLEs: 1) depth and breadth of knowledge; 2) acquisition of knowledge of methodologies; 3) application of knowledge; 5) awareness of limits of knowledge. Studio practice is fundamentally about communication (UDLE 4) and these communication skills are honed over the students’ undergraduate career. The undergraduate progression culminates in individual studio work, reinforced by professional presentation (UDLE 6). A distinctive feature of the revised studio plans is experiential learning (UDLE 7), available through a variety of opportunities working at galleries, with artists, curating exhibitions, etc. (see, for example, the Professional Practice Specialization and the Fine Arts – Teaching Preparation Specialization). Art and art making is, by its very nature, a continuing discussion of diversity (UDLE 8).

Some distinctive features:

- Two streams in year four honours: Studio stream for those students who wish to pursue a career as an artist, and Studio Practicum stream for those students who wish to pursue a career in the arts and arts education.
- Increased integration and relevancy of art history courses with studio courses.
- Dedicated 400-level courses for those students pursuing four-year general degrees (non-existent in pre-existing plans).
- Dedicated 300-level courses for those students pursuing three-year general degrees (non-existent in pre-existing plans).
- Greater opportunity for students to have more faculty input through upper level courses with more than one instructor and through group critiques and other forms of assessment.
- Group and individual critiques with faculty or invited external relevant professionals, research projects, and exhibition critiques.
- Professional Practice Specialization.
- Fine Arts – Teaching Preparation Specialization (already approved).
- Fine Arts Professional Development opportunities.

The new Fine Arts Studio Minor has been created to offer a concentrated emphasis on studio practice at the minor level, distinct from the broader Visual Culture in a Global Context Minor.

Rationale – Art History and Visual Culture Plans: The Art History and Visual Culture academic plans situate Art History within the growing field of visual culture studies (see below for the rationale for the Visual Culture in a Global Context Minor). The pre-existing Art History academic plans also lack cohesiveness and a strong theoretical dimension. In recent years there has been considerable growth in student numbers in the art history plans and art history courses. Consequently, both have become increasingly difficult to manage with the limited faculty resources dedicated to Art History (currently one full-time art historian). By drawing on the expertise of faculty across UW who engage in visual culture studies, the new plans are pedagogically more cohesive and more strongly woven into the fabric of the Department of Fine Arts as well as the university as a whole. All relevant departments have been contacted and have approved of the plans. Some distinctive features of the new Art History and Visual Culture plans include:
- Core courses that concentrate on artistic production from the late 19th through the 20th and 21st centuries.
- An increased emphasis on historical and theoretical paradigms.
- An examination of art within the larger context of visual culture.
- More opportunity for the study of methodological approaches in the history of art.
- Opportunities for experiential learning.
- Regular course trips to see art 'in-the-real'.

The new academic plans in Art History and Visual Culture address the UDLEs, providing an introduction, reinforcement and mastery (contingent upon the three- and four-year general plans and the honours plans). Experiential learning, usually in a gallery/museum environment, is a key ingredient of several of the Art History and Visual Culture plans and the FINE courses are also reinforced by the second strong spine of core VCULT courses. Specifically, the depth and breadth of the study of specific visual media within the concept of visual culture as a whole is addressed (UDLE 1). The range of methodologies employed to analyze critically art objects and art historiography is consistent with UDLE 2. The application and communication of that knowledge both within the academic setting and through experiential learning in the examination of the art object and its fundamental role of art in historical and contemporary societies corresponds with UDLEs 3, 4 & 7. The culminating fourth-year thesis, as well as the experiential learning opportunities, affords the students the opportunity not only to articulate their acquired knowledge but also to recognize the limits of that knowledge and the need to inquire further (UDLE 5). Autonomy and professional practice (UDLE 6) are addressed in the experiential learning environment and in the formulation and presentation of assignments (notably the creation of exhibition catalogues and the fourth-year thesis). While the core art history courses focus on European and North American artistic production, the contact of cultures is a significant component of these and other FINE art history courses (UDLE 8 – diversity).

**Rationale – Film Studies and Visual Culture Plans:** The new Film Studies and Visual Culture academic plans situate film studies within the growing field of visual culture studies (see below for the rationale for the Visual Culture in a Global Context Minor). The pre-existing Film Studies academic plans also lack cohesiveness (an inherent problem with numerous cross-listed courses) and a strong theoretical dimension. By drawing on the expertise of faculty across UW who engage in visual culture studies, the new plans are pedagogically more cohesive and more strongly woven into the fabric of UW. All relevant departments have been contacted and have approved of the plans. Some distinctive features of the new Film Studies and Visual Culture plans include:

- A core group of courses on the history, interpretation, and analysis of film.
- A new 100-level course (VCULT 100) that will serve as an introduction to the study of film and visual culture and will be a feeder course for the Film Studies and Visual Culture academic plans. (A 100-level film studies course does not currently exist.)
- An examination of film within the larger context of visual culture.
- More opportunity for the study of methodological approaches and theoretical paradigms.

The new academic plans in Film Studies and Visual Culture address the UDLEs, providing an introduction, reinforcement and mastery (contingent upon the three- and four-year general plans and the honours plans). The FINE courses are also reinforced by the second strong spine of core VCULT courses. Specifically, the depth and breadth of the study of specific visual media within the concept of visual culture as a whole is addressed (UDLE 1). The range of methodologies employed to analyze film and film historiography critically is consistent with UDLE 2. The application and communication of that knowledge within the academic setting in the examination of the art object and its fundamental role of art in historical and contemporary societies corresponds with UDLEs 3 and 4. The culminating fourth-year thesis affords the students the opportunity not only to articulate their acquired knowledge but also to recognize the limits of that
knowledge and the need to inquire further (UDLE 5). Autonomy and professional practice (UDLE 6) are addressed in the formulation and presentation of assignments (notably the fourth-year thesis). The range of film courses indicates the global diversity of the study of film at the University of Waterloo, articulated from the start in VCULT 100 [World Cinemas and Visual Culture] (UDLE 8). At this stage, experiential learning (UDLE 7) is not a formal part of the Film Studies and Visual Culture plans. However, the Fine Arts department is in the process of addressing this lacuna in consultation with some relevant local enterprises.

**Rationale - Visual Culture in a Global Context Minor:** Visual culture studies is a growing field of investigation across university campuses worldwide. Visual Studies recognizes the interrelatedness of film, video, mixed media, digital media, design, installation art, and architecture in the performing and fine arts within the context of global communication. The intent of the Visual Culture in a Global Context Minor is to draw together UW's strengths in a diverse range of visual studies into a cohesive analytical program. The three required courses (VCULT 100 or 101, VCULT 200, and VCULT 300) provide the structure for the investigation into the phenomenon of visual culture while the seven required elective courses allow the students to either explore a range of visual media or focus on one stream (digital media, art history, etc.) within the visual culture framework. The structure of the minor also fundamentally addresses historical, theoretical and cultural paradigms that inform the study of visual culture. Furthermore, the emphasis on multi-disciplinary study within a firm structure fosters the awareness that the university is an intellectual environment that welcomes collaborative thinking. All relevant departments have been contacted and have approved of the plans.

The new Visual Culture in a Global Context Minor will replace the Fine Arts Minor and the Fine Arts Minor in Film Studies. Some students may wish to concentrate on Fine Arts and on Film Studies specifically within the new minor but the new minor will also reach a much broader potential audience.

The Visual Culture in a Global Context Minor addresses the aims of a number of the UDLEs, specifically an introduction to: the depth and breath of the study of specific visual media and the concept of visual culture as a whole; the range of methodologies employed in various media studies; the critical assessment of these methodologies; the communication of the fundamental role of visual culture in historical and contemporary societies. The global dimension to visual culture studies accords with UW's emphasis on diversity and aspects of the minor also address UW's emphasis on experiential learning.

We have chosen to use a new rubric (VCULT) in order to emphasize that the courses are not specifically Fine Arts courses and that they address a much wider range of topics, emphasizing the breadth and depth of visual culture studies.
JEWSH STUDIES PROGRAM REVIEW

Review Process

The Jewish Studies program started in 2000 and this is its first formal review. The self study was submitted August 28, 2009; the site visit occurred November 23, 2009; the review team report was received January 21, 2010; and the strategic plan for the program was submitted April 12, 2010.

Characteristics of the Program

Historical Overview

In 1995, the Dean of Arts asked Paul Socken, a professor in the Department of French Studies, to develop a Jewish Studies program. Within five years, Paul had raised most of the funds towards a $2 million endowment. From these funds a fully endowed Jewish Studies Chair was created, namely, the Joseph and Wolf Lebovic Chair in Jewish Studies, after its major donors. In 2000, the year the Jewish Studies program was officially launched at the University of Waterloo (UW), Dr. James A. Diamond was appointed to the endowed chair.

The Jewish Studies program, which offers a Minor, an Option, and a Diploma, is managed through the Faculty of Arts and the Department of Religious Studies, which prior to 2000 had no courses specific to the field of Jewish Studies. Since its inception, the Jewish Studies program has grown from the offering of four courses in 2000 to 18 in 2009, all of which are cross-listed in the Department of Religious Studies.

Today, the Jewish Studies' endowment is valued at approximately $2.3 million from which the Jewish Studies program is entirely funded. For the last several years, Jewish Studies has received a four per cent rate of return on the investing of these funds by the University, which, in the opinion of the Director, is not enough to administer the program properly.

Program Objectives

The mission of the Jewish Studies program is:

- to promote understanding and tolerance that positively enhances the pluralistic and multi-cultural fabric of Canadian society;
- to foster the intellectual and social development of students, both Jewish and non-Jewish;
- to supplement an already rich program in Religious Studies by exposing students of other faiths, as well as Jewish, to Jewish thought, and Judaism's relations with and contributions to its sister religions, Christianity and Islam, in order to appreciate better the foundations and developments of their own traditions.

Distinctiveness/Benchmarking

The profile and visibility of Jewish Studies is enhanced by the public lecture series that it offers three times a year. These lectures are funded solely through the generous contributions of donors.

The interdisciplinary character of the program is one of the core strengths of Jewish Studies.

Academic Program Offered

The Jewish Studies program offers a Minor, an Option, and a Diploma with identical requirements, namely 10 half-credit courses.

Five of these courses must be taken from a list of 21 Jewish Studies courses, all of which are cross-listed with Religious Studies. Six of these courses are offered at the 100 level; seven at the 200 level; seven at a 300 level; and one at a 400 level. Because of limited resources, it is not feasible at this time to increase the number of 300 and 400 level Jewish Studies courses.
Five other courses have to be taken from a list of 27 courses comprising four from Classical Studies; two from English; four from History; five from Philosophy; and 12 from Religious Studies, in addition to the cross-listed Jewish Studies courses.

Jewish Studies also regularly offers a course by Distance Education in the spring term.

**Students**

The number of students enrolled in Jewish Studies courses has averaged 101 over the period 2000 to 2009 inclusive, with a low of two when the program started in 2000 to 193 in 2006. Sixty per cent of the students enrolled in Jewish Studies courses are male.

In their course evaluations, for the period 2000 to 2009 inclusive, students rated the Jewish Studies courses and their instructors in the range of 4 to 4.5, with an overall average of 4.3 on a five point scale where five is excellent. The ratings have been increasing steadily since the program began.

Although students are not involved in the management of the Jewish Studies program, 95 per cent of students in a survey, conducted in the winter term of 2009 in Jewish Studies courses, were satisfied with the academic quality of the program. One of the strengths of the program stated was the fact that it kept the Holocaust to the forefront. Although there were few stated weaknesses some students suggested the need for more biblical studies courses while others did not see the relevance of the courses to their everyday life.

In theory, one or two students annually could take advantage of studying abroad at the Hebrew University in Jerusalem with financial assistance; in practice, only two to three in total have actually gone. How to improve the situation has been the issue of much discussion.

Because students do not have to let the program know if they are interested in a Minor or an Option in Jewish Studies until they petition to graduate, it is not easy to determine the exact number studying for a Minor or an Option. To date, two students have graduated with a Minor in Jewish Studies, one in 2006, the other in 2007. The overall average grade obtained by these students in Jewish Studies courses was 78.5 per cent, which is similar to the overall average for courses in the Faculty of Arts, namely 77.3 per cent.

**Faculty**

Jewish Studies operates entirely from endowment funds, therefore, resources are tight. There is one full-time faculty member who holds the Joseph and Wolf Lebovic Chair in Jewish Studies. His normal teaching load, in addition to administering the program and advising students, is four term courses a year. When funding allows an adjunct professor is appointed.

Since the foundation of the Jewish Studies program, the full-time faculty member has published 14 refereed journal articles, two books, three chapters in edited books, three book reviews, 30 conference presentations, given over 20 community lectures, and received a SSHRC grant in 2009. In addition, he is Director of the Friedberg Genizah Project in which he directs and coordinates 13 teams world-wide (e.g. Princeton University, Cambridge University, Jewish Theological Seminary, Hebrew University, Yeshivah University) to catalogue, transcribe, translate, and digitize medieval documents discovered in the Cairo Genizah.

The individual hired intermittently as an adjunct professor has, over the same timeframe, published one refereed journal article, one chapter in an edited book, 19 book reviews, and 22 conference presentations. In addition, he has organised many conferences and assisted with archaeological digs in Israel.

Both individuals are heavily involved in Jewish community events.

**Main Strengths**

The principal strength of Jewish Studies is that the vast majority of students are not Jewish, which supports the guiding principle that "Jewish Studies isn't just for Jews".
Concerns and Opportunities for Improvement

Although the current Director has done an excellent job of developing the program and setting it on a firm academic foundation for the future, Jewish Studies is at a watershed moment in the program’s evolution.

Funding is the most critical issue facing the Jewish Studies program, since it has become apparent that the initial endowment was insufficient to weather economic downturns. Jewish Studies is caught in something of a catch-22. It is difficult to see how it can increase its endowment without improving its public/academic profile and activities, yet the latter requires the investment of funds that are not currently available.

The program needs to capitalize on its original mandate of outreach to the non-Jewish community both on campus and in the wider community. This could be done through expanded course offerings in areas related to Judaism in the late modern world. Once again, given the extreme personnel constraints, this cannot be accomplished without additional faculty members and funding. It is suggested that “a contract instructor (perhaps a three-year term) whose dual mandate would be to develop courses such as these and work with the Development Office to secure additional funding for the Program” needs to be hired.

There are immediate plans to hire sessionals that funding allows with particular emphasis on modern Israeli Studies, the Holocaust, and modern Jewish thought. In addition, innovative new instructors will be hired who can develop courses which will diversify the present program and tie in with some comparable courses in Religious Studies such as Jewish film, culture, and modern Jewish literature. Such instructors have already been identified and will be hired as soon as funding is allocated beginning with the fall term of 2010.

Questions are raised by the current Director and at least one member of the review team as to whether placing the Jewish Studies program administratively within the Department of Religious Studies is in the best interests of the program.

All stakeholders agree that transferring the administrative duties of the Jewish Studies program, because the part-time staff person’s position was eliminated because of the economic downturn and the consequent funding shortfall from the endowment, to the administrative assistant of the Department of Religious Studies, which has its own undergraduate and graduate programs, is untenable and, as the self study indicates “Jewish Studies has been left short staffed and will most likely not be capable of maintaining its previous level of proficiency and programs offered to students and the public”.

With regard to the academic program the following points are noted:

The Jewish Studies program has been offering a number of different courses, few of which seem related to one another in any systematic way. It would be beneficial if a curriculum redesign, in consultation with the Department of Religious Studies, were carried out to systematize the offerings. However, without additional staff and faculty members it would be impractical and indeed impossible to revise radically what has been developed over the past 10 years.

To increase the program’s enrolment and exposure among its public constituency, the program needs to consider the possibility of offering more courses through distance education, and needs to investigate the possibility of integrating the highly successful public lecture series pedagogically into the Diploma.

Strategic Plan

The review team found the program to have “done an excellent job of developing a new program and setting it on a firm foundation for the future.” Given the constraints of personnel in the program the present course design caters to the general interests of the Waterloo student body and attempts to offer a taste of various subject matters and historical periods. This has been a laborious and successful process to date.

The review team identified funding as the major impediment to any expansion or redesign in the program. In light of this no changes or new directions can be accomplished without a new injection of substantive
funds and resources. Any new strategic plan can only be realized by a campaign initiative to attract funds that are currently not available. A campaign initiative has been drafted which outlines the goals and objectives of an expanded Jewish Studies program that can be considered the strategic plan for the coming years.

**The Waterloo Initiative on Jewish and Israeli Studies**

The University of Waterloo is anxious to expand its presence in three exciting and important areas: Jewish Studies, Israeli Studies, and Canada-Israel Relations. All three fields have important intellectual, academic, public policy, and public outreach elements. They fit within the University of Waterloo's impressive track record in international engagement, religious studies, public policy development, and community outreach. Equally important, the fields of Jewish Studies, Israeli Studies, and Canada-Israel Relations represent areas that demand urgent national and international attention.

Waterloo is uniquely positioned to launch an internationally significant initiative in the area of Jewish and Israeli Studies. The University has a long-standing reputation in the area, based on the presence of the Joseph and Wolf Lebovic Chair in Jewish Studies and for hosting the globally significant Genizah Project. An annual distinguished guest lecture series of world-renowned scholars from every area of Jewish Studies has attracted regional attention to the University of Waterloo's offerings and has served as an important point of engagement with the broader community.

Although Waterloo Region does not have a large Jewish population, it does have a stellar reputation for open, frank, and intellectually rigorous conversation about religious issues. With a growing international stature in the fields of public policy, religious engagement, and international affairs, the University of Waterloo is very well-situated to play an open, welcoming, and nationally-significant role in the promotion of Jewish and Israeli Studies. Its unique Religious Studies program, with its multi-denominational combination of Catholic, Mennonite, Anglican, and United Church colleges is an extraordinary opportune environment for a program geared toward Canadian students as a whole rather than the more narrow attraction to Jewish students traditionally found on other campuses.

The Waterloo Initiative on Jewish and Israeli Studies is not designed to launch all of the following activities simultaneously. Instead, the University and its partners will develop individual activities as resources and opportunities permit, building slowly toward an internationally significant series of programs and undertakings highlighting the importance of Jewish Studies, Israeli Studies, and Canada-Israel Studies. These offerings and opportunities exist in the following areas:

- undergraduate education;
- research;
- public policy development;
- community engagement; and
- international engagement and outreach.

The Waterloo Initiative on Jewish and Israeli Studies seeks to achieve the following:

- to promote greater understanding and awareness of Jewish and Israeli issues;
- to engage students of all ethnic, religious, and national backgrounds in a greater understanding of Jewish and Israeli issues;
- to raise the academic and public profile of Jewish and Israeli issues;
- to promote research and scholarly work on Jewish and Israeli issues;
- to broaden the engagement of the University of Waterloo community, including students and faculty, on Jewish and Israeli issues;
- to make significant and ongoing contributions to the understanding of Jewish and Israeli issues in Canada and internationally;
- to help solidify relations between Canada and Israel.
The University of Waterloo Initiative on Jewish and Israeli Studies is now actively seeking partners and supporters. Waterloo has been well served in the past, particularly by individuals like Albert and Nancy Friedberg, Leslie Dan, the Lebovic brothers, and many other generous donors. The Waterloo Initiative is eager to identify supporters – both Jewish and non-Jewish – who understand the central importance of Jewish issues and Israeli relations to Canada, the Middle East, and the modern world. The Waterloo Initiative recognizes the importance of understanding the historical, spiritual, social, political, economic, and technological aspects of the Jewish population in Canada, Israel, and abroad. This undertaking supports free, frank, and open debate on all matters relating to Judaism, the Jewish people, Israel, and Canada-Israel relations. Waterloo seeks to become a national and international leader in this field and to develop a model for academic engagement with students, policy makers, opinion leaders, and the general public.

The program will develop slowly over time and the direction it takes will be largely dependent upon the interests of funders and partners. The initiative has a $20.75 million goal which would fund: a Canada-Israel program; an International Centre for the Study of Anti-Semitism; endowed and enhancement chairs; visiting chairs; fellowships; awards; public lectures; and an annual conference.
SCHOOL OF OPTOMETRY

Review Process

The last full review of the School of Optometry occurred in 2002. The present review, like the previous one, was an accreditation review of the Doctor of Optometry program by the Accreditation Council of Optometric Education (ACOE) of the American Optometric Association. These on-site visits are conducted at seven-year intervals (or more frequently if recommended by ACOE), with status reports during each intervening year.

Since the Doctor of Optometry accreditation process overlaps greatly with the undergraduate program review process, the University of Waterloo (UW) used the accreditation review, with an addendum, to satisfy the requirements of the undergraduate review process. The self study was completed September 17, 2009 and the site visit was conducted November 18 to 20, 2009. On February 26 to 28, 2010 the ACOE considered the report of the evaluation team, voted to accept it, and to continue the classification of “Accredited” for the School of Optometry. The accreditation report was received March 29, 2010. The next scheduled full evaluation visit for the professional optometric degree program of UW’s School of Optometry will be November 2017.

Characteristics of the Program

Historical Review

The College of Optometry of Ontario was founded in 1925 in Toronto under the Optometry Act of 1919, and, for the next 42 years, it was the chief source of optometrists entering into practice in Canada. In 1967, by joint agreement with UW, the College moved to Waterloo and was integrated into UW’s Faculty of Science as the UW School of Optometry (UWSO). UW first began offering a Doctor of Optometry (OD) program, a second-entry program, in 1967. There are 20 optometry schools in North America, 18 in the United States and two in Canada, one offered in French at the University of Montreal and the other in English at UW.

Program Objectives

The mission of the School of Optometry is to research, teach, promote, and implement a comprehensive range of preventive, diagnostic, therapeutic, and rehabilitative vision services in Canada. This is accomplished by training competent professional optometric practitioners. To this end the Doctor of Optometry program aims to graduate competent, ethical, Doctors of Optometry by providing them with a comprehensive and contemporary optometric education.

Distinctiveness/Benchmarking

The School of Optometry at UW is the only English speaking Optometry School in Canada.

Because of the limited number of optometry programs in Canada, applications are received from across the country. To defray the costs of the Province of Ontario, six provinces (British Columbia, Alberta, Saskatchewan, Manitoba, New Brunswick, and Prince Edward Island) have entered into educational cost sharing agreements with the Province of Ontario and the University of Waterloo for a limited number of their residents. This money is transferred directly to the Province of Ontario. The admissions committee is neither committed to nor limited by the contract number.

Academic Programs Offered

OD, Doctor of Optometry, a second-entry, four year program which started at UW in 1967; MSc in Vision Science started in 1972; PhD in Vision Science started in 1980. Because the OD is a second-entry program, students have to meet set requirements prior to admission:

- a minimum of three years of full-time university study;
- two terms of physics, biology, chemistry (one term of general, and one term of organic), and human physiology;
• one term of introductory psychology, introductory ethics, biochemistry, microbiology, statistics, English, and calculus;
• the biology, general chemistry, and physics courses must each have a lab component.

The OD program comprises nine academic terms spread over four years – Fall and Winter terms in each of the first three years; and Spring, Fall, and Winter terms in the fourth year.

The current curriculum requires 12 courses at the 100 level; 14 courses and three labs at the 200 level; 15 courses and two labs at the 300 level; and 10 courses at the 400 level.

Although there is a conscious effort at UWSO to integrate clinic procedures with the scientific knowledge and thinking on which they are based (as presented in the didactic courses), the didactic/clinical distinction survives.

The bulk of third and fourth years is perceived as “clinical” years and is indeed largely dedicated to mastery of clinical skills. Third year students spend one day a week in the clinic examining patients (approximately 125 patients over 200 hours), and much of the rest of the time doing work directly related to the clinic, such as case analyses.

In the fourth year, students take three clinical courses – one an on-site clinical rotation (internship) based at UWSO. The remaining two are clinical placements (externships). These students spend approximately 1,600 hours providing direct patient care and normally work with approximately 1,300 patients.

Students

The annual average number of applicants to the OD program, over the period 2002 to 2009 inclusive, is 236 with a low of 170 in 2002 to a high of 280 in 2005. Of these applicants, 65 were admitted in 2002 rising to 90 in each of the last three years. The applicant to place ratio is on average three to one. Of those students admitted during the review period, 2002 to 2009 inclusive, approximately 70 per cent were female and 56 per cent of admittees were from Ontario. The annual average grade of admitted students was 85.3 per cent. Over the period 2002 to 2009 inclusive, 69 per cent of admitted students each year had a BSc degree, and in the last three years, seven per cent entered with a MSc degree.

All applicants must sit the Optometry Admission Test (OAT), a standardized test admitted by the Association of Schools and Colleges of Optometry. Although the School considers scores of at least 300 in the OAT to be competitive, the annual average OAT score for applicants, from 2002 to 2009 inclusive, was 366, with a low of 360 in 2002 and a high of 376 in 2009.

Since 2006, first-year optometry students have been invited to complete a survey about the admission process. As a result of the comments UWSO has modified the admission process by:

• establishing School Admission Days, when applicants can meet faculty members and students, be interviewed, and receive a School tour;
• increasing the number of recruitment visits to other Ontario universities;
• moving the admission date to an earlier part of the year.

Enrolment in UWSO has grown in the last four years from the traditional total of 240 students to about 345 – 90 in each of the first and second years; 85 in the third year; and 80 in fourth year. Overall, the student faculty ratio is 11.5 to one. The requisite student faculty ratio for clinical teaching is much smaller ranging from four to one to one to one.

The 2008-2009 100 level classes had an average grade of 79.1 per cent; the 200 level courses an average of 81.1 per cent; the 300 level courses - 83.0 per cent; and the 400 level classes an average grade of 86.9 per cent. The majority of UWSO students proceed through the OD program without academic failure. In 2008, one in every six students in the OD program received a scholarship or an award.

In first year courses for 2008-2009, the quality of teaching was judged to be very good to excellent by 59.9 per cent of students. This percentage increased in later years, namely, 90.0 per cent in year two.
courses; 83.8 per cent in year three courses; and 79.3 per cent in the last year of studies. From the percentages it would appear that more attention is required to the quality of teaching in first year courses.

In the last four years an average of 71 students graduated each year. Usually about 70 per cent of the graduating class is on the Dean’s Honours list which requires a cumulative average of 80 per cent over all four years. At the 2009 Spring graduation 68 of the 77 students who graduated (88.3 per cent) were on the Dean’s Honours List.

Students are involved in the management of the School. Student representatives sit on the School’s Faculty Council. In addition, bi-annual meetings are held with the Undergraduate Studies Committee and student representatives for each year to obtain feedback about the curriculum and monitor the perceived impact of any changes. Items that have been discussed over the last few years range from study space, the mentoring program, lighting, student faculty interactions, externship information, lack of clinical exposure, to the examination schedule.

The efficacy of the evaluation processes of the School is affirmed annually by the excellent performance of UWSO students in the standardized examinations of the Canadian Standard Assessment in Optometry (CSAO) and the US National Board of Examiners in Optometry (NBEO).

To obtain Canadian licensure and registration, graduates must successfully complete the CSAO which is administered by the Canadian Examiners in Optometry (CEO) which establishes the standards for entry into optometry practice in Canada.

Over the period 2002 to 2008 inclusive, an average of 150 individuals sat the CSAO each year. Of these individuals 42.3 per cent were from UW. Over the same period, 97.6 per cent of UW graduates passed the examination.

From 2002 to 2008 inclusive, 29 UW graduates sat the NBEO examination compared to 7,700 from the United States. The overall average of UW graduates was 86.6 per cent which compares favourably to the overall average of 87.8 per cent of graduates from the United States.

Faculty

At the time of the review there were 32 faculty members in the School of Optometry: 11 full professors; six Associate professors; three Assistant professors; and 12 lecturers. Optometrists with graduate degrees, primarily PhDs, occupy all but two of the professoriate. The primary responsibility of the 12 lecturers is in the area of clinical teaching. These lecturers have an MSc, a residency diploma, and/or private practice experience. In addition, there are 35 veteran community practitioners who are hired as Clinic Associates to teach in the clinic on a per diem basis.

The normal teaching load of an OD professorial faculty member is one didactic course and one clinic day per week for both the Fall and Winter terms. In Spring term these faculty members are also assigned typically six to eight days of clinic teaching.

Non-OD professorial faculty members are assigned 1.5 courses in each of the Fall and Winter terms.

Clinical lecturers are normally assigned 3.5 days a week of clinic teaching per term.

Professorial faculty members are evaluated annually on the basis of a work load that is 33.4 per cent scholarship, 33.3 per cent teaching, and 33.3 per cent service, while clinical faculty members are evaluated on a work load of 20 per cent scholarship, 40 per cent teaching, and 40 per cent service.

The six major thematic research themes of the School of Optometry are: visual development and refractive correction; biomedical ocular research; vision and ophthalmic standards; contact lenses; low vision rehabilitation; optometric education and practice.

The School has two well established and internationally respected research centres: the Centre for Contact Lens Research which is the largest clinical contact lens research facility in Canada and the Centre for Sight Enhancement which is the largest and most comprehensive low vision and blindness service in
Canada, and is the only centre that is accredited by the National Accreditation Council for Agencies Serving the Blind and Visibly Handicapped.

Over the evaluation period, 2002 to 2009, total grant funding amounted to $48.8 million, of which $4.8 million came from granting councils; $1.4 million from other peer-adjudicated sources; and $42.6 million from contracts and other sources. Current grants of the School amount to $13.4 million, approximately $418,750 per faculty member.

Main Strengths

The School is the only English-speaking School of Optometry in Canada. The School is also home to two internationally respected research centres – the Centre for Sight Enhancement and the Centre for Contact Lens Research.

Concerns and Opportunities for Improvement

Suggestions by the evaluation team for enhancement of the program fall into five categories: curriculum; student experience; personnel issues; space; and patient records.

Curriculum:

The program needs to consider increasing its use of outcome measures for assessment and program improvement.

The program also needs to consider publishing more extensive outcomes of performance, e.g. graduation rates and aggregate NBEO scores.

Student Experience:

During the third year, students spend one day each week providing direct patient care. Typically, students will see about 125 patients during the third year. During the fourth year this increases to about 1,300 patients. Although a review of the externship manuals, curricular learning objectives, patient logs, and student performance indicates that the program provides a quantity, quality, and variety of experiences in supervised patient care to develop clinical competency for entry level practice, the program could benefit from additional patient care experiences for students prior to the fourth year.

Personnel Issues:

Although the goals and objectives for the Doctor of Optometry program include statements covering the education of students and the encouragement of students in research activities and general professional and public services, there do not appear to be measurable goals and objectives related to the research and service activities of faculty and staff members.

The program has a culture that embraces a good deal of faculty governance and input, yet, there is a sentiment among some faculty members that governance has become less participatory over the past several years and that more decisions are now made administratively. On the other hand, students were especially appreciative of the open access and interaction with the Director and the officers of each class. The School has a fair and detailed faculty evaluation process in place. However, faculty members written activity summaries, on which evaluation is partly based, do not include each individual’s short term goals. In the opinion of the evaluation team this omission needs to be addressed.

UWSO verifies that each practitioner working in the clinics is licensed and registered with the College of Optometrists of Ontario. Copies of the license renewals are kept on file, but no other credentials are verified. The evaluation team is of the opinion that the School would benefit from a more comprehensive collection of credentials involving the curriculum vitae of each practitioner, diplomas, immunization records, CPR certification, and honours earned.
Since clinical lecturers do not have a university-defined system for progression, there is therefore, no mechanism for the School to reward adequately certain highly qualified and productive clinical members for their exemplary effort and program contributions. This needs to be addressed.

Space:
The evaluation team is of a mind that the School should continue to redesign the original building clinic space (approximately 24,000 square feet) into a contemporary optometric practice more suited to optometry's evolving scope of practice. At present, clinic space is spread over a wide area creating challenges to efficient patient care.

Patient Records:
Patient records contain all written documentation of assessments and product orders. The clinic goal is to transition into electronic health records in the near future. Although the conversion to electronic health records would be difficult, the evaluation team is of the opinion that such a transition would benefit both students and patients.

Strategic Plan
The School will address as soon as possible the Accreditation Council's suggestions for enhancement of the program.

In addition, the School will be adapting and strengthening its curriculum to meet the competency requirements and training needs for a graduate entering optometry practice in 2015. The last major revision of the School's curriculum was in 1999, with a moderate revision in 2008-2009. In preparation for a major revision the School hosted a forum with participants from the School, provincial and national optometric organizations, and private practitioners. The forum's purpose was to determine what skills and competencies would be increasingly important to a successful practising Canadian optician by 2015. [For the purposes of the forum competence was defined as the ability to perform tasks required of opticians to the standards necessary for safe and effective practice, as per the Canadian Examiners in Optometry.]

The competencies are presented in the following table.

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<th>AREA OF COMPETENCY</th>
<th>ENHANCED COMPETENCIES NEEDED</th>
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<tr>
<td>Disease Management</td>
<td>Physical skills and knowledge base</td>
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<td>Advanced diagnostic therapies</td>
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<td>Expanded scope</td>
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<td>Routine therapies</td>
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<td>Knowledge of disease</td>
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<td>Complex case management</td>
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<td>Technology</td>
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<td>o Knowledge and use of diagnostics and therapeutics</td>
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<td>o Contemporary refractive management</td>
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<td>Informatics</td>
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<td>o Knowledge and use of information and communication technologies</td>
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<td>o Data competency</td>
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<td>Integration</td>
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<td>Recognised Sub Specialities</td>
<td>Not as a replacement for core skills</td>
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<td>System - based practice</td>
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<td>Contemporary refractive technology</td>
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The forum participants also considered what clinical competencies would be needed by 2015 and benchmarked these against the current competencies of entry-level graduates to identify areas for program strengthening. Six areas of clinical competency were considered: binocular vision (BV); contact lenses (CL); disease management; low vision (LV); paediatrics; and optics and refractive care.

**BV:** Although there was agreement that the School’s current program was providing training in development and evaluation of normal BV, achieving 2015 competencies would require some more advanced training, particularly in terms of clinical experiences in diagnostic competencies related to motor status, sensory function, and the management and treatment of primary abnormal conditions.

**CL:** The primary area for program strengthening to meet 2015 clinical competencies in CL is with respect to simple RGP (rigid gas-permeable contact lens) fittings.

**Disease Management:** The School’s curriculum is currently training students to a level appropriate to a 2015 entry-level graduate.

**LV:** The training for low vision care would have to be considerably enhanced to achieve the triage (assessing visual impairment and determining appropriate level of management) and patient management competencies contemplated in a 2015 graduate.

**Paediatrics:** Considerable enhancement in the training in paediatric care would be required to achieve 2015 competencies up to the management of strabismus (cross-eyed).

**Optics/Refractive Care:** The program is already training at the 2015 competency level with the exception of symptom/history taking. Much more emphasis is needed in this area.

Having defined the competencies of a 2015 entry-level graduate, the School’s program and curriculum will have to undergo change and enhancement. All areas of clinical training are affected to some degree, however low vision and paediatric care stand out especially. More generally, the science and medical foundations of training underpinning clinical competencies will need to be greater than they are now.

**Conclusion**

The School’s plan for the next few years will be to blend the information related to the 2015 competencies of a Canadian optician with a review of the current curriculum to develop a new curriculum to move the School forward for the next decade.
SOCIAL DEVELOPMENT STUDIES

Review Process

This is the second formal review of Social Development Studies. The first formal review was conducted November 2002. The self study for this review was submitted July 13, 2009; the site visit occurred October 22-23, 2009; the Review Team’s report was received January 8, 2010; and the strategic plan for the next seven years was submitted April 27, 2010.

Characteristics of the Program

Historical Overview

In 1968 Renison College’s Board of Regents approved the development of an interdisciplinary program in Applied Social Science, including courses in Sociology, Psychology, Religion, and Social Work. In 1974, this program was officially approved by the University of Waterloo’s (UW’s) Faculty of Arts as Social Development Studies (SDS). Religion was replaced by Interdisciplinary Social Science (ISS) as one of the four cornerstone disciplines. By 1982, SDS was the fourth largest Arts program at UW, and by 1984 all of the core SDS courses had been made available to students at a distance through the UW Correspondence Program. Twenty-five years later, the SDS program has maintained its popularity both on campus and off. Distance Education (DE) offerings allow students to earn a three-year or a four-year General Bachelor of Arts (BA) in SDS without coming to UW. With the opening of Renison’s new Academic Centre in September 2006 and more recent construction, much of the space issues of SDS have been alleviated.

In 2008, the Ontario Government gave official recognition of Renison as a University College.

Today, Renison University College and the other Federated University and Affiliated University Colleges (FAUC) consider the equity funding agreement set up in 1991 with UW needs to be modified. Renison University College considers the agreement a disincentive for innovation, change, and growth. FAUC Heads proposed to the President of UW that, in order to ensure the future vitality of FAUC, a review of all aspects of FAUC’s relationship with UW be undertaken. The resulting Task Force will present its report in the summer of 2010.

Program Objectives

SDS has positioned itself to meet its goals and those of Renison University College within the context of the Faculty of Arts and UW.

The overall priority of UW is academic excellence in both teaching and research. This is to be achieved by: recruiting faculty members and students of the highest calibre from Canada and abroad; pushing the frontiers of knowledge; promoting experiential learning through its global leadership in co-operative education; enhancing its collaboration with the public and private sectors; and by instituting new academic programs to service long-term societal needs.

The Faculty of Arts embraces and reflects all these values while maintaining its commitment to the importance of a liberal arts education. The Sixth Decade Report of the Faculty of Arts seeks to “expand horizons of traditional academic scholarship and research” by working to “engage in new partnerships with industry and the community, seek out new opportunities in teaching, student experiences, and research, and embrace the opportunities new technologies provide.”

SDS has plans that are firmly in line with the ambitious goals the Faculty of Arts has set itself.

The Department of Social Development Studies has also to meet the stated mission of Renison University College. Renison’s mission is:

“In the spirit of the Anglican tradition, Renison University College, an affiliate of the University of Waterloo, is committed to providing a strong grounding in the Humanities
and Social Sciences, thereby instilling in its students a life-long love of learning, pursuit of truth, and dedication to community service.”

Embracing the above three mission statements SDS has developed its own mission statement that informs every decision that it makes with regard to curriculum development and strategic planning. SDS's mission statement is:

“Through an innovative interdisciplinary program, Social Development Studies prepares students to apply different perspectives to contemporary social issues and to impact individuals, families, and communities locally, nationally, and globally.”

In January 2008, SDS mapped its curriculum against its mission statement and found the only weakness in their correspondence was the need for additional global content which was remedied in a revitalized curriculum that came into effect September 2009.

Distinctiveness/Benchmarking

SDS is unique in Canada. Although parallels are sometimes drawn to Social Work programs, SDS offers much more than a preparation for studies leading to the degree, Bachelor of Social Work (BSW). There are twice as many SDS students taking the program for its preparation for work or studies in other areas, most notably, education, law, public service, and theology.

Academic Programs Offered

SDS offers the following academic plans:

- Three-year General BA in Social Development Studies;
- Four-year General BA in Social Development Studies;
- The above two degrees can be obtained entirely by Distance Education;
- Four-year Honours BA in Social Development Studies;
- Four-year Honours BA in Social Development Studies (Arts and Business Co-op and Regular);
- Joint Honours BA;
- Minor in Social Development Studies;
- Diploma of General Studies in Social Work;

From a curricular mapping exercise, it is evident that all eight UW Undergraduate Degree Level Expectations (UDLEs) have been adequately covered and assessed in the SDS curriculum.

Students

SDS has two entry points. It is one of three programs with a direct entry point into the Faculty of Arts. Because most Arts students declare their major at the end of their first year of studies, SDS has another entry point at this time. As well, SDS attracts a significant number of transfer students from community colleges.

From 2001/02 to 2008/09 inclusive, the average annual number of direct applicants to SDS was 233, with a low of 188 in 2005 to a high of 274 in 2003. The high number of 2003 was a result of the double cohort effect in Ontario. Of these applicants, 156 were offered a place resulting in an offer rate of 67 per cent, five per cent higher than that of the Faculty of Arts for the same period. Of these 156 students, 61 took up the offer giving a take rate of 39 per cent, twice the rate of the Faculty of Arts.

From 2002/03 to 2008/09 inclusive, an average of 73 entrance scholarships amounting to $62,000 was awarded annually. An average of 90 upper-year scholarships amounting to $103,000 was awarded annually from 2002/03 to 2008/09 inclusive.

The average grade of direct entry SDS students for the period 2001 to 2008 inclusive was 80.2 per cent, which is 1.7 percentage points below the admission average of the Faculty of Arts. This may be explained
by the fact that the grades of students entering Accounting and Financial Management were included in the Arts data.

Of the second-year entry SDS students, their average entry grade to UW, for the period 2002/03 to 2008/09 inclusive, was 80.6 per cent, comparable to that of Sociology (80.7 per cent) and Philosophy (80.2 per cent).

For the period 2001/02 to 2008/09 inclusive, the average annual number of students in SDS was 1,240 with the fall and winter terms having twice the enrolment of the spring term. Because of the diverse source of SDS students - secondary school, community colleges, universities - there is a higher per cent of part-time and mature (25 years of age and older) students. Of the average enrolment of 1,240 students, 41 per cent were studying part-time for their degree. Of the 2006 entry cohort, 29 per cent of the students were mature compared to seven per cent for the Faculty of Arts as a whole. Because of the mix of students Distance Education (DE) courses have been an important way for students scheduling their studies. From 2000 to 2008 inclusive, 22 per cent of SDS graduates completed more than half their degree by taking DE courses, while 12 per cent completed their degree wholly by DE.

Over the period 2001/02 to 2007/08 inclusive, 44 per cent of students enrolled in SDS were in the honours program. In addition, during the same period 90 per cent of SDS students were female.

SDS has a co-op stream through the degree program – Honours BA in Social Development Studies (Arts and Business Co-op). During the period 2001/02 to 2007/08 inclusive, the co-op numbers, on average 11 students annually, have not increased while the number of regular SDS students has increased 12 per cent, from 389 to 435.

Each term, from winter 2005 to spring 2009 inclusive, between four and six students have participated in co-op work terms. The work term positions have been varied, from vocational residential assistant, community support worker, to drama instructor and business technology analyst. The employers have also been varied from Canada World Youth, Canadian Imperial Bank of Commerce to Sybase.

Because of the history of Renison’s development, there has always been an element of international content in the curriculum. Fifteen SDS students annually have the opportunity to participate in a Mexican travel seminar. Presently Renison is seeking funding for a Canadian-European Union (EU) consortium whereby 12 SDS students would have the opportunity to spend one term at an EU partner institution focusing on community development and community-based research. Furthermore, as a result of the curriculum mapping exercise in 2008, three new courses have been added with an international perspective.

The organization, Renison Academic Student Council (RASC), provides opportunities for student governance and input. RASC designates a representative to the monthly SDS departmental meetings, and has a representative on any faculty search committee. In addition, at the institutional level, student representatives are on the Academic Council, the Board of Regents, and most standing committees of the College.

Information on student satisfaction was collected from four different sources: an alumni survey; the 2006 National Survey of Student Engagement (NSSE); a Renison survey followed by focus groups; and student course evaluations. Over 80 per cent of respondents to the alumni survey indicated that they were satisfied with the academic experience they received in the SDS program and that they considered the faculty members to be good instructors.

In the NSSE survey, half the first-year SDS students considered that there was need to improve the quality of course instruction. Senior students were more satisfied yet 26 per cent also indicated the need for improvement in teaching quality. To address this concern, SDS put greater emphasis on teaching quality when it hired three new professors.

In addition, the NSSE data indicated that student advising was not an issue for first-year students but was a concern for upper-year students. These results prompted the establishment, in 2008/09, of a new
advising/consulting process and the creation in Renison of the position of Administrative Dean. One of the key responsibilities of this new position is to respond to individual students’ concerns with respect to their academic program.

The Renison survey and focus groups indicated that 73 per cent rated the calibre of education in SDS as very good or excellent. The most positive elements of the SDS program identified were the small classes, the applied focus, excellent teaching, and the good student/professor interaction. Changes the students recommended were: the need for greater variety in current SDS courses offerings; more Sociology, Psychology, and Interdisciplinary Social Science courses and less focus on Social Work; the need to reduce the overlap in material covered by some SDS required courses; standardization of grading systems; a reduction of group work and peer evaluations; and clarification of resolution procedures for student complaints.

For the period 2001 to 2008, the average course evaluation for SDS courses was 4.17 on a five point scale where five is excellent. This compares to an average of 4.26 in the Faculty of Arts for the same period. Within SDS, the courses in the four cornerstone disciplines have course evaluation averages of 4.21 in Interdisciplinary Social Science; 4.17 in Psychology; 3.93 in Sociology; and 4.38 in Social Work.

All four sources of data confirm that SDS students, present and past, are, in general, very satisfied with the academic experience and the quality of instruction.

Sixty per cent of the student cohorts entering the SDS program from 2001/02 to 2004/05 graduated with an SDS degree. Of the same cohorts, 5.9 per cent received a degree from another department of the university; 15.9 per cent are still studying for a degree; and 16 per cent withdrew from the university. For the same cohorts, the withdrawal rate for the Faculty of Arts was 23.8 per cent.

Because 35 per cent of the 98 students who graduate each year with a General BA degree enter the one-year Bachelor of Social Work (BSW) program, a standing committee, composed of faculty members from Social Work and SDS, has been constituted to ensure co-ordination between the two programs.

Of the 2,709 records available of SDS alumni, 877 listed business titles. Of these individuals, 24 per cent were social service workers, 23 per cent were teachers, 13 per cent were in management and leadership, and the remaining 40 per cent covered a variety of other positions. A recent survey of 107 SDS students reveals that 35 per cent of students see their career to be in social work and another 15 per cent see it in teaching.

Faculty

Over 35 years SDS has attracted high quality interdisciplinary focussed academics. At the time of the self study the Department of Social Development Studies had eight full-time faculty members - three associate and five assistant professors - making up a complement of seven full time equivalent (FTE) faculty members. In addition, there were three adjunct faculty members with one-year contracts, 11 sessional lecturers with term contracts, and another three full-time faculty members in other departments who are available to supervise students’ honours essays and, from time to time, to teach courses in the program.

The standard teaching load for full-time SDS faculty members is five courses per academic year. In addition, most supervise senior honours essays. There is no graduate program in Social Development Studies. In the early days of SDS’s existence the emphasis was on teaching excellence, but this is no longer the sole focus. Today the annual review process for full-time faculty members at Renison gives equal weight to research, teaching, and service. Adjunct and sessional appointments are not bound by the same teaching loads, with some teaching only one course per academic year, and others teaching as many as seven or eight.

Only 40 per cent of SDS courses are taught by full-time tenured/tenure-track faculty members. The SDS team of adjunct and sessional instructors comprises professionals with extensive community experience in their fields.
Since the last program review in 2002 efforts have been made to be more inclusive of adjunct and sessional instructors. Currently SDS is working on a handbook for sessional and adjunct instructors which will include current processes, expectations, policies, resources, library use, contact names, and critical timelines. Nevertheless, more needs to be done.

Although adjunct and sessional instructors in SDS are much appreciated for their contribution, Renison recognizes that additional full-time faculty members need to be added and the scholarship base of SDS faculty members needs to be expanded. Three new tenure-track appointments have been made to SDS to replace two retired full-time faculty members and a long-time teaching adjunct. These individuals will join SDS at different times during the 2009/10 academic year.

Faculty members are involved in international research in Taiwan, Mexico, Chile, and India. In addition, they are associated with various research and community groups such as the Centre for Community Based Research, the National Initiative for the Care of the Elderly, the Canadian Association of Taiwan Studies, and the Centre for Research on Community and Social Development.

From 2002 to July 2009 the full-time faculty members of SDS have published one book, 16 book chapters, 13 refereed journal articles, 12 refereed conference proceedings, and given over 30 conference presentations.

In addition to pursuing active research agendas, the SDS faculty members are involved in many forms of professional and community service. They serve as journal editors, on editorial boards of academic journals, as members of many community organizations, and have acted as reviewers and external assessors for various granting agencies.

Opportunities for Improvement and Strategic Plan

The Review Team is of the opinion that SDS has made much progress since the least review in 2003 — adopting a department structure, for example, and hiring new colleagues whose research agendas will create an academically rich environment — for which it is also to be commended. But the program has reached a juncture of sorts, and now is a critical time for SDS to establish more firmly its scholarly and educational identity.

SDS faculty members embarked on a process to develop an action plan in response to the report and the 12 specific recommendations made by the Review Team. A key part of this process involved a two-day retreat of SDS faculty members held on April 6 and 7, 2010, facilitated by the staff from the Centre for Teaching Excellence (CTE) at UW. The group first addresses the issue of SDS identity. The following mission and description of the SDS program emerged:

Social Development Studies applies an interdisciplinary approach to address the human condition in relation to social issues in local, national, and global contexts.

This innovative program offers courses in human and social development, including psychology, sociology, and social work. The curriculum develops skills in critical thinking, problem solving, interpersonal relations, leadership, civic engagement, and global citizenship. The various plans provide an excellent foundation for graduate studies, professional programs, and careers in human and public service.

This common vision of the SDS program guided the discussion for its response to each of the Review Team’s recommendations. In the following section, a rationale along with planned actions and timeline will be given for each specific recommendation.

The Review Team offered the following recommendations in order to help all SDS stakeholders develop an even stronger program:

1. **Apply the SDS rubric to all courses.** Questions surrounding the identity and profile of the program seem to be of concern to all involved. There is great pride in the interdisciplinary nature of the
program, but that interdisciplinarity is then undercut by the four course rubrics used to make up the program, viz. ISS, PSYCH, SOC, and SOCWR. The Review Team recommends that SDS be adopted as the rubric for all courses offered by the Department of Social Development Studies. This rubric would instill the cohesion that many people involved in the program think is lacking by nudging what structurally appears to be a multidisciplinary program into the territory of true interdisciplinarity. There was a concern raised that students wishing to go on to graduate school in psychology might be hampered by having SDS courses on their transcripts, but good course titles should be able to mitigate any concerns that a student has not had the training necessary for a research-based MA. Moreover, creating an SDS rubric will encourage the development of a program culture in which faculty members step slightly outside of their disciplinary comfort zones in order to make connections in their teaching to other disciplines contained within the interdisciplinary mix of Social Development Studies.

Response: The SDS faculty members decided to use the SDS rubric initially for all the courses in ISS and subsequently to start a process of discussion with departments of shared disciplines to seek their agreement on a modified rubric which would identify all courses offered by SDS with an SDS prefix.

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<tr>
<td>1. Apply the SDS rubric to all courses</td>
<td>a. Change ISS to SDS upon Senate approval</td>
<td>UW 2011</td>
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<td>b. Negotiate with various departments, with the goal of changing all courses to SDS with discipline specifications (e.g. SDS, SDSPY, SDSSO, SDSSW)</td>
<td>UW 2012</td>
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2. Explore new curriculum directions by foregrounding the non-social service aspect of the program and including other disciplines in the mix. The new streams in education and social policy are endorsed by the Review Team: properly integrated, they will increase the interdisciplinarity of SDS and provide a clearer profile for the program vis-à-vis the BSW program. By foregrounding the non-social service aspect of its offerings, SDS can further differentiate itself from the BSW while, at the same time, increasing its appeal to a broader range of students and providing its traditional students with a richer disciplinary mix.

Response: SDS intends to pursue three new specializations (Education, Social Policy, and Personal Well-Being and Development) and have them commence fall 2012.

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<tr>
<td>2. Explore new curriculum directions</td>
<td>Design and implement new specializations in Education, Social Policy, and Personal Well-Being and Development (name to be finalized)</td>
<td>Proposals by June 2010, expect to start fall 2012</td>
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3. Add a wider range of courses to strengthen the interdisciplinary nature of the program. Currently, interdisciplinarity in SDS really only draws on its three main disciplines. The Review Team recommends that SDS embrace interdisciplinarity fully by bringing in courses from fields not currently covered by the program. Philosophy, economics, political science, crime and justice, and other disciplines only enter the program tangentially through existing courses in psychology, sociology, and social work, if at all. Perhaps, as the program expands, new faculty hires could be made outside of the core areas to enrich the implicit definition of interdisciplinarity in Social Development Studies.
Response: SDS will seek to add further interdisciplinarity by inviting Renison faculty members in East Asian Studies and Humanities to offer courses of relevance to the SDS program. Subsequently a working committee will make specific longer term recommendations for the enrichment of the SDS program which will inform possible areas for new appointments.

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<tr>
<td>3. Add a wider range of courses to strengthen the interdisciplinary nature of the program</td>
<td>a. The Chair will consult within Renison (East Asian Studies and Humanities) to explore possible SDS course options</td>
<td>July 2011</td>
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<td>b. Establish an SDS working committee to explore the pros and cons of doing the above; make specific course recommendations; then make these suggestions a basis for possible future new hires in SDS</td>
<td>Report due December 2012; implementation fall 2014</td>
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4. Promote certificates, diplomas, and options. The program has a certificate and a diploma of which students seem to be unaware. Advertising them more comprehensively, and developing new ones as new streams come into being, could allow SDS to serve the students’ need for credentials better while, at the same time, providing a more disciplinary focus within a larger SDS rubric for those students wishing or needing such focus.

Response: SDS concurs with this recommendation. In addition, SDS will bring in line the Diploma of General Studies in Social Work requirement with the prerequisites for the BSW program at Renison so as to facilitate a smoother transition for students who are interested in entering this one-year post degree professional program.

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<td>b. The coordinator of communications and recruitment at Renison will work with SDS to market its certificate, diploma, and specializations</td>
<td>December 2011</td>
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<td>c. The SDS program assistant will advertise SDS’s specializations, diploma, and certificate widely on the Renison website</td>
<td>December 2012</td>
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5. Expand the applied apprenticeship program and investigate ways of attracting students to the co-op program. The applied apprenticeship program has real merit, and it would be nice to see this option expand over the coming years. The SDS program is encouraged to cultivate more placements for its students. The Review Team recognizes the difficulty some students have with the demands of the co-op program (i.e. Arts and Business Co-op), but recommends nevertheless that more be done to encourage students to take advantage of this opportunity. The courses in Arts and Business can provide students with transferable skills that would prove useful in any profession, and the work/study mix of the program can give students valuable exposure to a variety of work environments. SDS could also investigate the feasibility of developing a separate co-op program that does not require the business component, though
there might not be much room available within the UW co-op structure to move outside existing co-op programs such as Arts and Business.

Response: SDS offered its first applied apprenticeship course in winter term 2010. This service-learning model has received enthusiastic welcome from students and great reviews from community partners. SDS has every intention of continuing this course and will expand the offerings gradually. The department will certainly explore the possibility of an SDS stand-alone co-op program.

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<td>5. Expand the applied apprenticeship program and investigate ways of attracting students to the co-op program</td>
<td>a. Establish a multi-year target for expansion - this is related to resource availability</td>
<td>2010-14</td>
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<td>b. Establish an SDS working committee, including outside expertise (e.g. Co-operative Education and Career Services), to explore the possibility of an SDS stand-alone co-op program</td>
<td>2013-14</td>
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6. Keep communication between SDS and BSW programs open. The Chair of Social Development Studies and the Director of the School of Social Work are to be commended for their commitment to maintaining open communication and regular contact. The concerns voiced to the Review Team about overlap between the two programs could be addressed by regular review of course offerings and syllabi.

Response: The yearly review by the Chair of SDS and the Director of Social Work of course offerings and syllabi will continue. In addition, the Chair of SDS and the Director of Social Work intend to continue holding periodic meetings to address matters that are of mutual interest.

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<tr>
<td>6. Keep communication between SDS and BSW programs open</td>
<td>a. Continue yearly Chair/Director meetings to discuss curriculum matters of mutual interest</td>
<td>Ongoing</td>
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<td>b. Additional meetings as needed</td>
<td>Ongoing</td>
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7. Explore different models for academic advising. SDS needs to explore other advising models in order to come up with one that provides a maximum amount of continuity. The current division of advising by year in program may be too arbitrary. Another model might be to advise students on the basis of their educational paths (i.e. career or academic orientation), though that model too has its difficulties. The Review Team could not come up with a clear solution to the problem of advising, but it recommends that steps be taken to investigate options.

Response: The department has recently implemented new measures, such as: centralizing all inquiries with an SDS e-mail address, and providing students with easy-to-use plan checklists, a frequently asked question (FAQ) page, and a chart to identify their academic advisors easily. These measures will be evaluated to judge their effectiveness and based on the results further changes may be implemented.
Recommendation Planned Actions Timeline

7. Explore different models for academic advising
   a. Evaluate the new approach put in place in 2009-10 (SDS e-mail, plan check list, FAQ statement, etc.) December 2012
   b. Based on the findings above, implement changes, if necessary Fall 2013

8. Institute more career advising. Students indicated that they would welcome career advising targeted to their specific needs and professions. Career Services could be asked to provide some SDS-specific programming. A panel featuring alumni speaking about how they got from SDS to their jobs, how SDS prepared them (or did not) for those jobs, what they learned along the way, and what they wish they had paid more attention to while at university would be of great interest to the students. In particular, career options other than social work could be the focus.

   Response: The Department will work with Career Services to hold annually career sessions for upper-year students

8. Institute more career advising
   Working with Career Services hold annual SDS-specific career sessions for upper year students where a panel of alumni will be invited to speak Ongoing annual event

9. Establish a student society. The Review Team thinks that such a large student body should have its own student society that is separate from the student governance of Renison University College and can address SDS-specific issues. The SDS program could assist students in getting such a society off the ground, and then step back to let it grow on its own. UW’s Federation of Students may be able to provide some funding for such a group. The society could organize social events, provide a communications channel to students, and take on organizing events of benefit to students such as the aforementioned alumni career panel.

   Response: SDS will bring this recommendation to the current Renison Academic Student Council, which is comprised of SDS students and a few Renison registered non-SDS students, for their consideration.

9. Establish a student society
   Consult with the student body; if there is interest, provide suitable assistance 2011

10. Provide a better framework for enabling increased research intensity. More could be done to provide support for the research activities of SDS faculty members. This is not simply a question of providing start-up grants and other base funding, though such support is always needed and welcome. It also means establishing a system whereby colleagues can be provided time for research by reducing certain aspects of the service commitments (see the recommendation on administrative support). The Faculty of Arts at the University of Waterloo has a Research Development Officer who can help faculty members in a number of ways: editorial assistance for funding proposals, matching researchers with eligible external grant, informing SDS faculty members what grants they can apply for, and communicating that information on a regular basis.

   Response: SDS agrees with the Review Team that research intensity needs to be increased and has started implementing specific measures. The existing Research Apprenticeship course has been more broadly
advertised to recruit students to work with faculty members on their research. SDS is also committed to have a continuing research colloquium for faculty members to share their research ideas and outcomes with the larger UW community. The College has also recently started the practice of providing a one course relief to new faculty members to help them launch their research programs. SDS expects this practice to continue for all future hires. Moreover, every effort will be made to ensure that faculty members are kept informed of the internal and external grants available from the UW’s Office of Research. Renison is committed to fostering an environment where faculty members can be proud of and find balance for their teaching, their research, and their service.

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<td>10. Increase research intensity</td>
<td>a. Continue to advertise the Research Apprenticeship course for honours students where faculty members would have students working with them on their research</td>
<td>2010 11 12 13 14 15 16</td>
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<td>b. Within SDS, enhance the existing colloquium initiative which may facilitate collaborative research projects for faculty members within the College and across campus</td>
<td>Ongoing</td>
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<td>c. Continue to provide new faculty members with a one course relief for the first year or the second year to assist the start-up of their research program</td>
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<td>d. When possible, allow multiple-section teaching for individual faculty members in order to decrease the amount of preparation</td>
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11. Increase administrative support. Though it is a truism that reviews such as this one often recommend extra resources without any real grounds for doing so, the Review Team is convinced that, in this instance, increased administrative support is a must for Social Development Studies. A half-time assistant for a program of almost 600 students is simply inadequate. While it is true that the administrative staff of Renison University College can provide a great deal of general support to the program, dedicated staff is needed to undertake the many demands that are not being met at the present time. In addition, some responsibilities that would normally be undertaken by administrative staff are currently being carried out by full-time academics, which is not very cost-effective. A full-time dedicated assistant in SDS would be able to improve the program’s communications with its students (keeping the webpage up-to-date as part of that effort), assist in the expansion of the applied apprenticeship program, free up research time for faculty members by taking on some of the service administration in the program, and develop new initiatives to improve support for the program. A competent, energetic full-time assistant who is given some creative license could turn the position into a real support vehicle that would enable SDS to develop in new and perhaps even unanticipated directions.

Response: The Principal of Renison University College recognizes the importance and the urgency of this need and will attempt, in as far as finances permit in the coming year, to budget a full-time administrative assistant for the SDS program.

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<td>11. Increase administrative support</td>
<td>The Principal has agreed to increase administrative assistance to a full-time position starting fall 2010</td>
<td>2010 Fall 2010</td>
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</table>
12. **Revise the mission statement.** The Review Team does not wish on anyone a long and protracted mission statement writing exercise. But the team does note that the current mission statement is too vague to address the issues of program identity and cohesion that came up in almost every conversation during the site visit. The Review Team recommends that the program consider adopting as its mission statement a modified version of the program description found on page 2 of the 2010 Admissions brochure:

“This multidisciplinary program focuses on human personality in relation to social institutions and cultural traditions. Psychology, sociology, social work, and interdisciplinary social science courses prepare you for a career in helping professions such as social work, education, counseling, human resources, or law.”

Some aspects of this description could be reworked—for example, interdisciplinarity as a goal is better than multidisciplinarity, and “the human services” is a more professional term than “helping professions”—but it does provide a more concrete basis on which to build a mission statement that can give the program a cohesive identity.

*Response:* A new SDS mission has been developed followed by a program description as described in the beginning of this report. Faculty members have agreed to visit the SDS mission statement periodically to ensure that it truly reflects and guides the future direction and the further development of the program.

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**Summary**

SDS faculty members are grateful that the Review Team recognized the work that has been accomplished since the 2002-03 review. The progress accomplished to date has made SDS an even stronger program academically within Renison University College and the Faculty of Arts at University of Waterloo.

Renison University College is pleased with the positive response of the SDS program, the students, and the faculty members. In responding to the 12 specific recommendations in the Review Team’s report, the actions to be undertaken outlined above by SDS over the next few years prior to the next review will further enrich the SDS curriculum, strengthen its academic rigour, support research and scholarship, and enhance the quality of the educational experience of SDS students.
Two-year Progress Report of the Department of Music and the Church Music and Worship Minor and Option

The Self Study for the Department of Music together with the Minor and Option in Church Music and Worship was submitted July 2006, and the Reviewer’s Report was received December 30, 2006. The department’s response was received January 17, 2007 followed by the department’s Seven-year Strategic Plan on October 3, 2007. The report on the Department of Music and the Minor and Option in Church Music and Worship was approved by Senate Undergraduate Council on December 11, 2007, and was presented to Senate on January 21, 2008. This report describes progress made in the past two years on the 21 goals set out in the department’s seven-year plan.

The following report takes the form of a point-by-point commentary (in bold type) and begins with comments on goal “0”, which was not a part of the 2007 plan.

Goals for the next seven years

Curriculum and Teaching

The Reviewers’ Report affirmed the department’s commitment to a curriculum oriented around the liberal arts, and noted that the department’s mission aligned well with the Faculty of Arts’ mission statement and with the views of senior administrators at both the College and the University. The reviewers also noted the “high quality of teaching” and faculty members’ commitment “to their students and their courses.” They noted that “it is clear that teaching is taken very seriously by the faculty, and that the students feel well served by the teaching in Music.” There was affirmation for the depth and variety of the existing curriculum, including the Church Music and Worship (CMW) Minor and Option, which “should continue to be promoted as a viable and important program option within Music.”

0. A significant curricular development not yet thought of when the seven-year plan was adopted is the Specialization in Church Music and Worship for Honours Music majors. This new Specialization was approved in 2009, and the first graduate will likely complete her studies in Winter 2011. The Specialization builds on the existing CMW Minor and Option programs but differs from them in having a more practical, professional focus.

1. Strengthen the liberal arts approach to Music by maximizing collaboration within the University.

Recent initiatives, such as the joint cultural study tour to England with the Department of Fine Arts in May 2007 and conversations with other departments about the implications of a new Music faculty position in ethnomusicology, confirm that creative inter-disciplinary collaborations are possible.

The Review Team recommended consideration of a Music Co-op option to build on the University’s emphasis on experiential learning (Reviewers’ Recommendation 10). The department will explore this possibility.

There has been some progress in collaborations with other departments. One faculty member has developed an inter-disciplinary course on Music and Peace issues in Africa which was cross-listed as both Music, and Peace and Conflict Studies (PACS). In the Winter term 2010, a Special Topics course in Global Sacred Music that is cross-listed in both Music and Religious Studies (RS) was offered. These recent developments are in addition to three longer-standing Music courses which are cross-listed with either RS or with PACS.

It was concluded that developing a Music Co-op stream is not practical at this time.

2. Increase the number of Music majors to about 60 from the current level of about 40 to 45 to strengthen the “critical mass” needed for a healthy sense of program identity among the Music majors.

Limited progress towards this goal has been made, but efforts are continuing. Three initiatives are noteworthy:

* an annual departmental Open House/Audition day in late March for students who have been accepted into Arts and have indicated an interest in Music on their applications. Two
or three entrance scholarships of approximately $2,000 each, renewable for four years, are offered annually.

- establishment of a Living/Learning program for first-year students interested in Music, offered in conjunction with the Conrad Grebel University College (CGUC) residence program. This initiative began in Fall 2009 with two students in the residence.
- an annual "Choral Camp" day for area high school music students, offered in late October. The first of these is planned for October 2010 at the Humanities Theatre and at Conrad Grebel, and will involve about 300 students.

3. Strengthen the global and cross-cultural character and components of the program.

Specifically, expand course offerings in non-western music. This was the principal curricular proposal in the Self Study and it was endorsed by the reviewers (Reviewers’ Recommendation 8). This recommendation supports the department’s own desire to expand course offerings in this direction, for a number of reasons:

- there is growing interest in non-western cultures among students
- the University’s Sixth Decade Plan encourages the internationalization of the curriculum
- the Faculty of Music at Wilfrid Laurier University (WLU) does not teach in this area, and has no plans to do so
- such an emphasis has natural connections with the PACS program that is also based at the College.

The Department of Music and the external reviewers recognized that this goal “could only be accomplished by hiring another full-time faculty member with a background in ethnomusicology.” This is discussed further below, in the section entitled Personnel.

This goal is still at the forefront of the department’s plans, but is waiting on approval of a new full-time position.

4. Explore and assess the potential for a graduate program in Music.

The recent self-study and external review did not address the possibility of a graduate program in Music at the University of Waterloo (UW). However, in light of the recent emphasis on graduate studies in Ontario and at UW, it is clear that the potential for such a program will need to be carefully assessed within the next seven years.

This goal remains part of the department’s long-term plan but its further exploration needs to await the appointment of the additional full-time position.

5. Begin offering one upper-level Special Topics course per year for Music majors, to be rotated through the full-time faculty members on a regular basis (Reviewers’ Recommendation 9).

The reviewers called for the addition of “at least two third-year courses” to enrich the program for the growing number of Music majors. Rather than add two regular courses, the department has opted to offer one Special Topics course every year, to be taught on a rotational basis by each of the four full-time faculty members. This has been implemented effective 2007-2008. This does not preclude adding additional upper-year courses over the next several years.

One upper-year Special Topics course has been offered every academic year since 2007-2008, and another is planned for 2010-2011. This approach to enriching course offerings for Music majors seems to be working well.

6. Begin testing Music majors at the end of their third year to ensure that they are able to meet the music performance exit requirement for their degree (Reviewers’ Recommendation 11).

Music majors must satisfy a performance proficiency requirement before graduation. At present, students have until the end of their fourth year to meet this requirement. Reviewers suggested that Music majors
be tested at the end of their third year so that in cases where students are deficient in this area, they will have time to improve their performance skills to the required level.

The approach developed to deal with this issue is two-pronged:

- Music majors are monitored to ensure they have met the performance exit requirement by the end of their fourth term of Music Studio (which may be as early as the end of second year), and
- students are not approved as Music majors until they have met the performance entrance requirement for Music Studio, even if they are not yet registered for a Studio course.

7. Augment the community service offered by Music by adding a public series of lectures and presentations on topics that reflect the character of the program.

The noon hour concerts and the seasonal performances by the University musical ensembles are well attended and supported. These can be supplemented by lectures and mixed media presentations that reflect the liberal arts character of the program and that address issues of contemporary social interest. Achievement of this goal will be dependent in part on both additional staff support (see Goal 10 below) and the provision of adequate funding.

This remains an idea worth pursuing, but it has not yet been acted on.

Personnel

8. Add a fifth full-time faculty position with expertise in ethnomusicology as soon as possible.

There are two reasons for an additional faculty member to the Department of Music. First, the department needs another faculty position to make it possible for at least 50 per cent of the classroom teaching to be done by full-time rather than sessional faculty members, and to share the extensive administrative and student assessment demands of the program. These needs are recognized in both the 2000 and 2007 Reviewers' Reports, as well as in the College’s current Academic Plan. Second, an addition in ethnomusicology reflects the department’s commitment to expanding this area of Music (Reviewers' Recommendation 8).

As noted above, approval for this position has not yet been given. Discussion of the position is part of the College’s current work on revising its long-range Academic Plan.


Since fixed retirement dates are no longer the practice, the department will need to plan projected faculty transitions carefully. It would be ideal to plan some overlap of new and departing faculty members.

Planning for the anticipated retirements is underway, and is also a part of the College’s current work on a revised long-range Academic Plan.

10. Increase the Music Office staff position to full-time and create an additional part-time staff position (Reviewers’ Recommendation 1).

The reviewers noted the “extraordinary amount of workload” borne by the four full-time faculty members in the department, and urged the creation of a second staff position for the departmental office. In the 2007-2008 academic year the Department of Music has received additional staff funding. This is being used to add a student assistant, one-third time, to test the amount of increased regular staffing that is required. It is hoped that this is a first step toward creating a regular part-time position to assist in the office.

The department has currently a former student, quarter-time, assisting in the departmental office.

Funding

As already noted, the Department of Music is the only disciplinary department in the Faculty of Arts located, administered, and funded entirely at one of the Colleges. Although the number of Music majors
is rising and the University receives double basic income unit (BIU) funding for these students, no proportionate additional funding flows through to the department. The Music program also provides, free of charge to all members of the University community, an annual series of free noon concerts and five choral and instrumental ensembles available to all students as extra-curricular activities. These services are funded entirely by the College and the department; no funding support for these activities comes from the University. Within this context, the Department has set the following goals:

11. Review and negotiate funding arrangements with the University that reflect:
   - the additional program and capital costs associated with the growing number of Music majors (Reviewers' Recommendation 13)
   - the services and enhancements to student, faculty, and staff life on campus provided by the Department of Music through its five Music ensembles and through its annual series of 12 to 14 free noon concerts, and
   - the potential for shared program funding between the College and the Faculty of Arts.

Additional funding for Music based on the double BIUs the University receives for Music majors has been explored with UW. The University’s position is that the department should wait until there are a sustained and significantly larger number of Music majors before reopening the funding question.

If the hiring of a new faculty member with expertise in ethnomusicology permits the creation of a new Music Ensemble in world music open to students campus-wide on an extra-curricular basis, the Department will approach the University at that time for partial funding for that venture.

12. Initiate regular meetings between the Dean of Arts, the Academic Dean of the College, the Chair of Music, and fund-raisers from the Faculty of Arts and Conrad Grebel University College to map out a joint strategy for fund-raising (Reviewers' Recommendation 13).

This remains a potentially useful idea that has not yet been explored.

13. Increase the College Library Music acquisitions budget by a significant amount annually until the suggested “starting point” of $15,000 is reached (Reviewers’ Recommendation 5).

The reviewers noted that the current library acquisitions budget is too low. Given the financial demands needed to maintain the basic repertoire of books, serials, scores, and recordings for a music library, the reviewers recommend that “a reasonable starting point would be to increase it to somewhere in the area of $15,000 (i.e., approximately double its current figure).” The first step in such increases was implemented in 2007-2008.

The Music acquisitions budget for the CGUC Library stands this year at $16,233.

Facilities

14. Renovate the Student Practice Rooms (Reviewers’ Recommendation 3).

The Self Study and the Reviewers’ Report noted the urgent need to renovate the five student Practice Rooms for acoustics, lighting, and visual appeal. The entire music practice area was renovated in summer 2007 to improve significantly the acoustical properties, the lighting, the storage and security of instruments, and the décor.

As noted, this renovation took place soon after the reviewers submitted their report.

15. Upgrade all classrooms in which Music is taught to “smart classrooms” (Reviewers’ Recommendation 2).

During August 2007, all College classrooms were fully equipped with audio, visual, and computer podiums, and wired for sound to facilitate Music instruction.

Done, as noted above.
16. Address the specific Music program needs in any future facilities expansion (Reviewers' Recommendation 4).

The following space needs need to be addressed:

- more and/or relocated Practice Rooms
- more and/or relocated Music faculty members' offices
- a large dedicated room for use by Music ensembles, and
- creation of more storage space for instruments, choral music library, and electronic equipment.

The College is currently in the midst of an architectural feasibility study whose scope includes the possibility of addressing all of the needs listed above, as well as a Recital Hall (see Recommendation 18, below). The College Board will be making a decision later this year about whether to proceed with building, and which of the identified needs can be included in the project.

17. Have a large classroom on the main campus designated and adequately equipped for use for large Music classes.

Several Music classes are too large to be accommodated at the College, and others have the potential to be so. However, there is not at present any room on the main campus adequately equipped with audio equipment for use by the Department of Music.

This remains an important goal that has not yet been addressed. The Chair of Music needs to initiate a conversation with the relevant parties on the main campus.

18. Work expeditiously towards the building of a dedicated performance space either at the College or on the main campus, to be managed by the Department of Music along the lines of the Department of Drama and Speech Communication's current management of the Theatre of the Arts.

This world-class University should have a world-class recital hall, modest in scale, and excellent in quality. Discussions to address this need have been underway for some time with various stakeholders in the University and potential donors.

See the response to Recommendation 16, above.

Recruiting and Publicity

19. Strengthen collaboration with the Faculty of Arts and others in the University to bring greater awareness of the existence and character of the Department of Music’s programs to a wider audience within the University, the Region of Waterloo, and beyond (Response to Recommendation 17).

20. Augment recruiting initiatives in high schools and with other targeted audiences, such as the Ontario Music Educators’ meetings (Response to Recommendation 16).

Augmented recruiting initiatives undertaken so far are summarized under goal 2 above.

21. Focus recruitment on attracting an increasing number of the best potential Music majors and minors.

An increase in the number of majors will strengthen a healthy sense of community among the Music students, while more focused recruitment and publicity will attract even better students and help to raise the overall profile of the program. Within the last two years, the department has received endowments for Music Entrance Scholarships that yield approximately $20,000 per year, and publicizing the availability of these new awards will also help to promote the department’s programs.

The annual departmental Open House and auditions have been moderately successful in increasing the number of first-year admission of students intending to major in Music. However, the number of students indicating interest in Music on their OUAC applications has not increased significantly. The department needs to continue to work at publicizing the existence and character of the Music program to increase the number of applicants interested in studying Music at CGUC/UW.