### OPEN SESSION

**Consent Agenda**

**Motion:** That Senate approve or receive for information by consent items 1-4 below.

1. Approval of the January 17, 2011 Minutes [enclosed]  
   - Page: 2, A1  
   - Action: Decision

2. Report of the Chair  
   a. Recognition and Commendation  
   - Page: 2, A2-A14  
   - Action: Information

3. Reports from the Faculties  
   - Page: 2, A2-A14  
   - Action: Information

4. Other Business  
   a. Early Issuance of Graduate Degrees  
   - Page: 2, A15  
   - Action: Information
   b. New Degree Hood: Bachelor of Science in Pharmacy  
   - Page: 2, A16  
   - Action: Decision
   c. Committee/Council Appointments  
   - Page: 2, A17  
   - Action: Decision

**Regular Agenda**

1. Approval of the January 17, 2011 Minutes [enclosed]  
   - Page: 2, A18-A41  
   - Action: Information

2. Centre for Extended Learning  
   - Page: 2, A18-A41  
   - Action: Information

3. Report of the Chair  
   a. Environmental Scan  
   - Page: 2  
   - Action: Information

4. Report of the Vice-President, Academic & Provost  
   a. 2010-11 Operating Budget Update  
   - Page: 2  
   - Action: Information

5. Report of the Vice-President, External Relations  
   - Page: 2, A42-A43  
   - Action: Information

10. Reports from Councils  
   a. Graduate & Research  
   - Page: 2, A44-A46  
   - Action: Decision/Information
   b. Undergraduate  
   - Page: 2, A47-A59  
   - Action: Decision/Information

11. Other Business

**CONFIDENTIAL SESSION**

12. Approval of the January 17, 2011 Minutes [enclosed]  
   - Page: 2, A47-A59  
   - Action: Decision

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EW:tad  
February 15, 2011

Erin Windibank  
Associate University Secretary
The Executive Committee met on February 7, 2011 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
Early Issuance of Graduate Degrees. The committee agreed to forward this report to Senate for information.

New Degree Hood: Bachelor of Science in Pharmacy. The committee agreed to recommend this new degree hood to Senate for approval.

Committee/Council Appointments. The committee agreed to recommend these appointments to Senate for approval.

Regular Agenda

6. CENTRE FOR EXTENDED LEARNING
The director of the centre will present this item.

7. REPORT OF THE CHAIR
Environmental Scan. The chair will provide a brief environmental scan.

8. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST
2010-11 Operating Budget Update. The provost will speak to this item.

9. REPORT OF THE VICE-PRESIDENT, EXTERNAL RELATIONS
On behalf of the vice-president, Erin Sargeant Greenwood, associate vice-president, annual & planned giving, will provide a report on stewardship at Waterloo.

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
Donald Cowan, distinguished professor emeritus and adjunct professor in the David R. Cheriton School of Computer Science, has been named a Distinguished Scientist of the Association for Computing Machinery. Cowan is one of the 47 members "from leading international universities and industries" who received this rare distinction, says ACM's announcement. "The new Distinguished Members are recognized for significant advances in computing technology that have dramatically influenced progress in science, engineering, business, and many other areas of human endeavor."

Of the four student teams from Waterloo who submitted business plans to the Queen's Entrepreneurs' Competition, the mechatronics team — Aditya Bali, Vanessa Lee, Mike McCauley, Jay Shah — was selected for the final round and was presented with the Innovation Award for its BufferBox solution (proposal for "a highly cost-efficient, self-sustainable, accessible and convenient technology to lower costs for shipping carriers while increasing value to receivers") at the final gala evening. The competition "is Canada's largest international university level business plan competition. It has received business plan submissions from as far as Australia, China, Thailand, Malaysia, Scotland, South Africa, India, Singapore, Portugal, the U.S. and the Philippines. Now in its 23rd year, the competition brings together the brightest young entrepreneurs from across the world to compete for $25,000 in cash prizes. Competitors also have the chance to network with Canada's leading business professionals [Daily Bulletin, Jan. 27, 2011]."
FOR INFORMATION

A. APPOINTMENTS

Adjunct Appointment
Graduate Supervision and Research
POSS, Jeff, Associate Professor, Department of Health Studies & Gerontology, January 1, 2011 to December 31, 2013.

Cross Reappointments
HALL, Peter, Department of Kinesiology to Department of Health Studies & Gerontology, July 1, 2011 to December 31, 2014.

THEBERGE, Nancy, Department of Kinesiology to Department of Health Studies & Gerontology, July 1, 2011 to December 31, 2014.

Postdoctoral Fellow to Research Appointment
MORRISON, Shawnda, Department of Kinesiology, January 1, 2011 to April 30, 2011.

Susan J. Elliott
Dean, Applied Health Sciences
University of Waterloo
REPORT OF THE DEAN OF ARTS TO SENATE
February 28, 2011

FOR INFORMATION

A. APPOINTMENTS

Probationary-term Reappointment
TAN, Hongping, Assistant Professor, School of Accounting and Finance, July 1, 2011 to June 30, 2014.

Probationary-term Appointment Date Changes
BROWN, Karen, School of Accounting and Finance, from July 1, 2007 to June 30, 2011 to July 1, 2007 to June 30, 2012.

LE CORRE, Mathieu, Department of Psychology, from July 1, 2008 to June 30, 2011 to July 1, 2008 to June 30, 2012.

Definite-term Reappointment
VERT, David, Lecturer, School of Accounting and Finance, January 1, 2011 to December 31, 2011.

Continuing Lecturer Appointment
DOHERTY, Paul (BSc, MSc, MBA, PhD), Department of Anthropology, effective January 1, 2011.

Adjunct Appointments

Instruction
CHÉKÉTÉ, Godrick, Lecturer, Department of French Studies, January 1, 2011 to April 30, 2011.

PARKIN, Melanie, Lecturer, Department of Psychology, January 1, 2011 to April 30, 2011.

PENNER, Scott, Lecturer, Department of Drama and Speech Communication, January 1, 2011 to March 10, 2011.

RICH, Alysse, Lecturer, Department of Drama and Speech Communication, January 1, 2011 to April 30, 2011.

Miscellaneous (research, consultations, etc.)
KAPUR, Ashok (Distinguished Professor Emeritus), Professor, Department of Political Science, January 1, 2011 to December 31, 2015.

Adjunct Reappointments

Instruction
CROWNE, Douglas (Distinguished Professor Emeritus), Professor, Department of Psychology, January 1, 2011 to April 30, 2011.

DATARDINA, Malik, Lecturer, School of Accounting and Finance, January 1, 2011 to April 30, 2011.

HASTEDT, Slawomira, Lecturer, Department of Spanish and Latin American Studies, January 1, 2011 to April 30, 2011.
HERAUF, Herbert, Associate Professor, School of Accounting and Finance, January 1, 2011 to April 30, 2011.

LIEBERMANN FINESTONE, Dana, Lecturer, Department of Psychology, January 1, 2011 to April 30, 2011.

MACKINNON, Ernie (Professor Emeritus), Associate Professor, Department of Psychology, January 1, 2011 to April 30, 2011.

MANN, Shari, Lecturer, School of Accounting and Finance, January 1, 2011 to April 30, 2011.

NEWLAND, Jane, Lecturer, Department of French Studies, January 1, 2011 to April 30, 2011.

NUNEZ, Camelia, Lecturer, Department of Spanish and Latin American Studies, January 1, 2011 to April 30, 2011.

PETRESCU, Maria, Lecturer, Department of French Studies, January 1, 2011 to April 30, 2011.

REWERS, Mario, Lecturer, Department of Germanic and Slavic Studies, January 1, 2011 to April 30, 2011.

ROBIDOUX, Serje, Lecturer, Department of Psychology, January 1, 2011 to April 30, 2011.

SCHWEITZER, David, Assistant Professor, Department of History, January 1, 2011 to April 30, 2011.

STEFFY, Richard, Professor, Department of Psychology, January 1, 2011 to April 30, 2011.

WALPOLE, Ellen, Lecturer, Department of French Studies, January 1, 2011 to April 30, 2011.

WILSON, Lee, Lecturer, Department of Drama and Speech Communication, January 1, 2011 to April 30, 2011.

Staff to Faculty Appointment
WINDSOR, Kate (Safety Office), Lecturer, Department of Psychology, January 1, 2011 to April 30, 2011.

Graduate Student to Part-time Lecturer Appointments
MARTIN, Nadia, Department of Psychology, January 1, 2011 to April 30, 2011.

MOORLAG, Elin, Department of Sociology and Legal Studies, January 1, 2011 to April 30, 2011.

OZUBKO, Jason, Department of Psychology, January 1, 2011 to April 30, 2011.

PITBLADO, Michael, Department of History, January 1, 2011 to April 30, 2011.

TSE, Crystal, Department of Psychology, January 1, 2011 to April 30, 2011.

B. ADMINISTRATIVE APPOINTMENT
LEONI, Monica, Associate Chair, Department of Spanish and Latin American Studies, January 1, 2011 to April 30, 2011.
C. RETIREMENT/RESIGNATION
ABLER, Thomas, Professor, Department of Anthropology, retirement effective January 1, 2011.

LA GUARDIA, Jennifer, Associate Professor, Department of Psychology, resignation effective December 31, 2010.

D. SABBATICALS
HELLEINER, Eric, Professor, Department of Political Science, July 1, 2011 to June 30, 2012 at full salary.

KITCHEN, Veronica, Assistant Professor, Department of Political Science, July 1, 2011 to December 31, 2011 at full salary.

WARRINER, Keith, Associate Professor, Department of Sociology and Legal Studies, July 1, 2011 to June 30, 2012 at full salary.

Sabbatical Cancellation
LA GUARDIA, Jennifer, Associate Professor, Department of Psychology, July 1, 2010 to December 31, 2010 at 85% salary.

Ken S. Coates
Dean, Faculty of Arts
FOR INFORMATION

A. APPOINTMENTS

Definite-term Appointment
HU, Anming, Research Assistant Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2011 – December 31, 2013. PhD University of Waterloo 2008; PhD Beijing, Chinese Academy of Sciences, China 1997; MS Heifi, Chinese Academy of Sciences, China 1993; BS Shandong University, China 1990. Dr. Hu’s area of expertise is nanomaterials and nanotechnology. He is leading a nano team on the fabrication and joining of nanomaterials, and their applications, such as in water treatment using TiO2 nanowire membrane, and microelectronics packaging using nano-tailored adhesives.

Visiting Appointments

AKBARZADEH, Abolfazl, Scholar, Department of Chemical Engineering, May 20, 2011 – November 20, 2011.


GHOLAMI, Ali Reza, Scholar, Department of Mechanical & Mechatronics Engineering, December 1, 2010 – August 15, 2011.

KARIMI, Gholamreza, Scholar, Department of Mechanical & Mechatronics Engineering, December 1, 2010 – March 31, 2011.

KHODADAD, Iman, Scholar, Department of Chemical Engineering, January 12, 2011 – April 30, 2011.

LEE, Mok-Young, Scholar, Department of Mechanical & Mechatronics Engineering, March 1, 2011 – December 31, 2011.

LIANG, Hongbin, Scholar, Department of Electrical & Computer Engineering, November 1, 2010 – May 31, 2011.

LIU, Lei (Ray), Scholar, Department of Mechanical & Mechatronics Engineering, February 14, 2011 – February 13, 2012.

PATIN, Amandine, Scholar, Department of Mechanical & Mechatronics Engineering, May 26, 2011 – August 26, 2011.

VAN DER WEIDE, Hans, Researcher, Department of Civil & Environmental Engineering, June 1, 2011 – July 31, 2011.

ZAUFT, Doreen, Scholar, Department of Civil & Environmental Engineering, April 1, 2011 – September 30, 2011.

**Visiting Reappointments**
DAL CASTEL, Charles, Scholar, Department of Chemical Engineering, January 22, 2011 – July 30, 2011.

SAWELL, Steven, Researcher, Department of Chemical Engineering, January 1, 2011 – December 31, 2011.

**Adjunct Appointments**

*Instruction*
ALLARAKHIA, Minna, Lecturer, Department of Management Sciences, January 1, 2011 – April 30, 2011.

BOUCHARD, Nikole, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

CASSIDY, Megan, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

CHODIKOFF, Ian, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

CICHY, Mark, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

FONSECA, Alberto, Lecturer, Department of Civil & Environmental Engineering, January 1, 2011 – April 30, 2011.

GHA VAM, Kamyar, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2011 – April 30, 2011.

HARDWICKE, Chris, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

HULLS, Carol, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2011 – April 30, 2011.

JULIATO, Marcio, Lecturer, Department of Electrical & Computer Engineering, January 1, 2011 – April 30, 2011.

KEATS, Brian, Lecturer, Department of Electrical & Computer Engineering, January 1, 2011 – April 30, 2011.

LUKACHKO, Alex, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

MATHER, David, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2011 – April 30, 2011.
NGUYEN, Tam, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2011 – April 30, 2011.

POPOVSKA, Yvonne, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

ROSS, Barbara, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

SORLI, Scott, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

TAMIMI, Behnam, Lecturer, Department of Electrical & Computer Engineering, January 1, 2011 – April 30, 2011.

WALLACE, James, Lecturer, Department of Systems Design Engineering, January 1, 2011 – April 30, 2011.

ZURELL, Cory, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

Research

OWEN, William, Assistant Professor, Department of Mechanical & Mechatronics Engineering, September 1, 2010 – August 31, 2013.

Adjunct Reappointments

Instruction

HUNTER, Andrew, Lecturer, School of Architecture, January 1, 2011 – April 30, 2011.

LEVITT, Andrew, Associate Professor, School of Architecture, January 1, 2011 – April 30, 2011.

LIM TUNG, Fiona, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

NAKAMURA, Hajime, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

PRZYBYLSKI, Maya, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

TOWN, Chloe, Assistant Professor, School of Architecture, January 1, 2011 – April 30, 2011.

Research

ESMAILZADEH, Ebrahim, Professor, Department of Mechanical & Mechatronics Engineering, November 1, 2010 – October 31, 2014.

HIRMER, Lisa, Lecturer, School of Architecture, January 1, 2011 – April 30, 2011.

Graduate Student to Part-time Lecturer Appointments

AHMED, Mohamed, Department of Electrical & Computer Engineering, January 1, 2011 – April 30, 2011.

IVKOVIC, Igor, Department of Management Sciences, January 1, 2011 – April 30, 2011.

MAXWELL, Andrew, Department of Management Sciences, January 1, 2011 – April 30, 2011.

PIMENTA, Geovania, Department of Management Sciences, January 1, 2011 – April 30, 2011.

PIRNIA, Mehrdad, Department of Management Sciences, January 1, 2011 – April 30, 2011.

REIDEMEISTER, Thomas, Department of Electrical & Computer Engineering, January 1, 2011 – April 30, 2011.


B. SABBATICALS

For Approval by the Board of Governors

HEPPLER, Glenn, Professor, Department of Systems Design Engineering, May 1, 2011 – April 30, 2012 at 100% salary.

LAMBERT, Stephan, Professor, Department of Mechanical & Mechatronics Engineering, May 1, 2011 – April 30, 2012 at 100% salary.

MCKAY, Kenneth, Professor, Department of Management Sciences, May 1, 2011 – April 30, 2012 at 100% salary.

STASHUK, Daniel, Professor, Department of Systems Design Engineering, May 1, 2011 – April 30, 2012 at 93.3% salary.

TOYSERKANI, Ehsan, Associate Professor, Department of Mechanical & Mechatronics Engineering, September 1, 2011 – August 31, 2012 at 93.3% salary.

ZELEK, John, Associate Professor, Department of Systems Design Engineering, September 1, 2011 – February 28, 2012 at 100% salary.

Adel Sedra
Dean, Faculty of Engineering
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Reappointment
WANDEL, Johanna, Assistant Professor, Department of Geography and Environmental Management, July 1, 2011 to June 30, 2014: PhD, University of Guelph, 2006; MA, University of Guelph, 1995; BSc, Trent University, 1993.

Adjunct Appointments
Instruction
CARTER, David, Associate Professor, School of Environment, Enterprise and Development, January 1, 2011 to April 30, 2011.

JACKSON, John, Lecturer, Department of Environment and Resource Studies, January 1, 2011 to April 30, 2011.

KEVAN, Sherrene, Lecturer, Department of Environment and Resource Studies, January 1, 2011 to April 30, 2011.

PANT, Laxmi, Lecturer, School of Environment, Enterprise and Development, January 1, 2011 to April 30, 2011.

Graduate Supervision/Committee Membership
DERKSEN, Christopher, Assistant Professor, Department of Geography and Environmental Management, January 1, 2011 to December 31, 2013.

SUFFLING, Roger, Professor Emeritus, School of Planning, January 1, 2011 to May 31, 2014.

Research
DERKSEN, Christopher, Assistant Professor, Department of Geography and Environmental Management, January 1, 2011 to December 31, 2013.

SUFFLING, Roger, Professor Emeritus, School of Planning, January 1, 2011 to May 31, 2014.

Cross Appointment
FELTMATE, Blair, Associate Professor, School of Environment, Enterprise and Development to School of Planning, May 1, 2010 to September 30, 2012.

Graduate Student to Part-time Lecturer Appointments
GLIEDT, Travis, School of Environment, Enterprise and Development, January 1, 2011 to April 30, 2011.

GLUSSICH, Douglas, Department of Geography and Environmental Management, January 1, 2011 to April 30, 2011.

ZAIDAN, Esmat, Department of Geography and Environmental Management, January 1, 2011 to April 30, 2011.

M. Seasons, Dean
FOR INFORMATION

A. APPOINTMENTS

Visiting Appointments

WAKI, Hayato, Scholar, Dept. of Combinatorics and Optimization, April 1, 2011 – September 30, 2011.

WANG, Hongnan, Scholar, David R. Cheriton School of Computer Science, November 1, 2010 – April 30, 2011.

Adjunct Appointments

Instruction

DREYER, Olaf, Lecturer, Dept. of Applied Mathematics, January 1, 2011 – April 30, 2011.


MARSTON, Hannah, Lecturer, David R. Cheriton School of Computer Science, January 1, 2011 – April 30, 2011.


Adjunct Reappointments

Instruction


SANTIN, Anita, Lecturer, Office of the Dean, January 1, 2011 – April 30, 2011.

SPEZIALE, Sean, Lecturer, Dept. of Applied Mathematics, January 1, 2011 – April 30, 2011.

Research

SOUTHEY, Finnegan, Research Assistant, David R. Cheriton School of Computer Science, November 1, 2010 – October 31, 2012.

Graduate Student to Part-time Lecturer Appointment


Graduate Student to Part-time Lecturer Reappointments


Postdoctoral Fellow to Part-time Lecturer Appointment

B. ADMINISTRATIVE APPOINTMENTS

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

C. SABBATICAL
For Approval by the Board of Governors
GHODSI, Ali, Assistant Professor, Dept. of Statistics and Actuarial Science, March 1, 2011 – August 31, 2011 at 100% salary.

Ian P. Goulden
Dean
FOR INFORMATION

A. APPOINTMENTS

Adjunct Appointments

Graduate Supervision

BARKER, James (Professor Emeritus), Professor, Department of Earth and Environmental Sciences, January 1, 2011 to December 31, 2013.

KRANEMANN, Christoph, Assistant Professor, School of Optometry, January 1, 2011 to December 31, 2014.

Graduate Supervision and Research

BOURBONNIÈRE, Richard A., Professor, Department of Biology, December 1, 2010 to November 30, 2013.

CLARKE, Keith D., Assistant Professor, Department of Biology, January 1, 2011 to December 31, 2014.

EPP, Richard, Assistant Professor, Department of Physics and Astronomy, December 1, 2010 to November 30, 2015.

WILSON, Christopher C., Associate Professor, Department of Biology, December 1, 2010 to November 30, 2013.

Undergraduate Instruction

CHANT, Clarence, Lecturer, School of Pharmacy, January 1, 2011 to April 30, 2011.

DYMOCK, Kenneth R., Lecturer, Faculty of Science, January 1, 2011 to April 30, 2011.

McFARLANE, Thomas, Lecturer, School of Pharmacy, May 1, 2011 to August 31, 2011.

NAKHLA, Nardine, Lecturer, School of Pharmacy, November 15, 2010 to August 31, 2011.

WOOD, Katherine J., Lecturer, Department of Biology, January 1, 2011 to April 30, 2011.

Adjunct Reappointments

Graduate Supervision

ANNAN, Peter A., Professor, Department of Earth and Environmental Sciences, October 1, 2010 to September 30, 2013.

FRIND, Emil O. (Professor Emeritus), Professor, Department of Earth and Environmental Sciences, September 1, 2010 to August 31, 2013.

WOLFE, Brent, Associate Professor, Department of Earth and Environmental Sciences, January 1, 2010 to December 31, 2013.

Undergraduate Instruction

BEECHINOR, Danette, Assistant Professor, School of Pharmacy, January 1, 2011 to December 31, 2011.
DEAKIN, Laura, Lecturer, Department of Chemistry, January 1, 2011 to April 30, 2011.

POWER, Barry, Assistant Professor, School of Pharmacy, January 1, 2011 to December 31, 2011.

STARK, Angela, Assistant Professor, School of Pharmacy, January 1, 2011 to December 31, 2011.

Cross Appointments

CHEN, Pu, Professor, Department of Chemical Engineering to Department of Chemistry, December 1, 2010 to August 31, 2013.

FLETCHER, Christopher G., Assistant Professor, Department of Geography and Environmental Management to Department of Earth and Environmental Sciences, January 1, 2011 to December 31, 2012.

GU, Frank, Professor, Department of Chemical Engineering to School of Optometry, December 1, 2010 to November 30, 2013.

TANG, Xiao-Wu (Shirley), Assistant Professor, Department of Chemistry to Department of Biology, December 1, 2010 to November 30, 2013.

Cross Reappointment

FOLDVARI, Marianna, Professor, School of Pharmacy to Department of Chemistry, September 1, 2010 to August 31, 2013.

Staff to Part-time Lecturer Appointment

DELANEY, Keith, Lecturer, Department of Earth and Environmental Sciences, January 1, 2011 to April 30, 2011.

B. ADMINISTRATIVE APPOINTMENT CHANGE

LIN, Shoufa, title changed from “Director, International Programs” to “Associate Dean, International Programs,” September 1, 2010 to August 31, 2011.

C. RETIREMENTS

BARKER, James, Professor, Department of Earth and Environmental Sciences, effective January 1, 2011.

FONN, Desmond, Professor, School of Optometry, effective January 1, 2011.

D. SABBATICAL

For Approval by the Board of Governors

CONIGLIO, Mario, Professor, Department of Earth and Environmental Sciences, September 1, 2011 to August 31, 2012 at 100% salary.

T.B. McMahon, Dean
To: Senate

From: Sue Horton, Associate Provost, Graduate Studies

Copy: Lynn Judge, Director, Graduate Studies Academic Services

Date: January 20, 2011

Re: Graduate Degrees – Senate, February 2011

Listed below are two students approved for early issuance of their degrees to support their employment outside of Canada. These graduate students completed their degree requirements in November and December 2010. These degrees will be issued according to the Senate directive which delegates to the President, the Registrar, and the Associate Provost, Graduate Studies authority to grant a degree/diploma/certificate when circumstances necessitate outside the normal schedule for such approvals by Senate.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Degree Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Ann Boucher</td>
<td>Doctor of Philosophy-Computer Science</td>
<td>November 24, 2010</td>
</tr>
<tr>
<td>Mohamed Bin Shams</td>
<td>Doctor of Philosophy-Chemical Engineering</td>
<td>January 18, 2011</td>
</tr>
</tbody>
</table>

Sue Horton
Associate Provost, Graduate Studies
Memo

To: Tracy Dietrich
From: Ken Lavigne, Registrar
CC: Debbie Knepper, Erin Windibank
Date: January 18, 2011
Re: New Degree Hood for Senate Approval

Please arrange for the approval of a new degree hood in the consent agenda at the February meeting of Senate.

Bachelor of Science in Pharmacy (BScPhm). The hood is consistent with all other bachelor degree hoods. It is in the Oxford Bachelor shape, with a blue border and green soutache braid.
University of Waterloo
SENATE
February 28, 2011

FOR APPROVAL

Committee/Council Appointments

Motion:
That Senate approve the following appointments:

- **Undergraduate Council**: Owen Coutts (systems design engineering), replacing Alexander Hogeveen Rutter, as engineering undergraduate student representative, term May 1, 2011 to August 31, 2011.

- **Amit and Meena Chakma Awards for Exceptional Teaching by a Student Committee**: Gina Passante (physics & astronomy), replacing Mareike Müller, as graduate student representative, term January 1, 2011 to December 31, 2011.
The Centre

The Centre for Extended Learning is responsible for:
- *supporting faculty* in the design, development, and delivery of effective online courses
- supporting academic units in their *online program delivery* goals (undergrad, graduate, and professional development)
- *supporting students* in online courses (enrolment/Quest, access to course materials, technical support/UW-ACE, assignment and examination administration)
- designing, developing, and delivering *professional development* opportunities both face to face and online, for individuals and for organizations
- promoting uWaterloo opportunities to *adult learners*, providing relevant information and excellent support to assist them in meeting their educational goals
- *generating revenue* for Waterloo through professional development activities

Extended Learning is an outstanding team of 45 individuals, including Online Learning Consultants (instructional designers), Instructional Digital Media Developers, Learning Management System/Quality Assurance Specialists, Online Technologies Consultants, Assignments Distribution and Exams Coordinators, Information and Student Services staff, and Professional Development Programmers. An organization chart is attached in Appendix A. All staff are dedicated to our goals of quality online credit and non-credit course development, and excellent support for adult and traditional learners wherever they are studying.

Our Students

Enrolment Trends

Enrolments in online undergraduate courses were up overall by almost 4% to 15,394 in 2010 as compared with 2009, but enrolments by adult learners (those over 25 years of age) were down significantly (by almost 19% to 3,504). Adults now account for about 23% of total online enrolments, while in 2009 they accounted for 29%. This decline could be due to a variety of factors (the economy, availability of needed courses) and it is difficult to know what the reason is.

Students enrolled in Arts programs continue to be the largest consumer of online courses, accounting for 54% of all undergraduate online enrolments. Science students account for over 16% and Math students for 11% of online enrolments. The Faculty of Arts has the largest number of online courses and thus teaches the largest number of online students (69.5%). Science Faculty classes accommodate 13.5% of all online enrolments, and Renison and Math classes accommodate 7.6% and 6% of all online enrolments respectively. Detailed statistics can be found in Appendix B.
Where our students were located (snapshot from Fall 2010)
Includes UGrd, Grd, and students writing ELPE at a distance

Graduate student enrolments in online courses increased by 9% to 814, as two new online Masters programs were launched in the Fall term: Master of Math for Teachers and Master of Environment and Business. These are added to the already successful Master of Public Health.

Student Profiles
Each term, we ask students in online undergrad courses to respond to a survey that captures information about the technology they use, their study preferences, etc. What follows is a sample of some of the information we've collected over the past several terms. Full summary statistics are available in Appendix C.

This data reflects about 600 responses each term over the past eight or nine terms. Our response rate averages about 15%.
Fall 2010 respondents provided the following insights:

- 42% of respondents have taken more than 4 online courses; 32% between 2-3; and for 27%, it is their first course
- 76% report "feeling comfortable learning in an online environment"
- 66% believe you can learn as effectively online as face-to-face
- If given the choice of delivery methods:
  - 36% would prefer face-to-face
  - 17% would prefer online
  - 37% have no strong preference/depends on other factors
  - 10% have no choice—coming to campus is not an option

### Factors for taking online course

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fits better with course schedule</td>
<td>80%</td>
</tr>
<tr>
<td>Allowed me to accommodate work, extra-curricular, etc.</td>
<td>60%</td>
</tr>
<tr>
<td>Fit in a program requirement within a certain time</td>
<td>40%</td>
</tr>
<tr>
<td>I was/am not on campus</td>
<td>20%</td>
</tr>
<tr>
<td>Thought it would suit my learning style</td>
<td>10%</td>
</tr>
<tr>
<td>Thought it would be easier than on-campus offering</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Professional Development Clients

Professional development activity significantly increased for alumni taking both classroom and online Ed2Go® courses. Increased marketing in partnership with Alumni Affairs, along with a discount program for Waterloo alumni led to registrations jumping from 93 in 2009 to 384 in 2010 for this group.
Our Activities

Course Design and Development

Extended Learning provides academic units and instructors with instructional design and multimedia development support for new online courses. Despite having a team of over two dozen such experts, it is challenging to keep up with demand for these services. We are piloting a more agile development process where we are rapidly prototyping materials, enabling instructors to quickly visualize design and more effectively and efficiently collaborate on content creation.

Specific to mathematical content, we have been introducing new tools and techniques to effectively create digital math media within the learning management system (UW-ACE), and to enable students to interact with that content. In addition, we use a template as a foundation for all online credit courses. This template has been overhauled over the past year, based on feedback from students and instructors, to improve usability. Individual course elements are easy to locate, and topics like academic integrity and library resources are highlighted.

Ensuring the quality of the student online learning experience is of paramount importance. Guidelines that cover aspects of course design, development, and delivery have been developed and refined based on evaluation and feedback from students and instructors. These guidelines are shared with all instructors embarking on an online course project, and help guide our team’s design of courses.

Appendix D provides a listing of courses developed, or significantly revised over the past year, as well as a sense of courses that are ‘in the queue’ for this year and beyond. Timelines and projects change frequently as circumstances change within the academic department or for the author-instructor. New course-based Masters programs that are partial cost-recovery are expected to incorporate development costs into their business plan, and in those scenarios we are able to recruit additional developers to support these projects in a more timely fashion. Otherwise, we must schedule new projects into the queue, based on existing available resources.

New Graduate Programs

In 2010, we continued to work with the department of Health Studies on revisions and enhancements to their Master of Public Health courses. Two new online course-based Masters programs were also launched: the Master of Environment and Business and the Master of Math for Teachers. Work on additional courses for these programs is still in progress. We are excited by the opportunity to engage in discussion about online pedagogy and effective use of learning technologies at the initial curriculum and program development stage. Extended Learning experts partner with academic departments and Faculties to ensure that the overall curriculum design takes best advantage of the benefits of learning technologies and geographically dispersed learners.

In the Master of Math for Teachers, we worked with Math faculty to develop the first of several courses. Math is a particularly challenging subject because of the difficulty displaying notation online. Our team supported the practices of the discipline at Waterloo, notably the use of LaTeX
technical markup language, in the production of lectures that would reproduce mathematics with high fidelity.

In the Master of Environment and Business, short videos provide instructor introductions and welcome to the online students.

Course Materials: The Course CD-ROM
For most online courses, Extended Learning was automatically mailing students a copy of the content from UW-ACE on a CD-ROM. Student surveys have revealed that only 10% of students depend on the CD (due to low-speed connectivity or extensive travel). This past year, the decision was made to move to CDs-on-demand. Students now must order a copy if they wish—or we have enabled them to easily download content files from within the course. Thus far, fewer than 5% of students have requested a CD-ROM—resulting in less waste and greater benefits for our environment!
Online Assignment Marking
Historically students would submit their assignments by postal mail, fax, or email. These assignments would then be printed within our office, scanned for tracking purposes, and sent to the instructor for grading. Instructors would hand-mark the assignments and return them to Extended Learning to be mailed back to the students. This process could be as short as two weeks or in some cases longer than four weeks.

Extended Learning has been meeting the challenge of providing effective and timely feedback to students in an environmentally and financially responsible manner. Through the use of Microsoft Word's Track Changes, Macro shortcuts, digital inking using Tablet PCs, and online quizzes with automatic feedback, instructors and markers are able to provide valuable and timely guidance to students, in a digital format, as they progress through their coursework. There are still some courses where creation of a digital assignment is a challenge for students (typically when hand-drawn diagrams or equations are required). Recently, we implemented a "PDF solution" which involves our staff receiving paper-based assignments and subsequently scanning them to create a PDF version. These digital files are then uploaded into the online drop box in UW-ACE so that the instructor can mark and return them online.

Professional Development Projects
Work on the International Optometric Bridging Program for foreign-trained optometry professionals, continues to progress. Previously, such professionals were required to incur the expense of travelling to Canada for training to obtain credentials to practice in Canada. Now, they are able to first complete an online assessment to determine their suitability and interest in the program, then complete some of the training online before coming to Canada.

Development of a new professional development certificate, Social Media for Business Performance, has begun. This new certificate is expected to launch later this year (2011) and will make use of social media tools for delivery of instruction.
Extended Learning was successful in its RFP bid to work with the Canadian Pharmacists Association (CPhA) to build a primary care skills training program for practicing pharmacists. The program, called ADAPTS (Access to Quality Drug Therapy: Applying Pharmacists' Knowledge to the Primary Care System), will include 8 online modules, and our office will manage registrations and ecommerce for the program. The modules make use of actual pharmacy documentation software (OSCAR, developed at McMaster University), to create an authentic learning experience for pharmacists.

Our designers, in partnership with the CPhA project leads, have successfully submitted a presentation proposal to the University Professional Continuing Education Association conference committee. Their presentation paper is entitled: "Effective and Affective structures: enhancing collaboration and minimizing conflict among multiple expert groups in e-learning project development." In addition, a research project entitled "Online Experiential Learning and Real-World Transfer," again in partnership with CPhA, received a LIF grant and will assess the impact of online learning on workplace knowledge and practices. The intent is to share and apply the results to other programs, both credit and non-credit, to increase the transfer of experiential learning to real-world settings.
Extended Learning has collaborated with the Centre for Career Action in creating and marketing an interactive version of the Career Development eManual. The eManual, developed by the Centre for Career Action, is used by Waterloo students, staff, and faculty—and now a version is also accessible to the public for a fee. Registrations for the general public are managed by our office. This product has garnered interest from other groups as well, including the Durham Region Police Services who have licensed a copy to incorporate into their professional development offerings.

Extended Learning's Professional Development, in partnership with various faculty and staff at Waterloo, offer a series of free public lectures at the Kitchener Public Library (about once each month). We network and connect with businesses within the KW and Cambridge Chambers of Commerce and Communitech. We have met the training needs for a variety of businesses in our community via corporate training contracts. These activities are being guided by the Professional Development Strategic Action Plan. For more details about our progress with this Plan, please refer to Appendix E.

Professional Development revenues for this year are expected to be very similar to last, while expenses are up significantly. Most of the increase comes from investment in additional salaries to build the Registration System, enable eCommerce, and develop a Marketing Action Plan.
Our Future

As we look to the coming year, Extended Learning will continue to contribute to the goals of Waterloo's 6th Decade Plan. We look forward to engaging in the multi-year planning and multi-year budgeting exercise, in partnership with the academic units for whom we provide our services.

Teaching & Learning

- **New Learning Management System (LMS)**
  Without question, one of the most significant projects facing us for 2011 is the implementation and transition to a new LMS. Over the past several months, under the direction of Instructional Technology and Media Services (ITMS), and in partnership with the Centre for Teaching Excellence (CTE), and many faculty, we have been actively involved in the exploration and evaluation of what that new system will be. Now we are moving into transition planning and will ensure that our online courses make effective use of the new system and any new functionality. We will ensure that our online instructors are provided with excellent information and support as they adapt to the new environment and, above all, we will work to ensure that the transition is seamless for our online students.

- **Course Development**
  As we consider a move to multi-year planning, we are considering a plan to invite proposals for course development support that will enable better resource planning within our team. This would also enable thoughtful consideration of priorities when demand exceeds time available, so that we can ensure that overall program goals are met.

  We have already created an Accessibility Working Group that includes representation from the Office for Persons with Disabilities (OPD) and Instructional Technology and Media Services (ITMS). Through our Accessibility Assessment Project, we are
  - identifying accessibility issues in online courses and the implications for designing online learning;
  - engaging in ongoing research in collaboration with OPD; and
  - we have submitted a proposal to the *Opportunities and New Directions* conference.

  The Extended Learning team has begun to create and implement transcripts for audio components in its courses, including lectures and videos. Through the accessibility study, we will be determining the best way to implement accessible design in our courses, including the placement and use of transcripts.

  On the legislative front, we are monitoring Bill C-32 which proposes many changes to copyright in Canada. These changes may have an impact on the way we do our business with respect to using third party materials, and we will ensure that Waterloo online courses and development projects are in compliance.

- **Academic & examinations integrity initiatives**
  With the introduction of a new LMS, we will be moving the remaining few courses away from hard copy assignment handling. Tools to enable the management and mass printing of assignments will not be rebuilt in the new LMS. We will ensure that faculty are well trained and
supported as they make the transition to marking online. Assignments managed in this fashion mean more timely feedback for students.

This past year, we piloted use of assigned seating for all online course exams written in the PAC (between 3,000 and 3,500 exams each term). This will be fully implemented in 2011 and, in addition, we will be implementing process improvements for our final exam administration and tracking. These changes help to improve the integrity of our final exams processes.

Graduate Growth

Extended Learning will continue to place a high priority on supporting the development of new online course-based Masters programs. The School of Planning has decided to develop an online version of their Master of Applied Environmental Studies, and we are currently engaged in early planning conversations with Renison regarding an online Master of Social Work and with Recreation and Leisure Studies regarding an online Master of Therapeutic Recreation.

Research and Innovation

- **Student surveys**
  We will continue to collect feedback from students in online courses about our service and support and their preferences with respect to learning online. This feedback will inform ongoing improvements in our course templates, as well as in the support we provide to students.

- **Course evaluation processes**
  This past year, we made a first attempt at offering an incentive to students for completing the online, anonymous end-of-term course evaluation (random draw to win an iPad for those who completed an evaluation). This was met with very limited success and response rates continue to be very low. We will be implementing other improvements in an effort to increase the number of students who choose to complete the evaluation (better coordination with the student survey, further engaging instructors in helping students understand the value of their feedback, implementing regular reminders to students).

- **Conference presentations**
  Our designers are becoming more engaged in research projects related to online pedagogy and learning technologies. It is important for us to continue to raise the profile of Waterloo in the field of online learning by contributing presentations and papers to the academic journals and conferences in the field. Time has been set aside to enable our designers to engage in this work.

  The importance of this profile can be demonstrated by the discussions that ensued this past year when the Premier announced the creation of an Ontario Online Institute. Waterloo's voice is well respected in Ontario regarding matters related to online learning. Several of us at Waterloo have ensured that our ideas and perspectives have been heard within the Ministry, COU, and the related Associations (such as the Ontario Council for University Lifelong Learning)
about how the Online Institute might be implemented to provide maximum benefits for learners and institutions.

• **Technology Innovations**
  We have recently made a commitment to bring in a new team member to enable us to put more effort into meeting instructor requests with respect to alternative technologies. Because we support a large number of courses and instructors, as well as thousands of students studying at a distance, it is important that the technology and processes we use work—all the time. Thus, before implementing new technologies, they must hold pedagogical value within their intended use and they must be well tested. We will dedicate resources this year to enabling this exploration, in close partnership with ITMS.

Revenue Generation

• **Growth of professional development activities**
  We will continue to work on expanding our professional development activities, guided by the Professional Development Strategic Action Plan. Significant effort this past year has been targeted at building capacity and establishing the infrastructure required for growth. We've gained experience building online programs for professional clients, we've contracted the services of a marketing and communications specialist, and we've almost completed the full implementation of an eCommerce-enabled registration and customer relationship management system. We've also broadened our network of potential corporate clients, built relationships with key associations, and begun to create a marketing action plan. All of these investments help to strengthen our foundation for growth. We intend to drive for higher revenues in 2011!
## Appendix B: The Stats

**NOTE** that all stats reflect end of term Production data, NOT Count Date data.

### Undergrad Enrollments

(Sessions 1 & 8 only—does not include ELPE, PD, UAE, or Grad class enrollments; “Adult” = 25 yrs and up)

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<td>% chg over last year</td>
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<td>% chg over last year</td>
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<td>% chg over last year</td>
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<td>Total</td>
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### 2010 Online UGrd Enrollments Categorized by Student Faculty

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<td>4,449 902</td>
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<td>5,473 1,078</td>
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"Adult" = 25 yrs and up
Appendix B: The Stats (con’t)

NOTE that all stats reflect end of term Production data, NOT Count Date data.

### ESTIMATE OF SERVICE TEACHING IN UGRD ONLINE CLASSES - FALL 2010

#### Class Information

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<td>Total SCI 'Service'</td>
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<td>7%</td>
<td>4%</td>
<td>3%</td>
<td>16%</td>
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### GRAD ONLINE ENROLLMENTS 2010

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<th>TOTALS</th>
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<td>Winter</td>
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<td>306</td>
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<tr>
<td>Spring</td>
<td>180</td>
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<tr>
<td>Year Totals</td>
<td>814</td>
<td>748</td>
<td>627</td>
<td>42</td>
<td>40</td>
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Data reflects MPH, MMT, and ENBUS programs (MMT & ENBUS began Fall 2010)
Appendix B: The Stats (con’t)

NOTE that all stats reflect end of term Production data, NOT Count Date data.

### 2010 UNIQUE UGRD STUDENT COUNTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Grand Total (Adult + Traditional)</th>
<th>Adult Learners (25 yrs and older)</th>
<th>Traditional Learners (under 25 yrs)</th>
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<tbody>
<tr>
<td>Winter</td>
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<tr>
<td></td>
<td>UDEP Total</td>
<td>% of Grand Total</td>
<td>% of Grand Total</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>2245</td>
<td>10.8%</td>
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<tr>
<td></td>
<td>18,447</td>
<td>89.2%</td>
<td>14,644</td>
</tr>
<tr>
<td>% chg over 2009</td>
<td>4%</td>
<td>-4%</td>
<td>-5%</td>
</tr>
<tr>
<td>Spring</td>
<td>11,318</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UDEP Total</td>
<td>% of Grand Total</td>
<td>% of Grand Total</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>10,076</td>
<td>89.0%</td>
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<td>% chg over 2009</td>
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<td>-37%</td>
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<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
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<tr>
<td></td>
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<td>824</td>
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<tr>
<td>% chg over 2009</td>
<td>4%</td>
<td>-38%</td>
<td>-46%</td>
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### 2009 UNIQUE UGRD STUDENT COUNTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Grand Total (Adult + Traditional)</th>
<th>Adult Learners (25 yrs and older)</th>
<th>Traditional Learners (under 25 yrs)</th>
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<tr>
<td>Winter</td>
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<tr>
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<td>UDEP Total</td>
<td>% of Grand Total</td>
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</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>2,341</td>
<td>11.8%</td>
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<tr>
<td></td>
<td>17,537</td>
<td>88.2%</td>
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<tr>
<td>Spring</td>
<td>11,212</td>
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<td>UDEP Total</td>
<td>% of Grand Total</td>
<td>% of Grand Total</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>1,773</td>
<td>15.8%</td>
<td>942</td>
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<tr>
<td></td>
<td>9,439</td>
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<td>Fall</td>
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<td>UDEP Total</td>
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<td>% of Grand Total</td>
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<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
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<td>2,536</td>
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<td></td>
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<td>89.1%</td>
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### 2010 NUMBER ONLINE CLASS OFFERINGS

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<th>ART</th>
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<th>ENG</th>
<th>MAT</th>
<th>REN</th>
<th>SCI</th>
<th>STP</th>
<th>VPA</th>
<th>GRD Totals</th>
<th>2009 Totals</th>
<th>AHS</th>
<th>ENV</th>
<th>MAT</th>
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<tbody>
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<td>60</td>
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<td>7</td>
<td>19</td>
<td>15</td>
<td>16</td>
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</table>
Appendix C: Student Profiles

Student Survey Summary (historical averages updated with fall 2010 results)

Course Format Preferences
- In general:
  - 29% of respondents take all their courses online
  - 52% take them mostly on campus
  - 19% take a mix of both

![I take most of my courses:](image)

- 42% have taken >4 online courses; 32% between 2-3; and for 27%, it is their first course
- 76% report "feeling comfortable learning in an online environment"
- 66% believe you can learn as effectively online as face-to-face
- If given the choice of delivery methods
  - 36% would prefer face-to-face
  - 17% would prefer online
  - 37% have no strong preference/depends on other factors
  - 10% have no choice—coming to campus is not an option

![Course Preference](image)
Appendix C: Student Profiles (con’t)

Technology

- access
  - 89% access their course from home
  - 77% use their laptop
  - 97% have a broadband connection
- mobile devices
  - 14% have used a mobile device to access their course at least once
  - 36% say they would use a mobile device if the materials were more easily available
  - 35% believe having access to course materials on their mobile would positively affect their learning

![Graph showing use of mobile devices from 2009 to 2010]

- 84% accessed course materials without any problems
- CD use (fall 2010 only)
  - 7% of respondents ordered a CD
  - 73% of people who didn’t order one said it was because they could access the materials online (either directly – 59% or download – 14%)

Learning Patterns

- 97% of students access the ACE site more than once a week
- 55% prefer to learn independently (vs. collaboratively)
- students expect responses from instructor or TA within
  - 12 hrs – 18%
  - 24 hrs – 49%
  - 48 hrs – 27%
  - 3 days – 5%
- students expect assignments back in
  - 1 week – 45%
  - 2 weeks – 28%
  - before the next assignment – 27%
Appendix C: Student Profiles (con't)

Expected Marking Turnaround

- students spend the following number of hours per week on their course:
  - less than 10 hrs/wk – 53%
  - about 10 hrs/wk – 30%
  - more than 10 hrs/wk – 18%

Expected Response to emails/posts

Time spent weekly
Appendix C: Student Profiles (con’t)

Course Design Feedback

- 82% thought the instructions were clear and easy to follow
- 73% thought the course was visually well-designed
- 71% thought it was easy to navigate and find things
- use of the syllabus
  - often throughout course – 67%
  - mostly at beginning – 28%
  - hardly at all – 6%
- 80% said the lectures helped them understand the course concepts
- 75% said they would enroll in another online course
- 70% were satisfied with the course overall
  - 50% of courses had a 70% or higher satisfaction rate (F2010)
  - 25% of courses had 100% satisfaction rate (F2010)

Extended Learning Support

- only 7% of respondents who contacted our office disagreed that they found the staff knowledgeable and helpful
- only 7% of respondents who contacted our office disagreed that they found the technical support helpful in solving problems
- 11% disagreed that they had materials and course access in time for the start of their course

Note that for Winter 2010, due to a break down of our CD duplicator, we experimented with outsourcing this function. It wasn’t successful and we subsequently purchased a new CD duplicator.
Appendix C: Student Profiles (con't)

Factors for taking online course

- Fits better with course schedule
- Allowed me to accommodate work, extra-curricular, etc.
- Fit in a program requirement within a certain time
- Was/am not on campus
- Thought it would suit my learning style
- Thought it would be easier than on-campus offering

Most valuable course components

- Gradebook
- Dropboxes
- Lectures
- Readings
- Notes/handouts
- Quizzes
- Email
- Online discussion with instructor
- Videos
- Online discussion with other students

Online courses allow me to:

- Have control over the time and place I learn
- Easily review course content
- Track my progress and performance
- Learn in a manner consistent with my learning style
- Engage with the material
- Receive timely feedback
- Interact with the instructor
- Interact with other students

Extended Learning Annual Report 2010

A37
Appendix D: Course Development Projects
Snapshot early Jan 2011 – Changes are frequent and ongoing!

<table>
<thead>
<tr>
<th>Completed in 2010 (27+11)</th>
<th>Currently in production (16+2)</th>
<th>Scheduled (28+10)</th>
<th>On the Radar</th>
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<td>• ADAPT*</td>
<td>• CIHR</td>
<td>• DRAMA 101A</td>
<td>Near Radar</td>
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<tr>
<td>• AHS 150</td>
<td>• ENBUS 630</td>
<td>• ECE 351</td>
<td>• ADAPT revisions</td>
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<td>• CDM eManual tutorial*</td>
<td>• FINE 101</td>
<td>• ENBUS 620</td>
<td>• ECE 354</td>
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<td>• ECON 101/102</td>
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<td>• SWREN 431R</td>
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<td>• ENBUS Elective I</td>
<td>• WatPD Eng Electives</td>
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<td>• EARTH 235*</td>
<td>• MATH 648</td>
<td>• ENBUS Elective II</td>
<td>• WatPD reprops</td>
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<td>• EP3-3*</td>
<td>• PHYS 121</td>
<td>• FR 276</td>
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<td>• SCI 238</td>
<td>• ISS 220R</td>
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<td>• SOC 229</td>
<td>• ISS131R</td>
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<td>• FR 197</td>
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<td>Business Performance*</td>
<td>• MATH 640</td>
<td>• FR 297</td>
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<td>• ISS 150R</td>
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<td>• ENVS Water Treatment</td>
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<td>• ECON 101</td>
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<td>Harvard Program in</td>
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<td>• FR 297</td>
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<td>Refugee Trauma Global</td>
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<td>• STATS 101/102</td>
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Appendix E: Professional Development Strategic Action Plan Progress

Strategic Priorities identified in the Professional Development Strategic Plan:

- Partner with Faculties on New and Existing Professional Development Offerings
- Partner with Professional Associations
- Expand Corporate Training

Our Strategic Action Plan outlines how we will operationalize our strategic priorities by reaching out to on and off-campus partners, understanding their markets and needs, creating compelling business propositions to meet those needs, and executing those plans efficiently and effectively.

- Partner with Faculties on New and Existing Professional Development Offerings

1. Internal Awareness Campaign/Advocacy
   - Hire Marketing and Communications Manager—completed (on contract)
   - Meet with Deans, key Chairs and key Faculty—completed first round; ongoing activity
   - Update cataloguing of current Waterloo continuing education activities—in progress; evolving activity

2. New Program Development
   - Identify potential programs and partners—completed first round; ongoing activity
   - Evaluate options—completed first round; ongoing activity
   - Validate choice(s) externally—completed first round; ongoing activity
   - Seek accreditation/approval (where appropriate) —completed first round; ongoing activity
   - Design/Build—at various stages of progress depending on project

Current Projects:

- ARTS Waterloo Stratford Campus: marketing and offering PD courses at their location Fall 10/Winter 11
- ENGINEERING Buried Infrastructure Group: marketing, hosting courses, and managing registrations/eCommerce for courses beginning in 2011
- ENVIRONMENT School of Environment, Enterprise, and Development: marketing and managing registrations/eCommerce for courses/webinars in Economic Development and in Environmental Sustainability
- CECS Career Development eManual: publically available Fall 2010; marketing, hosting, and managing registrations/eCommerce; new partnership with CareerCruising will help to drive sales
- OPTOMETRY: marketing, managing registrations/eCommerce for all their continuing education activity
Appendix E: Professional Development Strategic Action Plan Progress (con’t)

- ARTS Certified International Trade Professional program: advising regarding marketing offerings, and managing registrations/e-commerce for courses starting in 2011
- PHYSICS: designed and developed online Pre University Physics course (live 1 Oct 2010); managing registrations/e-commerce
- MATH: designed and developed online Pre University Calculus course (to go live Feb 2011); will be managing registrations/e-commerce
- ARTS Social Innovation Generation: advising regarding course development; managing course registrations/e-commerce
- ENGINEERING Dr. Peter Carr: designing and developing Social Media for Business Performance Certificate; first offer scheduled for Spring 2011

❖ Partner with Professional Associations

3. Identify existing links between Waterloo and professional associations
   - Assess strength/nature of relationships—*in progress*
   - Determine their continuing education needs—*in progress*

4. Identify 3 to 7 potential new links with associations

Current Projects:

- Forum for International Trade Training (FITT [http://fitt.ca/about.htm]): will offer the CITP (Certified International Trade Professional) program in 2011
- The Alliance of Sector Councils ([http://www.councils.ontario.ca/](http://www.councils.ontario.ca/)): in talks with the Canadian Police Sector Council about a partnership to enable its members to use the Career Development eManual
- Communitech: working with them to better identify member needs and to execute marketing opportunities and member discount program
- Society of Management Accountants (CMA): have renewed contract with them to offer online Tax/Audit courses to their members
- Canadian Pharmacists Association: design, develop and deliver 8 modules and manage registration/administration of online program in primary care skills training for practicing pharmacists (ADAPTS project)

❖ Expand Corporate Training

5. Identify 3-7 Potential New Corporate Clients
   - Determine their training needs
   - Define which of these needs we can meet
Appendix E: Professional Development Strategic Action Plan Progress (con’t)

Current Corporate Training Projects:

- City of Kitchener: prepared new leadership certificate proposal; awaiting funding/directional decision
- Ontario Power Authority: acquired Vendor of Record status via competitive process; on a short list of preferred training vendors for future projects with partner GCA Productive Consulting and Training
- Peel Regional Police: in talks regarding implementing custom version of Career Development eManual
- Starz Media, Toronto: participated in needs analysis regarding their Project Management training needs
- Desire to Learn: completed custom training in Applied Project Management in summer 2010

In addition, the new Marketing Communications Manager has begun to develop and execute a Marketing Action Plan, which will engage each of the key stakeholder audiences. We will also identify all the marketing and communications tactics that are relevant for Professional Development and prioritize them based on their return on investment.

For the coming year, we will focus on many of the same things, specifically:

1. Identify and secure 2 to 4 new PD program development projects in partnership with Waterloo academic units.
2. Identify and secure 3 to 7 new partnerships with relevant professional associations.
3. Identify and secure 3 to 7 new corporate training contracts.
4. Develop and execute a Marketing Action Plan to engage key audiences.
‘Delivering a Great Giving Experience’
Stewardship at University of Waterloo

Recently, our Faculty of Mathematics made a stewardship call to The General Dominion Insurance
Company of Canada, to introduce the new Dean of Mathematics and deliver a stewardship report. The
Manager of Corporate Communications observed that Waterloo was the only “fundee” that has been
reporting to them on the impact of its investment and ensuring a strong personal relationship. She noted
that due to the economy, Dominion has scaled back its giving and Waterloo was one of only three
organizations they have continued to support.

“Thank you” is not enough – the difference between donor recognition & stewardship

Historically, a description of stewardship might have included activities such as gift acknowledgement
and receipting, donor recognition levels and events, naming opportunities and the publication of annual
donor lists. However, we now define these activities as ‘donor recognition’, which is complementary to,
but distinct from, stewardship.

To deliver true stewardship, an organization needs to convey the impact of a gift and create opportunities
for the donor to become engaged and connected to the work that they are supporting. When done well,
not only are donors more likely to give again, and give larger gifts, they are also more likely to encourage
others to give.

Where organizations used to think about stewardship only for their largest donors, more sophisticated
organizations are now broadening programs and activities in an effort to deliver true stewardship to all of
their donors in a meaningful and cost-effective manner. Waterloo is one of these organizations.

The focus on advancing the role of stewardship underlies the message that stewardship is the beginning
of the fundraising cycle, not the end.

Waterloo’s best prospects are our current donors

With as many as 16,000 donors each year at varying levels of giving and a
diverse demographic located around the world, how do
we make donors feel
genuinely appreciated on a
personal level, and aware
that they have a real and
continuing impact on
Waterloo’s mission?
Defining Gold Standard Stewardship

By definition, gold standard stewardship meets the needs of a wide range of donors.

- Characteristically, it inspires donors with stories and events that are personal and builds donor confidence through proof of performance.
- It requires outstanding customer service, attentive listening, and the ability to put oneself in the donor’s shoes.
- It nurtures affinity and makes supporters feel proud and confident that their participation is critical to the university’s success and is valued by all.
- As new strategies and technologies emerge, gold standard stewardship will embrace ideas that promote transparency, accountability, and meaningful donor engagement.

The goal of our dynamic stewardship program is to build long-term relationships with donors by fostering a sense of ownership in Waterloo’s accomplishments and a deep affinity for its future. We want donors to understand, and truly believe, that by supporting the university, they play a significant role in solving Canada’s and the world’s most pressing challenges, regardless of the size of the gift they give.

At Waterloo, we are striving to evolve our existing activities and strategies for our top donors into meaningful and realistic strategies for all of our donors.

Examples:
- Targeting communication pieces through use of variable data
- Personal correspondence adjusted to connect with larger groups
- Smaller, ad hoc events that leverage travel for other purposes
- Strategic use of technology
- Opportunities to connect with Waterloo leaders and students
- Expanding volunteer opportunities
- Build stronger business systems and relationships
- Support faculty advancement in their efforts to steward donors of $25,000+

Measuring Success

The following are some of the key results that are monitored and assessed in determining the effectiveness of our stewardship efforts:

- Overall donor retention rates and targeted donor retention rates (Circle donors, major gift donors, geographic groups)
- Upgraded giving from loyal donors (pipeline development)
- Anecdotal donor feedback
- Open, click-through rates
- Survey results

Meg Beckel, Vice-President, External Relations
Senate Graduate & Research Council met on January 10, 2011 and agreed to forward the following items to Senate. Further details are available at: www.adm.uwaterloo.ca/infosec/Committees/senate/sgrc.htm

FOR APPROVAL

ESTABLISHMENT OF CENTRES / INSTITUTES

Centre for Pattern Analysis and Machine Intelligence

1. **Motion:** To approve the establishment of the Centre for Pattern Analysis and Machine Intelligence (CPAMI) for an initial period of five years (March 1, 2011 to April 30, 2016) as described in Attachment 1, on the condition that the centre’s governance provisions will be subject to Senate review within two years of the establishment of any new policies regarding governance of research centres and institutes at the University of Waterloo following the release of recommendations by the committee organized by the vice-president: research.

   **Rationale:** Pattern Analysis and Machine Intelligence (PAMI) has existed as a research group in the Department of Electrical and Computer Engineering since the early 1980s, and has graduated more than 370 graduate students and received more than $30 million in funding during that time. Having received strong encouragement to expand its membership to encompass more departments within the Faculty of Engineering, and consistent with the faculty’s strategic plan, the group would now like to become a university approved centre.

   The proposed directors (Mohamed Kamel and Fakhri Karray, co-directors; Otman Basir, associate director) plan to involve colleagues from the Faculties of Mathematics, Engineering and Arts. They have also spoken with renowned colleagues from around the world who have agreed to join as affiliate members. CPAMI proponents have specifically reached out to researchers in the area of machine learning in the Faculty of Mathematics and the School of Computer Science, who have indicated that they wish to remain separate at this time.

ADMINISTRATION OF GRADUATE STUDIES

Conversion of Incompletes

2. **Motion:** To approve changes to the Graduate Studies Calendar regarding conversion of incomplete grades as described below [underline = new text; strikeout = deleted text]:

   **Conversion of Incompletes**
   An incomplete grade status (INC) submitted by an instructor may remain on a student's academic record transcript for at most two terms of enrolment following the term in which the course was taken. A student may seek a one-term extension by submitting a petition to the course instructor and the Department prior to the end of the two terms. Thereafter, INCs may only be extended on a term-by-term basis by a request from the Department and course instructor. If a grade has not been submitted by the end of the second term and an extension has not been granted, the INC will automatically convert to an FTC (failure to complete incomplete course work, no credit granted). For average calculation, FTC value equals 0. An FTC status may be reverted to an INC on the academic record only if a petition from the student is approved by the Department, Faculty, and the Associate Provost of Graduate Studies. Such a petition is granted only in exceptional circumstances. This status may not be removed from the transcript...
except on appeal to the Associate Provost of Graduate Studies. Such appeals would be granted only in exceptional circumstances such as where failure to complete was the fault of the instructor and not the student.

Rationale: The current regulation incorrectly refers to an appeal process rather than a petition process to request extension of an incomplete (INC) grade status or to revert from a failure to complete (FTC) grade to INC.

Joint Internal Programs

3. Motion: To approve changes to the Graduate Studies Calendar regarding joint interdisciplinary programs as described below [underline = new text; strikeout = deleted text]:

Students interested in Doctoral or Master's study involving more than one discipline may undertake such a joint research degree program provided Waterloo University offers the degree sought in both of the units of all of the departments involved, and their proposed program of study is approved by the units and Faculty (or Faculties). Professional programs are ineligible. Students interested in such programs can apply to the departments concerned or to the Associate Provost of Graduate Studies. The Associate Provost will refer applications to the appropriate Faculty or Faculties for their consideration.

When a program of study acceptable to the departments and Faculties concerned has been devised, the student may be admitted to a program. A Memorandum of Understanding - Interdisciplinary/Joint Programs form must be completed. Upon the successful completion of this program, a degree in the joint disciplines is awarded.

If the academic units involved have different requirements for the degree, the most rigorous requirements will normally apply. For example, if one department requires an oral defence of the Master's thesis and the other does not, a defence will be required. If the academic units involved offer different degrees, the degree granted will be that of the home unit with the applicable joint designation, e.g., MSc in Kinesiology and Sociology, MASc in Management Sciences and Biology.

Rationale: The proposed changes clarify applicable degree requirements where departmental requirements differ and identify professional programs as ineligible.

FOR INFORMATION

CURRICULAR MODIFICATIONS
On behalf of Senate, council reviewed and approved curricular modifications for the Faculty of Arts (Germanic and Slavic studies, global governance and political science) and the Faculty of Engineering (civil and environmental engineering).

SCHOLARSHIPS AND AWARDS
On behalf of Senate, council approved creation of the Malcolm Pirnie Graduate Scholarship (trust), allocation of one new Governor General's Academic Gold Medal to the University of Waterloo for a master's level student with thesis, and changes to the evaluation criteria for Governor General's Academic Gold Medals and the Outstanding Achievement in Graduate Studies designation.

ADMINISTRATION OF GRADUATE STUDIES
Council received for information the Manual for Academic Reviews, an internal document designed to accompany and supplement the Institutional Quality Assurance Framework, and a template for the completion of dual PhD degrees under cotutelle arrangement.
DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST
Please note that at council’s meeting of November 15, 2010, the associate provost, graduate studies disclosed that she is married to the proposed director of the Master of Digital Innovation program and offered to recuse herself from council’s consideration of the program. Following discussion, council members indicated their belief that this did not constitute a conflict of interest under policy 69 and asked her to remain. This information was omitted from council’s report to Senate dated December 20, 2010 due to an oversight.

/ew  George Dixon  
Vice-President, University Research  

Sue Horton  
Associate Provost, Graduate Studies
Senate Undergraduate Council met on January 11, 2011 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

NEW ACADEMIC PLANS  [effective September 1, 2012]

Faculty of Arts

Social Development Studies

Social Policy Specialization; Individual Well-Being and Development Specialization; Education Specialization

1. Motion: To create the new specializations as provided below:

Honours Social Development Studies – Social Policy Specialization

Requirements

The Social Policy Specialization requires successful completion of a minimum of 3.5 academic course units (seven courses) with a minimum cumulative average of 75%, including:

at least two of:

- PSCI 260 – Canadian Government & Politics
- PSCI 281 – World Politics
- SDS 231R – Introduction to Social Policy Processes
- SDS 311R – Public Policy and Native Peoples in Canada
- SDS 312R – Homelessness and Public Policy
- SDS 331R – Social Inequality, Social Justice and Public Policy
- SDS 352R – Family Law and Public Policy
- SOCWK 300 – Canadian Social Welfare Policy

at least two of:

- SDS 400R – Comparative Social Policy
- SDS 450R – Honours Seminar in Special Topics
- SDS 495R – Research Apprenticeship
- SDS 496R – Applied Apprenticeship
- SDS 499A – Senior Honours Essay
- SDS 499B – Senior Honours Essay
- SOC 450R – Honours Seminar in Special Topics
- SOCWK 450R – Honours Seminar in Special Topics

[Note: Students in the honours seminar, apprenticeship courses, and senior honours essay must select topics related to social policy.]

and the remaining courses from:

- ANTH 351 – Comparative Policies on Native Minorities
- HIST 389 – Canada in World Affairs
- HLTH 260 – Social Determinants of Health
- HLTH 410 – Health Policy
- INDEV 302 – Development Agents
- PHIL 216 – Rational Behaviour and Decision-Making
- PHIL 328 – Human Rights
- PLAN 340 – Ecology-Based Policy-Making
Notes:
1. Students are strongly encouraged to take courses at the level that corresponds to their year in arts (i.e. 2A/B students take 200-level courses).
2. Other courses may be considered as approved upon written request to, and written confirmation from, the director of the specialization.
3. Honours Social Development Studies students may select only one area of specialization.

Rationale: A specialization in social policy will appeal to students with career interests in law, global governance, and public service with government and non-governmental organizations. The curriculum exposes students to a variety of policy areas at a local, national, and international level. Students will gain an appreciation for the policy process and an ability to think critically about social policy developments within Canada and abroad. The specialization provides students with a variety of course choices including human rights, health, housing, ecology, social inequity, family law, and global governance. It is excellent preparation for the new Master’s of Public Service offered at Waterloo.

Honours Social Development Studies – Individual Well-Being and Development Specialization

Requirements
The IWD Specialization requires successful completion of a minimum of 3.5 academic course units (seven courses) with a minimum cumulative average of 75%, including:

at least three of:
o PSYCH 221R/PSYCH 354 – Interpersonal Relations
o PSYCH 226R – Positive Psychology
o PSYCH 322R/PSYCH 356 – Personality Theory
o SDS 350R – Adult Life Crises and Events
o SDS 351R – Resilience and Social Support
o SOCWK 220R – Social Work with Individuals: Theory and Practice 1
o SOCWK 321R – Social Work with Families

at least two of:
o PSYCH 450R – Honours Seminar in Special Topics
o SDS 440R – Optimal Living
o SDS 495R – Research Apprenticeship
o SDS 496R – Applied Apprenticeship
o SDS 499 A – Senior Honours Essay
o SDS 499 B – Senior Honours Essay

[Note: Students in the honours seminar, apprenticeship courses and senior honours essay must select topics related to individual well-being.]
and the remaining courses from:

- GERON 201 – Aging and Health
- GERON 352 – Sociology of Aging
- PACS 202 – Conflict Resolution
- PACS 323 – Negotiation: Theories and Strategies
- PHIL 201 – Philosophy of Sex and Love
- PHIL 202 – Gender Issues
- PHIL 220 – Moral Issues
- PSYCH 318 – Psychosexual Organization
- PSYCH 332 – Motivation and Emotion
- REC 205 – Social Psychology of Leisure
- RS 263 – Psychology of Religion and Spirituality
- SMF 206 – Couples, Marriages, and Families
- SMF 306 – The Formation and Maintenance of Close Relationships
- SOC 200 – An Introduction to the Sociology of Marriage and the Family
- SOC 204 – Sociology of Adolescence

Notes:

1. Students are strongly encouraged to take courses at the level that corresponds to their year in arts (i.e. 2A/B students take 200-level courses).

2. Other courses may be considered as approved upon written request to, and written confirmation from, the director of the specialization.

3. Honours Social Development Studies students may select only one area of specialization.

**Rationale:** In general, students in SDS have a keen interest in working with people. In addition to the benefits to their own personal development, students taking the proposed specialization will be well-prepared for careers in areas such as life coaching and training, leadership development, and human resources. The two other proposed SDS specializations (social policy and education) focus more on the system level of studies. With its more individual focus in the studies of human and social development, individual well-being and development is a welcome addition to SDS offerings.

**Honours Social Development Studies – Education Specialization**

**Requirements**

The Education Specialization requires successful completion of a minimum of 3.5 academic course units (seven courses) with a minimum cumulative average of 75%, including:

- at least two of:
  - PSYCH 212/212R – Educational Psychology
  - SDS 205R/HIST 225 – History of Education in Canada
  - SDS 220R – Changing Concepts of Childhood
  - SOC 207 – Sociology of Education

- at least two of:
  - SDS 425R – Educational Equity in Canada
  - SDS 450R – Honours Seminar in Special Topics
  - SDS 495R – Research Apprenticeship
  - SDS 496R – Applied Apprenticeship
  - SDS 499 A – Senior Honours Essay
  - SDS 499 B – Senior Honours Essay
[Note: Students in the honours seminar, apprenticeship courses and senior honours essay must select topics related to education.]

at least one of:

- PACS 314 – Conflict Resolution in the Schools
- PHIL 311 – Philosophy of Education
- PSYCH 213R – Exceptional Children
- PSYCH 312/312R – Learning Disabilities
- PSYCH 315 – Psychology of Adolescence
- SDS 215R – Education and Social Development from a Global Perspective
- SOC 204 – Sociology of Adolescence
- SOC 307 – Problems in Contemporary Education

and the remaining courses from:

- ANTH 404 – Human Development in a Cross-Cultural Perspective
- APPLS 301 – Language Didactics
- APPLS 304R – Theoretical Foundations for English Language Teaching
- DRAMA 390 – Theatre for Young Audiences
- ENGL 208C – Studies in Children’s Literature
- ENGL 217 – Canadian Children’s Literature
- FR 484 – Children’s Literature in French
- PSYCH 317 – The Emotionally Disturbed Child
- PSYCH 319 – Problem Behaviour in the Classroom
- SDS 370R – International Learning Experience
- SDS 415R – Gender Relations within Educational Institutions
- SOC 336 – Sociology of Professions
- SOC 416 – Educational Theory and Practice
- SOCWK 301R – Understanding Diversity in Canada
- SOCWK 355R – Child Maltreatment: Identification and Prevention

Notes:

1. Students are strongly encouraged to take courses at the level that corresponds to their year in arts (i.e. 2A/B students take 200-level courses).

2. Other courses may be considered as approved upon written request to, and written confirmation from, the director of the specialization.

3. Honours Social Development Studies students may select only one area of specialization.

**Rationale:** Education is both a major process and institution in the development of socially just communities. Understanding the theory and practice of education means being able to effect change and enhance equality locally and globally. In the education specialization, students are exposed to the foundations of education (history, sociology, and philosophy), complemented by educational psychology. Students will gain a wealth of applicable knowledge about educational policy, global education projects, curriculum design and analysis, pedagogies for diverse learners, approaches to educational research and experience working in educational environments, including government services and non-governmental organizations. It is excellent preparation for BEd and MEd programs.

**Rationale for the new specializations:** These three new plans have been put together based on findings from the 2009 social development studies (SDS) self-study and in response to the review team’s report, which was presented to Senate in June 2010. In 2009, the revised SDS curriculum dropped the requirement that students in the honours program complete an honours essay and also removed the requirement that students choose electives according to self-determined theme areas. As a replacement, three specializations now provide some structured themes to prepare SDS students for post-degree
The themes of these plans fit well with SDS students’ interests and provide students with a valuable opportunity for special focus in three popular career areas: education, personal coaching and counselling, and public service. The associated departments for the elective courses of these plans have all been consulted and have indicated their support. At Renison, SDS is increasing and shifting resources to support all these new plans. Currently, there are more than 500 students majoring in SDS. Therefore the demand for the specializations is expected to be high.

FOR INFORMATION

Academic Program Review Report

Philosophy – See attachment #1.

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, economics, English language and literature, Germanic and Slavic studies, history, interdisciplinary social science, political science, psychology, Russian and east European studies, social development studies, social work studies, Spanish and Latin American studies); and science (computational science/chemistry specialization, earth and environmental sciences).

/kjj
January 12, 2011

Geoff McBoyle
Associate Vice-President, Academic
PHILOSOPHY

Review Process

This was the second formal review of the undergraduate program of the Department of Philosophy. The first review occurred in 2002. Also, in 2002, the graduate program in Philosophy was reviewed by the Ontario Council on Graduate Studies (OCGS). For the present review it was agreed with OCGS that the Department would undergo an “Augmented Review” whereby both undergraduate and graduate programs are reviewed together. The self study for this review was submitted July 13, 2009; the site visit occurred May 12 to 14, 2009; the review team report was received June 7, 2010; and the strategic plan was submitted November 4, 2010.

Characteristics of the Program

Historical Overview

The undergraduate program in Philosophy began in 1961 and by 1963 included work at the Honours BA level. The program strove for comprehensive coverage, with special emphasis on the History of Philosophy. Graduate studies in Philosophy began in 1964, by which time the Department had seven faculty members. The doctoral program began soon afterwards. In 1996, three faculty members accepted the special early retirement package and another two members took regular retirement. Between 1996 and 2001 the Department appointed four new faculty members.

The consultants, for the first review in 2002, described the Department as very strong with an effective undergraduate program. The seven years since that review have been a period of transition and renewal for the Department. Five of 12 professors retired and a crop of junior faculty members of impressive potential was hired to replace them.

At the time of writing the self study the Department had 11 tenure-stream faculty members while a twelfth joined the Department in Fall 2009. Nine of these 12 were hired since 1995.

The Department’s former strength in History of Philosophy has been replaced by strengths in Language, Logic and Metaphysics; Ethics and Political Philosophy; Philosophy of Science and Mathematics; and Mind and Cognitive Science.

Many of the Department’s courses are cross-listed with other Departments e.g. Women’s Studies; Religious Studies; Classics; Sociology; Psychology; Peace and Conflict Studies; and with the Faculty of Science. In addition, the Department has a large service teaching component covering the needs of programs that require various applied ethics courses and is upgrading its Distance Education (DE) [now called online] courses to ensure that they achieve a consistently high pedagogical standard.

Like most other Departments the Department of Philosophy has adopted and will continue to develop a more aggressive, pro-active approach to outreach at both the high school and University level.

Program Objectives

The fundamental goal of the Department of Philosophy is to contribute to the University’s mission “to advance learning and knowledge through teaching, research and scholarship... in an environment of free inquiry and expression.” Moreover, the Department shares the Faculty of Arts’ main objective to “provide
a liberal arts education which is designed to acquaint the student with some of the major ideas and forces that shape human civilization, to develop the ability to think clearly, critically, and creatively, and to make a contribution to living a full life.”

The Department’s goals remain the same as in the 2002 self study, namely, to maintain an environment conducive to research excellence and to provide excellent undergraduate and graduate education. However, because of the changing nature of the Department these goals will be engaged in new ways.

Distinctiveness/Benchmarking

The Department of Philosophy at the University of Waterloo (UW) ranks among the very best in Canada with research strengths comparable to, perhaps superior to, the two or three largest graduate programs, especially in areas such as Philosophy of Mind and Cognitive Science; the interaction of Logic, Philosophy of Language, and Metaphysics; Philosophy of Mathematics; and Philosophy of Science.

Academic Programs Offered

The Department offers the following programs:

Three-Year BA – General Philosophy (on-campus and by Distance Education);
Four-Year BA – General Philosophy;
Honours BA – Philosophy;
Honours BA – Philosophy (Arts and Business Co-op and Regular);
Joint Honours BA – Philosophy and another Department;
Minor in Philosophy.

The Department is considering a co-op stream in Philosophy and expects to have a decision soon. The Department is also considering an Option in Philosophy.

Students

In the Faculty of Arts, students are admitted into the Faculty at large, and do not choose their major until the end of their second term.

Annually, between 2002-2003 and 2008-2009 inclusive, there were on average 98 full-time equivalent (FTE) students in the Philosophy undergraduate program of which 66 (67.3 per cent) were full-time and 32 (32.7 per cent) were part-time. Of the 98 FTE students studying Philosophy, 26 are or have completed a Three-Year General degree; 12, a Four-Year General degree; 24, an Honours degree; and 13, an Honours degree with Arts and Business. The remaining students are or have completed a Minor in Philosophy or a Joint Honours degree with another Department.

The average entrance grade of the second-year cohort of Philosophy majors, over the period 2002-2003 to 2006-2007 inclusive, was 81.9 per cent. However, the averages for 2007-2008 and 2008-2009 were 79.6 per cent and 70.8 per cent respectively. These figures are most likely the result of the small sample group for those years (four and two students respectively).

According to 2007-2008 data, the ratio of FTE students taking Philosophy courses per faculty member in Philosophy is 46.1 compared to 24.3, the average of the G10 University Philosophy Departments. In 2008, the Department taught more students in all its courses than at any time in its history, with fewer
faculty members than at any point in its history. The consequences in terms of class sizes and the ability of faculty members to give individual attention are obvious.

Twenty-nine upper-year scholarships have been awarded to Philosophy students over the period from 2001-2002 to 2008-2009.

Using a five-point Likert scale, where one is unsatisfactory and five is excellent, students each term evaluate their Philosophy courses. The overall average rating for undergraduate Philosophy courses offered between Spring 2002 and Winter 2009 inclusive is 4, while the average rating for all Faculty of Arts courses over the same time period ranges from 4 to 4.2.

The Department struggles with lower teaching evaluations in the Spring term. Averaged over the period, 2002 to 2009, the rating for Spring is 3.8 compared to 4.1 and 4.0 for Fall and Winter terms respectively. This is to a great extent explicable by the fact that Spring term teaching is predominantly done by sessional instructors and graduate students rather than by core faculty members. This downturn, which started in 2003, is cause for concern. However, the trend reversed in Spring term of 2008 and it is hoped that trend will continue upwards.

There is no departmental co-op stream in Philosophy although the Department is considering it and expects to make a decision by 2010. In the meantime the Department is upgrading its online courses so that it can maintain offering a Three-Year General degree in Philosophy by Distance Education.

The retention rate within Philosophy from 2001-2002 to 2005-2006 is erratic, varying from 88 per cent in 2005-2006 to 30 per cent in 2002-2003.

A survey was distributed to current undergraduates and undergraduate alumni of the past seven years, approximately 150 individuals in total. Only nine responded. These respondents commented that faculty members in the Department of Philosophy were helpful, accessible, and professional, and that the courses offered were interesting. Areas that were of concern related to courses, plan options, and departmental culture. The respondents referred to there not being enough courses; not enough connection between courses; and the lack of sufficient feedback on grading in Distance Education courses. There was concern about the lack of a Philosophy co-op stream and lack of information concerning the Philosophy Minor. Students commented on the lack of interaction with other Philosophy students which could be related to the lack of undergraduate common space.

Philosophy undergraduates have always had good success at gaining admission to excellent graduate programs such as those at Cornell, St. Andrews, Carnegie-Mellon, Toronto, and the University of British Columbia. In addition many students enter second-entry undergraduate programs, such as law, library science, and business administration.

Based on the 279 respondents to a 2008 survey of Philosophy alumni, the main areas of employment are: teachers (34.8 per cent); managers (11.8 per cent); clergypersons (11.4 per cent); and lawyers (9.7 per cent).

Faculty

At the time of the self study the Department of Philosophy had four full professors; three associate professors; four assistant professors with another to arrive in Fall 2009. Nine of these 12 faculty members joined the Department in 1995 or later at the level of assistant professor. Most faculty members are in their 30s and 40s. The Department is distinguished as much by research potential as by proven output.
The Department has a history of research excellence — four Fellows of the Royal Society of Canada; an Order of Canada; a Killam Research Fellowship; and a Canada Council’s Molson prizewinner. While the Department continues to boast faculty members of national and international reputation, it has fewer of those than it did a decade ago. This change is a function of faculty members’ career stage not of their scholarly calibre.

The Department is remarkable in its inter-disciplinarity. Faculty members have cross appointments with Systems Design Engineering; Psychology; Computer Science; Political Science and the Perimeter Institute for Theoretical Physics. Also faculty members from Philosophy head the Cognitive Science Option; the Theoretical Neuroscience Program; International Studies; and the Global Engagement Specialization.

There will be one retirement in 2010 which will be replaced with an individual who has a teaching competency in Philosophy of Mind. Another hire is possible in 2010 as a result of Philosophy’s involvement with the new professional master’s program in Public Service.

For core faculty members the standard teaching load is four term courses distributed over three terms. The position of Chair warrants a two course release annually while the position of Associate Chair (Graduate Studies) receives one course release each year. Course releases are also granted as buyouts from research grants and for online teaching activity. No additional teaching credit is given for other forms of teaching and supervision activity such as reading courses and graduate supervision. Three current or former members of the Department have been awarded the Distinguished Teaching Award.

The Philosophy Department has developed a professional profile radically out of proportion to its number of faculty members when it comes to presentation at the annual conference of the Canadian Philosophical Association. In 2008, more University of Waterloo faculty members and graduate students were on the (blind refereed) conference program than from any other University save the University of Western Ontario which has 32 full-time faculty members.

The research grants of the Department have increased from $43,620 in 2001-2002 to $531,754 in 2007-2008. Over the same period the annual average research funds of the Department amount to $193,621 of which $23,025 comes from SSHRC and $60,336 from NSERC.

Over the period 2003 to 2008 inclusive, the Department of 11 faculty members published 11 books. Over the same period the annual average publication rate per faculty member has been 1.5 refereed journal articles; 0.7 book chapters; and 2.8 conference presentations. In addition, faculty members are heavily involved with professional organizations. The 11 faculty members, over the period 2002 to 2008 inclusive, have organised 12 conferences; sat on 17 editorial boards; and acted on many occasions as reviewers, assessors, and evaluators.

**Main Strengths**

The review team is of the opinion that the Department is marked by an impressive level of scholarly and professional activity. The research directions are impressively strategically aligned with UW’s strengths in engineering, mathematics, and science. The Department should not be defensive about advertising its relevance to real world issues to prospective students while at the same time championing the value of a liberal education.
Concerns/Opportunities for Improvement

The Department is active and energetic and approaches its teaching as a team working together. However, the review team is concerned that there are insufficient teaching resources for offering the range of courses which are specific to the discipline from the introduction to philosophy, to ethics, logic, history of philosophy, metaphysics, and epistemology which are the core of the upper level undergraduate curriculum. Although the University and Faculty benefit from the service teaching carried out by the Department of Philosophy, this activity may be being carried out at a cost to the discipline of Philosophy, for example, the offering of few upper level courses.

Recommendation 1: that the University and the Department work together to make it possible for regular faculty to teach more upper level undergraduate courses in the core areas of philosophy, directed both at philosophy majors and to students in other programs who will benefit from them.

The extensive use of teaching assistants for marking papers makes possible the nearly universal use of essay assignments in undergraduate courses. However, undergraduates fail to get the small tutorial discussion experience that they might have in a more standard use of graduate students as leaders of weekly discussion groups/tutorials.

Recommendation 2: that the Department introduce tutorial sections taught by teaching assistants in large undergraduate classes.

The new undergraduate curriculum is well designed, and has been streamlined through a careful and consultative process, providing a combination of acquaintance with the breadth of fields of history of philosophy, ethics, logic, metaphysics, and epistemology, while developing the skills in critical thinking and writing which are central to the discipline.

Students expressed satisfaction with the course offerings and availability of faculty members, although there was concern about overlap of material in courses. While this is often unavoidable, it might be somewhat alleviated by greater co-ordination between courses and attention to pre-requisite structure. In addition the Department is addressing a fall in standards of teaching evaluations in the Spring term compared to that of Fall and Winter.

Recommendation 3: that curricular revision continue, with special attention to the needs and interests of Philosophy majors.

A particular strength of the program is the provision of courses that assist students in other majors and Faculties. Prominent among these are the courses in ethics which satisfy requirements in various “X and Business” programs in the University. Concerns were expressed about the suitability of the Business Ethics course as currently configured to meet the needs of different programs. The reviewers feel that Philosophy has the expertise to provide instruction in the range of ethical issues in business common to all the programs. Given the prominence of ethical considerations in contemporary public discourse and the emergence of ethical considerations across the university will only grow in the future. Appointing an Applied Ethicist with the training to address the whole range of these ethical issues involved in science, technology, and business would be an opportunity for the university to show leadership in fulfilling its mission to be engaged with the needs of society.
Recommendation 4: that the department should use its expertise to continue to develop its courses on ethics for the “X and Business” programs, perhaps with the use of online components, so as to address the different needs of those programs.

The Department is distinctive in offering a Three-Year General Philosophy degree fully online, though course offerings are rather outmoded. However, with the appointment of a Distance Education Co-ordinator the Department is revising and up-dating these courses but this takes time.

Recommendation 5: that the Department should continue its revision of online courses. To this end it is essential that the appointment of the Distance Education Co-ordinator be renewed.

The Department has been considering a stand-alone Philosophy co-op program. Such a program with its full teaching across three terms would stretch the teaching capacity of a 12 member Department. Therefore the review team considers that until the resources can be provided for a stand-alone co-op stream, co-op opportunities available through Arts and Business will have to suffice.

Recommendation 6: that the Department should continue considering the institution of a co-op program in Philosophy, although it is not considered essential, in the opinion of the reviewers, for attracting students to the program.

There are poor working relationships between Philosophy faculty members on the main campus and their colleagues at St. Jerome’s University. Philosophy faculty members at St. Jerome’s feel undervalued and underutilised by the UW Department and its programs. On the other hand, the UW Department is clearly responsible for its own programs and is reluctant to relinquish any authority on these matters.

It seems to the review team that the two Philosophy Departments have complementary strengths and interests which could together produce an even stronger offering to undergraduates. The reviewers recommend that the UW Department appoint a sympathetic senior scholar of its Department as a liaison officer to the Federated University and Affiliated Colleges. Until an atmosphere of mutual trust is attained, it may be important that small steps be taken, perhaps via student seminars alternating between the two locations and attended by faculty members from both Departments.

Recommendation 7: that steps be taken to resolve the tensions between the main campus Department and the Department at St. Jerome’s in the interests of the educational experiences of the undergraduates of both Departments.

Strategic Plan

Over the next seven years, the Department of Philosophy plans to pursue several strategies to further its teaching and research mandates. These strategies reflect in a variety of ways both the independent goals of Department as a whole, and the recommendations of the external graduate and undergraduate program evaluators.

1. Student engagement and program growth

The Department is committed to continuing and expanding its student engagement practices, with the aim of strengthening the academic experience of Philosophy Honours, Majors, and even single-course students. This includes a focused event-based approach, such as including graduate and undergraduate students in the planning and staffing of the Philosophy booth in the Arts Academic Fair, holding a
"Philosophy Breakfast" welcome for undergraduate students, and holding academic socials in concert with PhilSoc, the undergraduate Philosophy Society. It also includes systemic practices and infrastructure development, such as a more explicit approach to fostering teaching excellence; implementing the new curriculum developed through the self study; increasing undergraduate student involvement in research events; publicly recognizing student achievement in philosophy courses at every level; improving the experience of taking online courses; and maintaining common space in the Department for graduate and undergraduate students to meet, work collaboratively, and form a stronger academic community.

The Department has already substantially reversed the 2007-2009 attrition of majors, identified in the self-study and plausibly a result of a prolonged period during which it has been staffed below its nominal tenure-track faculty strength. A stable 20-30% increase in Honours and Majors enrollment over the 2009 baseline is the target, contingent on returning to a full faculty complement. However, with incremental hiring, a 50% increase (over the seven year period) is a realistic goal.

2. Research intensiveness

The Department intends to maintain and deepen its culture of intensive research, finding this both a universally shared faculty interest, and a key aspect of the University’s Sixth Decade Plan in various respects. The Department has long hired with research intensity as an explicit goal, recognizing that as a Department that is small compared to other PhD granting Philosophy Departments in Canada it must be more productive on average to maintain its reputation and profile as one of Canada's top Departments. Future hiring will, of course, have the same goal. A policy of fostering intra-departmental research discussion is already in place, and will remain in place over the years to come. By encouraging conference participation and using research mentorship strategies for junior faculty members, the Department plans to entrench an atmosphere of continuous engagement with the wider discipline through refereed publication and conference presentations, inter alia.

While the Department believes it a basic error to simply equate research activity with research funding intake, it appreciates the link between research opportunities and the availability of funding for faculty members. Hence the Department will work towards consistent research funding for every faculty member, through informal mentorship, and explicit cooperation with research staff in the Dean of Arts Office.

3. Increased campus and community engagement

The University of Waterloo has widespread teaching needs and research interests in philosophical topics, both theoretical and applied, including ethics, cognitive science, language, history, logic and mathematics, and political thought. The Department will work to deliver teaching in these fields across Faculties, and to establish research collaborations where opportunities for fruitful exchange exist. The Department is moreover fortunate to enjoy the strong support and useful feedback of Waterloo Philosophy alumni, emeriti, and community members. It is the Department’s aim to widen that circle of engagement, while also bringing its current network of supporters into better contact with faculty members, students, and each other. The Department’s plans to do this involve targeting more events at the wider community, establishing a regular newsletter, and using more social networking technology.

4. Increased regional academic engagement

The Department aims to function increasingly as a hub in the Philosophy research community of Southwestern Ontario, by extending its contacts with Departments in nearby cities, by including those
researchers and students in departmental events as much as possible, and by designing events specifically intended to be collaborative and to increase networking with regional philosophers.

A significant component of these efforts between 2010 and 2012 will revolve around the Department’s year-long celebration of its 50th anniversary in 2011-2012. This celebration will overlap with the Department’s co-hosting the 2012 Canadian Philosophical Association conference, an element of the 2012 Congress of the Humanities and Social Sciences Federation of Canada that will be held at the University of Waterloo and Wilfrid Laurier University.

5. Wolfe Chair in Scientific and Technological Literacy

Thanks in part to a strong campus-wide campaign, the Department will be hiring the Wolfe Chair in Scientific and Technological Literacy in the near future. This newly endowed chair, secured through a national competition, is designed to take an institutional, national, and international role in the promotion of scientific and technology literacy. The mandate of the Wolfe Chair is to conduct research, teach, and perform public outreach regarding the intellectual foundations, nature, and methods of scientific and technological innovation. The Chair will engage in research that advances understanding of key scientific and technological concepts and examines the relationships among science, technology, and broader factors (e.g., social, ethical, political, or economic). The Chair will also have development and leadership roles in the teaching of scientific and technological literacy, both within the University and as public education. While the Wolfe Chair will have a full slate of activities and responsibilities specific to the position, the Department will focus on interweaving the Chair-holder’s teaching, research, and public outreach with existing graduate, undergraduate, and research programs.

6. Incremental hiring

As the external evaluators note, the Department’s research productivity, graduate program size, and undergraduate teaching commitments have for some years put an extraordinary pressure on its faculty members. The reviewers recommend hiring incrementally in Philosophy; the Department naturally finds this a reasonable suggestion, and will work towards making this a reality.