University of Waterloo
SENATE
Notice of Meeting

Date: Monday, October 17, 2011
Time/Place: 3:30 p.m./Needles Hall, Room 3001

<table>
<thead>
<tr>
<th>OPEN SESSION</th>
<th>Page</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consent Agenda</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td><strong>Motion:</strong> That Senate approve or receive for information by consent items 1-6 below.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Approval of the September 19, 2011 Minutes [enclosed]</td>
<td>Decision</td>
</tr>
<tr>
<td></td>
<td>2. Reports from the Councils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Graduate &amp; Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Undergraduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-65</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>3. Report of the President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Recognition and Commendation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>66</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>4. Report of the Vice-President, Academic &amp; Provost</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Call for “University Professor” Nominations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>5. Reports from the Faculties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>68-87</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>6. Other Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Undergraduate Council Appointment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>88</td>
<td>Decision</td>
</tr>
</tbody>
</table>

| **Regular Agenda** |      |        |
| 3:35 | 7. Business Arising from the Minutes |
|      | a. UW-ACE/D2L and Fee Arrangements | Oral |
|      | 8. Presentations |
|      | a. Research: Professor Rich Hughson, Kinesiology | Oral |
|      | b. 2012 Congress of the Humanities and Social Sciences | Oral |
| 4:00 | 9. Report from the Executive Committee |
| 4:05 | 10. Report of the President |
|      | a. Annual Performance Indicators [enclosed; full document at analysis.uwaterloo.ca/pubs/uwpi.php] | Information |
| 4:15 | 11. Q & A Period with the President | Oral |
| 4:30 | 12. Report of the Vice-President, Academic & Provost |
|      | a. Approval of Degrees, Diplomas and Certificates [lists of graduands available at Senate] | Decision |
| 5:00 | 15. Other Business |
| 5:05 | 16. Approval of the September 19, 2011 Minutes [enclosed] | Decision |

**CONFIDENTIAL SESSION**

EW:tad/October 3, 2011
Erin Windibank, Associate University Secretary
Senate Graduate & Research Council met on September 12, 2011 and agreed to forward the following items to Senate for information. These items are recommended for inclusion in the consent agenda.

Further details are available at: wwwadm.uwaterloocaninfosecCommittee senate sgrc.htm

FOR INFORMATION

GRADUATE PROGRAM REVIEW
On behalf of Senate, council approved an academic review of the Joint PhD in Religious Studies with Wilfrid Laurier University (WLU).

Based on the material presented in the Final Assessment Report (Attachment 1) and the report of the reading subcommittee, which was formed by council to review the self-study and program materials in depth, request additional information and provide recommendations, the program was found to be of high quality with five minor recommendations for improvement.

It was noted that the program's field of concentration, "Religious Diversity in North America" has been successful and student quality is high as evidenced by publications and success in the job market. However, concern was expressed that WLU may decide not to continue its involvement in the program despite its positive evaluation.

HUMAN RESEARCH ETHICS COMMITTEE
On behalf of Senate, council approved new and continuing members.

CURRICULAR MODIFICATIONS
On behalf of Senate, council reviewed and approved curricular modifications for the Faculty of Environment (environment & resource studies; geography & environmental management; local economic development; planning; and environment, enterprise and development).

SCHOLARSHIPS & AWARDS
On behalf of Senate, council approved creation of the NA Engineering Associates Inc. Research Travel Award in Hellenistic Studies (endowment), Fred and Ruth Stork Awards in German Studies (endowment), Dean's Awards for Leadership, Service and Graduating Leaders, and Ontario Trillium Scholarships (trust); and received for information revised terms of reference for the Sharon and David Johnston Award and changes to the terms of reference for the Advisory Committee on Graduate Scholarships and Awards.

George Dixon
Vice-President, University Research

Sue Horton
Associate Provost, Graduate Studies
Final Assessment Report

Academic Review of Joint PhD in Religious Studies

2010/11

Background and process

The Joint PhD in Religious Studies (joint between Wilfrid Laurier University and University of Waterloo) was approved in May 2003, and accepted its first students in September 2004. The program was scheduled for its first review in 2010-11, along with other theological and religious studies programs at University of Waterloo. The review occurred under the revised University of Waterloo Guidelines for Academic reviews (passed by Senate in May 2010), and under similar guidelines at Laurier.

A self-study was prepared by the program, and external reviewers visited April 13-14 2011. The reviewers were Dr. Peter Beyer, Professor in the Department of Classics and Religious Studies, University of Ottawa, and Dr. James Wellman, Associate Professor and Chair of the Comparative Religion Program, Jackson School of International Studies, University of Washington. The two external reviewers were accompanied by Dr. Robert Shipley from the Faculty of Environment, University of Waterloo, and Dr. Renato Cristi, Department of Philosophy, Wilfrid Laurier University. The internal reviewers attended many of the meetings on the two days, and also read and commented on drafts of the report.

The review report was completed on April 25 2011. A response was received from the program June 22 2011, following a meeting of the Joint Committee on June 14. There was a change of Dean of Arts at University of Waterloo, and the incoming Dean’s comments agreeing with the review and response were received on July 15 (via email). The Dean of Arts at Wilfrid Laurier provided the following comment in August (quoted verbatim)

_While the Dean of Arts at Wilfrid Laurier University accepts the conclusions of the External Reviewer regarding the quality of the joint PhD program, he has serious concerns about the ability of the Department of Religion and Culture at Laurier to sustain a continuing involvement with this program while simultaneously maintaining a quality MA program and a quality undergraduate program given the complement of tenured and tenure track faculty in the department at the present time and for the foreseeable future. While efforts to have the department confront this issue have so far not succeeded, those efforts will continue, and hopefully over the course of the 2011-12 school year, the Department will come forward with a plan for a sustainable future that does address this issue. What that means, however, is that the Dean cannot preclude the possibility, notwithstanding the undeniably positive valuation of the Joint PhD Program by the external reviewers, that the Department of Religion and Culture and/or the Faculty of Arts may at some point decide that continued involvement in this program is not sustainable._

This Final Assessment Report is based on the self-study, the review report, the program response, the response from both Deans, and the implementation plan.

This Final Assessment Report will be sent for approval to the Senate Graduate and Research Council at University of Waterloo, likely in September 2012, and then sent to Senate for information. Similarly it will be sent for approval to the Senate Program Review Subcommittee at Laurier.
Self Study

The program has a single field of Religious Diversity in North America, with a focus on contemporary, multidisciplinary and publicly intelligible study of religion. The program has accepted 39 students up to and including September 2010. The program is intended to be completed in four years, and to this date seven students have graduated, six have left the program, and the balance are still in progress.

The program draws on more than 20 faculty from the two universities, from the Department of Religion and Culture (at Wilfrid Laurier University), the Department of Religious Studies (at University of Waterloo), and the four colleges at University of Waterloo. In addition, there are adjunct and associated faculty from a broad range of departments including Anthropology, History, Philosophy, Psychology and Sociology. The program objective is to prepare students for academic careers, as well as for careers in government, legal and social services, the media etc where knowledge of, and sensitivity to, religious issues is important.

The program only accepts full-time students, and there is an emphasis on encouraging students to complete within four years. Students can be accepted with an MA in an allied field (they are required to have a minimum of 10 term courses in the area of religion prior to admission). For the first four years, students are supported financially, generally receiving more than $20,000/year at both institutions. Most students receive two teaching assistantships plus scholarships each year, and students have been successful in obtaining external scholarships. Students are required to take four courses plus fulfil a language requirement, and in second year to complete their comps and thesis proposal. The faculty would like to institutionalize giving students the experience of sole-teaching an undergraduate course prior to the end of the program, to make them more marketable.

At the time of writing the self study, four students had graduated, and all had succeeded in finding sessional or limited term academic positions at Canadian universities. Another (ABD) had secured a tenure-track position. Students had been successful in publishing their work: publications include one book, one edited book, 19 journal articles, 15 book chapters, and a variety of other publications.

The initial concerns expressed by OCGS at the time of program approval had been addressed. These included:

1) Would there be a critical mass of students? It was initially anticipated that 4 students per year would enter the program. In fact, there have been 4-7 admitted per year (with the mean number being between 5 and 6). The reviewers in 2003 were also concerned that the program at University of Waterloo was somehow embedded in Sociology (apparently a misunderstanding).

2) Would students with MA’s from “allied” fields rather than Religion be able to progress in a timely manner? This has not been an issue (given the requirement that applicants have a minimum of 10 term-courses in Religion prior to entering the program).

3) Would the faculty complement be maintained? Laurier was facing three retirements, and University of Waterloo the same. In fact all the retirements at University of Waterloo have been replaced, and two of the three at Laurier, and Laurier also appointed a CIGI chair who is a renowned scholar in religion.

Reviewers’ report

- Objectives: the program is consistent with the institutions’ missions, and students commented favourably on the “practical and applied” bent at University of Waterloo, and the collegial ethos at Laurier.
- Learning outcomes are clear and appropriate.
• **Admissions requirements** are clear, and specify minimum background necessary in religion, such that some applicants might need to fulfill additional requirements.

• **Curriculum** is appropriate: the reviewers discussed whether the single field was a constraint, in that it focuses the bulk of supervision on certain faculty members, and is one that others in different areas cannot readily supervise. However the faculty responded that given the constraints on student financial support, it is not possible to take additional students at this time. The reviewers also felt that the coverage of religious diversity, transnational religions in North America, and the use of modern communications technology in religion were all strengths of the program.

• **Mode of delivery** is considered appropriate, and geared towards completion within four years: the workshops on how to translate research skills and writing in alternative professional areas are seen as a good thing both for the goal of public intelligibility, as well as entry into alternative professional areas.

• **Teaching and assessment**: a recommendation was made to continue updating the contents of the comprehensive exams (see list of recommendations below).

• **Resources**: some concern was raised that the weight of supervision and program administration falls on few individuals (related to the single field approach). The reviewers also made comments about student financial support (see list of recommendations below).

• **Academic services**: are considered appropriate, respecting institutional differences.

• **Quality indicators**: the reviewers complimented student success in publication, and the fact that two students had obtained tenure-stream jobs (evidently one more had done so since the self-study was completed).

• **Faculty**: the quality of the five junior faculty at the two institutions was judged to be excellent, and the reviewers noted they were well situated to help relieve the burden on those senior faculty who play key roles in the program.

• **Students**: the reviewers commented that student quality is high, as evidenced by publications and success in the job market

**Reviewers’ recommendations:**

The reviewers judged that the program is a high quality one, with minor inevitable “growing pains”, and made the following five minor recommendations for improvement (quoted verbatim from their report):

1. The communication and coordination between the two academic units delivering the program should be improved. Above all, the Joint PhD Committee must again be made a well functioning unit and active collaboration among the faculty in both units must become a priority.

2. Students in the program should be encouraged to create better inter-student interaction and networking structures such as will be effective across cohorts and not just within them. They might consider forming a graduate students association to that effect.

3. The required reading list for the general comprehensive examinations should be periodically and regularly revised with the active collaboration of faculty members in both units and representative students who have already completed this stage of their studies.

4. If at all possible, the difference in student financing levels between the two universities should be addressed so that students at WLU neither are nor feel disadvantaged in comparison with their colleagues registered at the University of Waterloo.

5. Ways should be found to minimize the disadvantages students inevitably experience if they take from five to six years to complete their program rather than the desired four or less.
Response from program:

The Joint Committee (which administers the program) provided the following responses to the reviewers’ very positive report. The Committee also noted some very positive news, including that two additional graduates had succeeded in obtaining tenure-stream positions, and that two students obtained SSHRC funding (one at the Canada Research Scholarship level) in the most recent competition, and five were awarded OGS funding.

Their responses to the reviewers’ suggestions were as follows (quoted verbatim):

1. A variety of reasons have prevented the Joint Committee from meeting as regularly as it should and the reviewers’ comment is very well taken in this regard. In order to improve communication and coordination, we will undertake to meet as a full committee at least twice each semester. We will make sharing information about our respective departments’ activities, such as seminars, speakers’ series, and conferences, a priority. This will be implemented in the Fall 2011 semester.

2. Another excellent recommendation, although it should be noted that this is not something faculty can either implement or administer. We will be delighted to make the suggestion to the students and provide information, encouragement, and such resources as we are able, but the success of such an association rests ultimately with the students. Resources such as meeting space and start-up funding from the Joint Director’s budget should be fairly simple to arrange. This will be implemented in the Fall 2011 semester.

3. We have been wrestling with this issue since the beginning of the program and we will establish both a procedure and a schedule for regular review of the general comprehensive examination reading list. This will be implemented in the 2011-2012 academic year.

4. Regarding the perceived disparity in funding levels between the two institutions, Wilfrid Laurier University has a published guarantee of $19,000 per year for four years; the University of Waterloo publishes a guarantee of $19,650 for three years. However, students at both institutions often receive additional funding from the Faculty, program or from their faculty supervisors, and it is not easy to maintain current information on this. Efforts will be made to explore and equalize funding possibilities for students across the program. This will be explored in the 2011-2012 academic year.

5. We will investigate this with our respective graduate studies administration offices, although extending the funding does not seem to be an option. One suggestion here is to request a reduced fee structure for students enrolled beyond the four-year funding guarantee. This will be explored in the 2011-2012 academic year.

Two-year Implementation Plan

The Religious Studies Joint Planning Committee, through the Program Director, undertakes to deliver a report to the two Graduate Offices (to then go to Senate Graduate and Research Council at University of Waterloo, and to the Program Review Subcommittee at Wilfrid Laurier University) on September 1 2013. The Program will report on the following steps for the next two years, based on the recommendations in, and responses to, the reviewers’ report:
1. Steps taken to improve the communication between the two academic units, and the functioning of the Joint PhD Committee.

2. Steps taken by the students to increase interaction across the two universities, such as forming a graduate student association.

3. Steps taken to continually update the general comprehensive examinations, with the collaboration of faculty, and feedback from representative students who have completed their comprehensives.

4. Steps taken regarding equalizing student funding in the two institutions, respecting that funding guarantees are set at the university rather than the program level.

5. Steps taken regarding funding of students beyond the four-year funding limit: this is likely to be difficult, since neither institution guarantees funding beyond four years (nor, indeed, does the province provide support to doctoral students beyond this time limit). The proposal from the Joint Committee – investigating reduced tuition fees for students beyond four years – is unlikely to receive support from senior administration at either university. Thus the Joint Committee will need to move very carefully if, for example, they take steps which will lengthen students' programs (e.g. the ongoing discussion concerning increasing core course requirements from four to six).
Senate Undergraduate Council met on September 13, 2011 and on behalf of Senate, approved changes to academic plans, new courses, course changes and course inactivations. Council agreed to forward the following items to Senate for information. Council recommends that these items be included in the consent agenda.

Further details are available at: www.secretariat.uwaterloo.ca/Committees/senate/ugc.htm.

FOR INFORMATION

Academic Program Reviews

- **Computational Mathematics** — See attachment #1.
- **Drama and Speech Communication** — See attachment #2.
- **English** — See attachment #3.
- **History** — See attachment #4.
- **Sexuality, Marriage and Family Studies** — See attachment #5.

Academic Program Review Two-year Progress Reports

- **Environment and Resource Studies** — See attachment #6.
- **Sociology and Legal Studies** — See attachment #7.

CURRICULAR MODIFICATIONS

Changes to academic plans and a course change were approved for the Faculty of Science (earth sciences, list of plans and common degree requirements, pharmacy, science).

/kjj Geoff McBoyle
September 23, 2011 Associate Vice-President, Academic
COMPUTATIONAL MATHEMATICS

Review Process

This was the first review of the Computational Mathematics (CM) program. To assist with the self study CM faculty members held a half-day workshop with the assistance of the Centre for Teaching Excellence to review the program, its courses and how it integrates with the University’s undergraduate degree level expectations. In addition, surveys were sent to CM faculty members, CM undergraduates and CM alumni from the undergraduate program, to determine their opinion of the program. These comments were incorporated into the document.

The self study was submitted September 8, 2010; the site visit occurred January 13 and 14, 2011; the review team’s report was received February 20, 2011; and CM’s response and that of the Dean were submitted 14 July, 2011.

Characteristics of the Program

Historical Overview

The Faculty of Mathematics was established in 1967. The Faculty boasts the largest concentration of mathematical and computer science talent in the world. With more than 5,300 students, 200 full-time faculty members and 180 courses in mathematics, statistics and computer science, the Faculty is a powerhouse of discovery and innovation.

Within its five academic units, the Faculty of Mathematics has significant strength in numerous areas of computational mathematics and scientific computing. Also, it has long been recognized that the majority of current Bachelor of Mathematics (B Math) graduates find employment in areas where these skills are highly desirable or essential.

In 2000, the then Dean of Mathematics identified Computational Mathematics as an area well-suited to Waterloo’s strengths across all academic units within the Faculty of Mathematics, and to the growing societal needs for graduates trained in mathematical modelling and computation.

The timing was opportune. The Ontario government had passed the Post-Secondary Education Choice and Excellence Act 2000 whose strategy would include reducing secondary education from a five-year to a four-year program and invest 73,000 new places at post-secondary institutions. As a consequence, a “double cohort” of Ontario high school graduates was expected to apply to Ontario universities for 2003-04 admission. To accommodate the double-cohort, the Faculty was expected to grow its first-year class by about 100 students (about 10%). A new undergraduate program in Computational Mathematics would be designed to accommodate the growth. Moreover, as a computational program it would also qualify as a deregulated tuition program in Ontario and hence generate increased revenue to the Faculty and the University from higher tuition fees.

In April 2000, an ad hoc committee to consider the development of a program in Computational Mathematics was established and met regularly over two years. By 2002, the program was approved and in fall 2003 the Faculty admitted its first students in CM. The idea was that the program would grow steadily to about 100 students in each year or about 400 in total.
The Faculty’s vision for Computational Mathematics always included the creation of a formal centre to manage, develop and promote undergraduate and graduate programs in CM, to provide educational opportunities for Faculty of Mathematics students, to serve as a catalyst for collaborative research activity within the Faculty in all areas of CM and to act as an outreach centre for collaborative research and consultation with industry. In January 2005, the University of Waterloo (UW) Senate approved the creation of the Centre for Computational Mathematics in Industry and Commerce (CCMIC).

As a result of the creation of the Centre and the new undergraduate degree program, the Faculty hired 10 new faculty members at the Assistant Professor level across the academic units in the Faculty. This increased growth in faculty complement was largely because of the 10% growth in the Faculty’s annual undergraduate cohort. The assignment of the positions of the CM complement was strategic – both to support the new initiative and to have more faculty members with computationally-oriented research interests across all academic units in the Faculty. Each new CM faculty member was assigned to a Department/School to serve as his/her academic home. The Centre’s draw on the faculty members would be slightly less than half with respect to teaching duties and it would have first draw with regard to administrative duties for CM programs and Centre activities. The distribution of the 10 new positions was: three in Applied Mathematics (AM); three in Combinatorics and Optimization (C&O); two in Computer Science (CS); one in Pure Mathematics (PM); and one in Statistics and Actuarial Science (SAS). The Faculty planned to expand the Centre to hire 34 more CM faculty members.

In 2007 the Master of Mathematics in Computational Mathematics accepted its first students.

At the time of this review CM had managed to increase its complement to 11 faculty members.

The main elements of governance of the Centre are a Director and a Steering Committee consisting of a representative from each of the five units in the Faculty of Mathematics. The Undergraduate and Graduate Officers are appointed from the membership of CCMIC in consultation with the relevant Chair/Director of the faculty member’s home academic unit. The Director has neither stipend nor course reduction to offer these Officers. Any course reduction is given at the discretion of the head of the home academic unit.

The major issues presently facing CCMIC are three. Firstly, the low enrolment in the program especially when it was imagined, prior to the program’s approval, that as many as 100 students might graduate each year. Secondly, the program has to contend with the deregulated fee structure which results in a substantial difference in tuition paid by domestic students compared to most other major plans in the Faculty. This is especially troubling since nearly all CM courses are accessible to, and largely dominated by, majors from other departmental programs who pay nearly half the tuition. Lastly, there is the lack of control by the Director of the Centre on what CM courses are offered and the instructors who are assigned to teach these courses.

Program Objectives

The CCMIC is simultaneously a research centre, an interdisciplinary academic unit offering undergraduate and graduate programs, an outreach centre for collaborative research and consultation with industry. Its mission is as follows:
“The CCMIC will oversee the development and teaching of the new undergraduate program in Computational Mathematics and will facilitate and promote an expansion of graduate studies in the area. The mission of the CCMIC is also to advance fundamental knowledge and application of all areas of computational mathematics. The CCMIC will sponsor seminar series in computational mathematics, provide advice and guidance to both graduate and undergraduate students in computational mathematics, promote collaboration with people outside the Faculty who work in areas of application of computational mathematics, publicize its activities across campus, and facilitate the development of research relationships with government and the private sector. All faculty members who have interests and expertise in computational mathematics are eligible to be members of the CCMIC.” (Brief to UW Senate, January 2005)

The above continues to be the mission of CCMIC. The reviewers are of the opinion that the goals of the program are appropriate in the context of those of the Faculty and the University.

Distinctiveness/Benchmarking

Although programs in Computational Mathematics are offered at other universities, very few can offer the range of courses that are offered at UW. UW's CM program is distinguished not only by the breadth of available topics but also by its depth of strength in each.

Academic Programs Offered

The following undergraduate programs are offered by Computational Mathematics:

- B Math (Honours) in Computational Mathematics (Regular and Co-op)
- B Math (Honours) in Computational Mathematics/Bio-Medical Option (Regular and Co-op)
- B Math (Honours) in Computational Mathematics/Data-Mining Option (Regular and Co-op)
- B Math (Honours) in Computational Mathematics/Earth and Science Option (Regular and Co-op)
- B Math (Honours) in Computational Mathematics/Economics Option (Regular and Co-op)
- Minor in Computational Mathematics

Students

CM is a small undergraduate program composed primarily of full-time students. The program is a first-year entry program, though some students may choose to enter the program as late as graduation since all mathematics students, whatever their stated plan, have access to all courses in the undergraduate CM program and so could “shadow” the program without declaring CM as a major. One reason to do this would be the significant difference in tuition costs between CM and other B Math programs for domestic students.

The average annual number of applicants to CM, over the period 2003 to 2008 inclusive, was 137. The number has steadily decreased from a high of 193, when the program started in 2003, to 112 in 2008. Of these students, 31 registered in the program in 2003, this decreased to seven in 2006, then rose to 18 in 2007 and 13 in 2008. The decline in numbers is worrying. The decline has been mostly in the area of domestic applicants since the number of international applicants has held steady from 27 in 2003 to a high of 42 in 2006, and was 31 in 2008.
The CM program is identical to all other B Math programs for nearly the whole of the first two years of study. Thereafter, all non-CS and most CS courses in the CM program are open to all students in the Mathematics Faculty. Yet domestic students registered in CM pay a much higher fee each term than do domestic non-CM students because CM is a deregulated program. In 2009-10, the differential tuition per term between CM and Mathematics Regular domestic students was about $1,600. This differential in tuition may contribute to the decline in CM majors. Anecdotal evidence tends to substantiate this position.

CM attracts some of the top students in the Faculty. Over the last five years the number of applicants offered a position in CM who had a high school average of 90% or better has risen from 16.6% in 2004 to 55.8% in 2008. It is clear that CM is attracting high quality students.

The high quality of CM applicants is also attested to by the number of scholarships awarded on entry to the program. Over the period, 2003-04 to 2008-09 inclusive, an average of 24 scholarships has been given each year, each averaging $1,500, to CM students on entry to the program. The number of scholarships was 10 in 2003-04 and has risen in 2008-09 to 38. Also over the same time period, 182 upper year scholarships, each averaging $1,100, have been awarded to CM students.

Although only two CM students have taken advantage of an international exchange, many foreign students have come to UW for a period to study CM. They have come from universities in Hong Kong, France and England.

Normal time to graduate for regular students should be four years and five for students in the co-op stream. Five years after 30 students entered CM in 2003-04, 14 graduated from CM, six graduated from a different program, seven are still in the program and three withdrew. The 2004-05 student cohort showed a similar trend. The cohorts of 2005-06 and 2006-07, also show a relatively large number of students withdrawing from the program. The attrition out of the program is of concern and may be a result of the deregulated fee structure.

Of the students that the review team talked to all were appreciative of the material presented in their courses and the professors who teach them.

Nine students graduated from CM in 2007, 18 in 2008 and seven in 2009. Many of these students went to graduate school but where their careers took them after that is unknown.

**Faculty**

Members of CCMIC are designated as either complement faculty members or affiliated faculty members depending on whether they have been specifically hired as part of the CM faculty complement or not. At the time of this review there were 11 complement faculty members and 38 affiliated faculty members. The 11 complement faculty members, two full professors, six associate professors and three assistant professors, are housed in one of the five units in the Faculty of Mathematics. Three are housed in AM; two in SAS; one in PM; two in C&O; and three in CS.

All CM courses are cross-listed with courses in the home Department/School and though cross-listing entails responsibility of all units involved in the design and delivery of a cross-listed course, the latter is problematic for CM.
The problem is twofold: the Centre does not have a say over who teaches CM courses, and the Centre does not assign any of the CM complement faculty members to teaching assignments.

All teaching assignments of CM complement faculty members is done by their home Department/School. The responsibility of finding teaching resources for all cross-listed CM courses is that of the academic units which share in the cross-listing of the course, with the exception of CM. This has led to some interesting outcomes which are not always best for the students in the program, the development of the program, and for the complement and affiliated faculty members. For example, over the five year period, 2005 to 2010, CM 339, the “Algorithms” course, has been taught 23 times but only twice by a CM complement faculty member.

The other side of the coin is the number of CM teaching units there are available that come from CM complement faculty members. These, at least, could be split equally between the responsibilities of the CM program and that of the person’s home Department. Assuming this to be the case, the teaching duties of a CM complement faculty member can be worked out. The teaching responsibility of every research active faculty member in the Faculty of Mathematics is three courses per year. Faculty members are eligible for an annual sabbatical year once every six years. Therefore annually, on average, a research active faculty member is responsible for 3 X 3/6 courses, and 11 such faculty members over a period of five years will be responsible for 11 X 3 as many courses, or a total of 141.4, approximately 141.4 course units. If only half of the courses taught by CM complement faculty members are taken to be CM courses, then the total teaching units over five years for CM courses by CM complement faculty members should be approximately 70.7 courses. Over the past five years CM complement faculty members have been assigned to only 48 CM courses. Three of the five academic units (AM, C&O and CS) assigned only about 62% of the CM courses they are responsible for, PM assigned its one faculty member less than a third of the CM courses that should be available. Only SAS has, in the past five years, assigned more CM courses to CM complement faculty members than half of their full load.

Had half of the CM complement teaching responsibilities been available for the CM program directly, the content and delivery of the program might be significantly improved.

Centre members engage in a variety of pure and applied research strengths across the spectrum of Computational Mathematics. Two faculty members focus on Biological Applications; eight are actively involved in Computational Finance and Risk Management; three in Computational Number Theory and Cryptography; 12 in Computational Statistics; two in Control Systems; two in Medical Imaging; 11 in Numerical Algorithms, Linear Algebra and Differential Equations; 13 in Optimization and Operations Research; five in Symbolic Computing; and seven in Weather and Ocean Current Applications.

Many of the Centre’s faculty members are affiliated with research groups, such as: the Artificial Intelligence Research Group; the Centre for Applied Cryptographic Research; the Computational Neuroscience Group; the Interdisciplinary Centre for Climate Change; the Vision and Image Processing Group; and the Waterloo Research Institute in Insurance, Securities and Quantitative Finance.

These faculty members, since the start of the program in 2003, have published 149 refereed journal articles, 91 refereed conference proceedings, five book chapters and 67 conference presentations. They have also obtained 37 grants amounting to $5.2 million.
Centre members have received many academic awards such as: Canada Research Chairs; a Guggenheim Fellowship; an IBM Faculty Award; and the NSERC Synergy Award for Innovation. In addition, members have held elected positions in professional societies such as: the Association for Computing Machinery; the Society for Industrial and Applied Mathematics; and the Statistical Society of Canada.

CCMIC members have served in editorial roles in numerous national and international research journals over the last five years. They have been editors of Statistics and Computing, Numerical Linear Algebra with Applications, Journal of Computational Finance, and sat as editorial board members on 21 different academic journals.

CCMIC faculty members have been very active in their respective professional societies and academic journals.

**Concerns and Opportunities for Improvement**

The review team is of the opinion that the low enrolment is a problem especially given the number of faculty member hired to support it.

The review team makes a number of recommendations:

1. That tuition fees for the CM program be reduced to the same level as that of the other Mathematics programs.
2. That the CM program should become a second-year entry program instead of a first-year entry program.
   
   *Response to recommendations 1 and 2: CM will become a second-year entry program similar to most other mathematics’ programs, with tuition fees lowered to the same level as most other mathematics programs.*

3. That the sequencing of language programs be changed so that students are proficient in a high-level programming language by the end of the second year.
4. That CM 339/CS 341 Algorithms be added to the “second layer” list of courses for the fourth year.
5. That students be allowed to select any four courses from the entire list of “second layer” courses.
   
   *Response to recommendations 3 to 5: A high-level programming course in C++. CS 246, will be added to the list of CM core courses. In addition, the various streams of upper-year courses will be removed, replaced by a single choice list of upper-year courses.*

6. That CCMIC be given more control over instructor assignment to CM course.
7. That a Board or Advisory Committee be established, with representation from CCMIC and the Faculty, to oversee the CM program.
   
   *Response to recommendations 6 and 7: The following changes will be made to the administrative structure of the CM program: the CM labels on all courses will be removed, and some of the academic advising of CM students will be handled by the team of advisors in the Dean’s Office. Advising that is specific to CM will be handled by CCMIC.*
DEPARTMENT OF DRAMA AND SPEECH COMMUNICATION (DRAMA PROGRAM)

Review Process

This was the third undergraduate review of the Drama program which is housed within the Department of Drama and Speech Communication, the first one having been conducted in 1984. The second review, in 2002, included Speech Communication. The self study for the review of the Drama program was submitted May 21, 2010; the site visit occurred November 10 and 11, 2010; the review team’s report was received December 13, 2010; the response by the Drama program in consultation with the Dean was submitted March 18, 2011.

Characteristics of the Program

Historical Overview

Until 1973 a degree program in Drama was housed in the Department of English, at which time it became a self-governing unit called the “Drama Group”. The Drama Group was accorded all the rights and responsibilities of a full-fledged Department, but 18 years passed before official departmental status was requested and approved in 1991. At the same time Drama was encouraged to include Speech Communication in the departmental title since a new stream with that title had been initiated in the Department. Since 2006 the Department of Drama and Speech Communication has housed Digital Arts Communication, a stand-alone specialization in the Arts and Business program.

Today the Department of Drama and Speech Communication is unique in Canada in that it comprises three distinctive disciplines: one focusing on pure performance (Drama/Theatre Arts), another on applied performance (Speech Communication), and a third on how to design digital images (Digital Arts Communication). Each unit administers its own budget, decides its own teaching allocation, establishes its own curriculum, and each unit is managed by its own Director. This review only covers the Drama Program of the Department of Drama and Speech Communication.

There are 13 university-based undergraduate Theatre programs in Ontario and an additional 21 across Canada. The majority of these programs operate with between four and 12 faculty members. The Drama program at the University of Waterloo (UW) is in the middle of the pack with six full-time faculty members.

Over the last year, Drama faculty and staff members have conducted an extensive review of the Drama curriculum. UW Drama has a bias towards the theoretical. Of 13 courses required for a four-year Honours Bachelor of Arts (BA) degree in Drama, only three are practical, the others are theoretical. The review will address this “imbalance”. Early discussions with faculty members suggest that the program will aim to produce theatre practitioners and theatre thinkers who are critically aware of the latest developments in contemporary theatre practice and theatre studies within the context of a liberal arts education.

In addition to developing goals for the undergraduate curriculum, for research and creative scholarship, and physical resources, the Department is currently engaged in a significant re-structuring process, which, it is hoped, will ultimately result in a merger between Drama, Digital Arts Communication, Fine Arts, and the emerging Centre for Global Visual Cultures to create a new School of Arts, Media, and Performance Studies.
Program Objectives

The Drama program’s mandate is to provide a fully-rounded education in which both breadth and depth of learning are respected within the parameters of a liberal arts education. All the Department’s work is based on the belief that a balanced praxis-based academic program produces the best education in the discipline of Drama and provides students with professional opportunities that demand nimbleness of mind, creative imagination, discipline, perseverance, empathy, social awareness, and the capacity to think analytically, question established assumptions, and collaborate productively.

Distinctiveness/Benchmarking

In spite of its relatively small size, Drama has an impressive research funding record. Over the past three years, Drama faculty members have secured $2.6 million in research funding as principal or co-principal investigator, and have been co-applicants in successful research grants amounting to about $25 million.

Academic Plans Offered

Drama offers the following plans:
- Four-year Honours BA in Drama;
- Four-year General BA in Drama;
- Three-year General BA in Drama;
- Joint Honours BA in Drama;
- Honours BA in Drama (Arts and Business [Co-op and Regular]);
- Minor in Drama.

Students

Students in the Faculty of Arts choose their major at the beginning of year two. From 2002-03 to 2009-10 inclusive, an annual average of 18 students entered Drama in second year. Between academic years 2002-03 to 2009-10 there has been a noticeable increase in students’ grades at the end of their first year, before they became Drama majors at the beginning of second year. The number of students in the 80 to 84 per cent range has increased while those in the 70 to 79 per cent range have decreased.

The number of students enrolled in the Drama program has shown a slow but steady increase from 55 in 2002-03 to 73 in 2009-10. In Drama, academic classes are capped at between 20 to 25 students and acting classes are restricted to 18 to 20 students. However, because all Faculty of Arts students have to take a single course in either one of Drama, Fine Arts, Music, Digital Arts Communication, or Speech Communication, in order to meet Arts’ “Breadth Requirements”, the Introduction to Theatre courses (Drama 101A and 101B) attract annually on average 120 and 70 students respectively while the Introduction to Performance course (Drama 102) attracts annually 75 students.

After entering Drama in second year in 2009-10, 20 students received scholarships amounting to $27,094, while in the previous year 29 students received scholarships amounting to $39,536.

Not many Drama students take advantage of the co-op program. This is because Drama’s program is praxis-based; finances to hire non-essential personnel are not generally available to theatre companies; and co-op terms tend not to overlap with the production intensive period of a theatre season.
Each Drama course is evaluated each time it is taught using the survey instrument of the Faculty of Arts. The evaluation form of 10 questions asks students to rate the course and the instructor on a five point Likert-scale where one is very poor to five is excellent. Drama’s mean course evaluation value, for 15 terms, from fall 2002 to winter 2009 inclusive, is 4.32, ranging from a low of 4.21 in winter 2004, to a high of 4.52 in fall 2004. Drama’s values consistently exceed those of the Faculty of Arts as a whole. Over the same period the Faculty of Arts mean course evaluation average was 4.15, with a low of 4.08 and a high of 4.2.

The bilateral international exchanges organized for the students distinguish UW’s Drama program from others. In 2006, 16 students and two faculty members travelled to the Theaterakademie Vorpommern on the Baltic Coast of Germany to present UW Drama’s production of Timberlake Wertenbaker’s Our Country’s Good. This visit was preceded by 15 students and faculty members from Vorpommern who came to UW. In 2009, a similar exchange took place with Teatro Aquario in Cosenza, Italy.

The degree completion rate of students in the Drama program has increased from 59 per cent of the 2002-03 cohort to 93 per cent of the 2006-07 class. The average time to complete the degree has decreased over that time period from 4.4 years to 3.8 years.

Students have a say in departmental affairs. Students have two representatives at Department meetings. This self study was reviewed by four students and their comments were incorporated into the report.

Employment data for Drama graduates are difficult to come by. Those graduates keen to follow a career in technical theatre, design or arts management/administration often find work immediately after graduation. A significant number of students still chose to attend Faculties of Education, even though there are declining opportunities for Drama teachers in high schools. For those planning an acting career – two choices are evident – some continue to study at post-degree conservatories or colleges, others relocate, often to Toronto, where they work at the transition from university life to the professional community.

Faculty

At the time of this self study the Department of Drama and Speech Communication had six full-time faculty members in Drama, the same number in Speech Communication, and five in Digital Arts Communication. The faculty complement in Drama consists of one Full Professor; three Associate Professors; one Assistant Professor; one Continuing Lecturer; who combine professional theatre work (set and costume designing, directing, acting, playwriting etc.) with ‘conventional” academic scholarship in a variety of contemporary areas. Two of these six faculty members will reach the “normal” retirement age of 65 in the next four years, although none has indicated an interest in retirement. The program depends heavily on sessional hires. During the 2009-10 academic year, 29 sessionals were hired: 20 to teach and nine for positions such as Visiting Directors, Designers or Production Managers for the performance season. Furthermore, there are four staff positions: an Administrative Assistant; a head of Wardrobe and Costume Design; a Director of Technical Theatre (a 10-month appointment); and a vacant position of Assistant Technical Director. In addition, at least 16 guest artists, designers, and directors have taught in the Drama program over the last seven years.
The normal teaching load for faculty members in Drama is four courses per year. When a faculty member directs a major production, he or she receives the same credit as for a regular course, even though major productions can take up to more than 180 hours of rehearsals and meetings in addition to the hours of preparation and tutoring of individual students before and during the production process.

Over the past three years the Drama group has published 12 articles in peer-reviewed magazines or professional journals; edited or co-edited two books; made 14 professional conference presentations; directed, dramaturged or designed 26 productions in the professional theatre; published two translations of Canadian plays. As principal or co-principal researcher the group has secured $2.6 million in funding and has been co-applicants in successful research grants amounting to about $25 million. Research funds have been received from SSHRC, Canadian Foundation for Innovation (CFI), the Ontario Innovation Trust (OIT), and foundations such as the Zukerman Foundation, Trillium Foundation, Saskatchewan Heritage Foundation, and the Musagetes Foundation. Departmental co-productions, *The Adding Machine* and *Alice (Experiments) in Wonderland*, with Bradley University and the University of Florida, funded by CFI and OIT, received the 2007 Internet2 IDEA Award and the 2008 ORION Learning Award of Merit.

Service to the discipline is strong with faculty members sitting on editorial boards; acting as external reviewers; being artistic directors for performance companies; and organising symposia and conference

**Concerns and Opportunities for Improvement**

**General Observations**

There is no doubt in the minds of the review team members that the Drama program at the University of Waterloo is of a very high quality. The goals of the Department as expressed in the self study are at the same time ambitious yet realistic. While the Drama program introduces several innovative initiatives and bold plans, it is committed to continuing with a “liberal-arts-based approach to theatre studies” and also recognizes possible areas of improvement. While no major changes in the program’s admission requirements are necessary, the proposed restructuring of the curriculum should be delayed until the program is once again adequately staffed.

In terms of its pedagogical philosophy, the Drama program is well established. The review team is pleased to report that the program has not only been successful in maintaining high standards of teaching and research but has also managed to keep up with recent trends in theatre education, especially in its attempt to introduce a “praxis-based approach to teaching undergraduates”.

However, the poor conditions of the current facilities and the lack of suitable spaces to deliver the curriculum have already caused conflict between teaching and production. In order to prevent this from occurring regularly, the situation needs to be improved immediately. The Department should also work hard to overcome the detachment of the three units within it. Although connections between Drama, Speech Communication, and Digital Arts Communication (DAC) may appear to be tenuous at best, there exist a number of possible ties between the disciplines, especially in research, that could bring the three sets of colleagues closer together and result in intriguing synergies.

The final current limitation of the program – the perception that there is no clear progression of skills through the program – is already in the process of being addressed.
The review team identified six areas where there are opportunities for improvement, namely: staffing; facilities; curriculum; inter-departmental relationships; student recruitment; and budget.

Staffing

The very first observation that any review of Drama at Waterloo must necessarily make at this point in time is that of the departure of Dr. Gerd Hauck, the Department’s Chair when the self study was written. Even though it was clear from faculty members that the great majority firmly subscribe to the vision articulated in the self study, the loss of the person who, according to everyone’s opinion, was the driving force behind the document, means that the Department will soon have to reassess its position.

There is no doubt in the Committee’s mind that securing a replacement full-time faculty position is essential for the continued well-being of the Department and program and belongs to the mission-critical category.

Recommendation 1: It is imperative that the Department immediately advertise for a new tenured or tenure-stream faculty position, if possible at a senior level and with a specialization that would fit the program’s strategic needs. Only if this new hire is a senior scholar should the discussion on developing a graduate program in Theatre and New Media and Digital Gaming be resurrected.

Recommendation 2: The Department needs to postpone a full implementation of its curricular reforms until it can be determined what the newly hired faculty member can contribute to the program. In other words, the review team advises against trying to find a perfect match for an abstract program and recommend instead that the new strategic plan take the new appointment’s specific abilities into account. This review should also include investigation of curricular opportunities available through a closer relationship with Speech Communication and Digital Arts Communication.

One of the very few things about which the students complained in their conversation with the review team is that a number of courses which are listed in the Calendar and that, in some cases, even helped to convince the students to enrol at Waterloo are rarely, if ever, offered. The reason for this seems to lie primarily in the struggle of the Department to provide a necessary number of courses to meet all the required needs with the available faculty members.

Recommendation 3: The Review Committee agrees that the long-term lectureship in theatre production and management be converted to a tenure-stream position. The decision to convert the position is unlikely to cost much and will give the program much needed stability in the times of transition.

Recommendation 4: Finally, the review team is convinced that in order to ensure the students have a broad choice of theatre electives and a well-rounded education, two bridging limited-term positions be approved which will, on the one hand, meet the Department’s most pressing needs and, on the other, enable the program to operate even if any one of the current faculty members decides to retire.
Facilities

It will be no surprise that the review team finds that the teaching, workshop, storage, and office spaces in Drama are woefully inadequate. It will be necessary to solve these space issues if Drama is to move forward with curricular development and growth.

The teaching spaces are in very poor shape and inadequate in number and technology for the Department’s need. The Theatre of the Arts doubles as a classroom space, which makes scheduling of production activities “a nightmare”. Backstage areas also serve as a haphazard storage space, contributing clutter, and making the area unusable for productions. Regarding health and safety issues, heating pipes in Modern Languages [it was determined later that it was not Modern Languages but Hagey Hall that was being referred to], room 108, are covered in exposed asbestos [there is a sprayed on thermal/acoustic insulation that lay people might mistake for asbestos – in fact, it is cellulose-based]. With regard to teaching, room 108 is too small to allow for freedom of movement in an acting class. It is also poorly equipped technically for the new curriculum planned by the Department and too small to allow for sufficient audience numbers when it is used as a black box theatre. Room 6 (Arts Lecture Hall) is also a space dedicated to the Department of Drama and Speech Communication. However, it is doing triple duty, serving as a lecture hall, studio for the teaching of technical classes and, occasionally, as a rehearsal space. Not only is it inadequate for all of these functions: it is located in a dingy basement space that is not conducive to learning. In addition, the workshop area for the building and painting of scenery is too small to serve as an adequate teaching space and limits the scope of set design and construction.

Recommendation 5: It is imperative that the teaching spaces of the Drama program be consolidated in a new building, taking measures to provide faculty offices as well as studios and classrooms that are appropriately equipped:

a. Practical performance studios should be spacious, with two-storey ceilings, sprung floors and storage space for classroom props and furniture.
b. The building should contain five studio/classroom spaces to permit the Theatre of the Arts to be dedicated to production.
c. Each classroom should be equipped with the needed technology to support the new curriculum in Theatre and New Media.
d. One of these spaces should be a Black Box Theatre with high-tech equipment to support creative activity/research in Theatre and New Media.

Recommendation 6: The design/technical spaces connected to the Theatre of the Arts should be expanded and consolidated in an area close to the theatre. It should include separate carpentry and paint shops for production, a costume shop, and sufficient space for the proper storage of set pieces, furniture, props, and costumes.

Curriculum

The proposed new curriculum is impressive and will create a niche for the Department of Drama and Speech Communication, making it highly competitive with students interested in Theatre and New
Media. However, its implementation will require simultaneous development of appropriate, advanced technology in the teaching and performing spaces to support pedagogy and production.

There are also some issues that need to be addressed immediately. The sequencing of courses and the need to rotate course loads have already been mentioned. In addition, students also expressed concern regarding the expectations in each class, which they felt are unclear in many cases.

**Recommendation 7:** The Drama program should develop a syllabus template that calls for the articulation of each professor’s goals and intended learning outcomes for each course, assignments, due dates, and a grade breakdown. The goals and learning outcomes need to conform to the University’s Undergraduate Degree level Expectations. In addition, it is recommended that Curriculum Maps be created once the new curriculum is in place in order to ensure that goals and outcomes for each course line up with the Department’s educational overall goals and outcomes.

**Recommendation 8:** Until the new curriculum is developed and implemented, the Department should undertake a review of current course offerings and delist courses that are not expected to be offered at least once in a three-year period.

**Intra-Departmental Relationships**

The need to revisit the relationship of the programs within the Department is more pressing than ever. Though the disagreements between Speech Communication and Drama appear to have been overcome, this should not be used as an excuse to avoid addressing the lack of functional cooperation between the three units.

This limitation is particularly apparent through the eyes of the students. While faculty members actually share enough research interests that they could be easily seen as working together, the curricula of the three units remain strangely separated. Inasmuch as this is perfectly natural given that the three disciplines are traditionally seen as quite distinct and have only been joined together in a marriage of administrative convenience, the focus of the Drama faculty members on digital and mediated productions, and on using technology even when approaching classical texts, is so close to what DAC does that any missed opportunity for potential collaboration will be an opportunity sorely regretted.

The review team sees the two recent hires in Speech Communication with specialization or expertise in performance studies as a wonderful opportunity to bring the two areas much closer together and capitalize on shared interests.

**Recommendation 9:** In order to capitalize fully on these recent developments, the relationship between DAC, Speech Communication, and Drama needs clarification, even in the short term, that is, before the new tenure-stream or tenured appointment. The ultimate goal should be to integrate the three programs as closely as possible rather than maintain three satellite operations.

**Recommendation 10:** The Department needs to continue to support faculty members in Speech Communication in their desire to contribute to Drama both on the level of curriculum and in their research/creative activity.
Recommendation 11: The three units are strongly encouraged to explore inter-disciplinary work in classes and research/creative activity especially on the level of digital creation, use of new technologies, and study of performance techniques in non-traditional environments and contexts such as site-specific and digital performance.

Recruitment

In discussion with students, it became apparent that the Department lacks a clear, detailed recruitment plan. Students stated that they had very little direct contact with the Department of Drama and Speech Communication during the recruitment and application process.

Recommendation 12: The Drama Department should work with the Office of Marketing and Undergraduate Recruitment to develop a Recruitment Strategy, including materials that clearly outline the liberal arts nature of the Drama program and the kinds of opportunities available to students during their undergraduate careers.

Budget

The Department of Drama and Speech Communication, unlike many other academic units, is very fortunate in having not only expenses but also its own revenue. The production arm of the Drama program offers a yearly season of plays and had a separate budgetary provision assigned to it for the first time by the Dean last year. More importantly, however, the Department has control over the box office returns and can use them to support its regular operations. At the same time, there is some room for improvement in how the budget is allocated within the Department.

Recommendation 13: The internal budget-allocation process needs formalization. The creation of a systemic solution to the budgeting process within the Department is required that ensures the fairness and transparency of all financial decisions. Ideally, a separate budget line should be created for equipment in costumes, lighting, shop, etc.

The other potential danger to the Department’s financial and academic well-being is the University’s recent move to curtail the number of undergraduate courses with 10 or fewer students except in special circumstances (see the Vice President, Academic and Provost memoranda of March 9, 2009 and November 12, 2010). The flexibility that Policy 40 provides to Chairs is particularly important in the context of the Drama Department given the number of faculty members and because the nature of the learning process in Drama requires a high degree of individualized instruction.

Recommendation 14: The Dean of Arts and Chair of Drama and Speech Communication continue to recognize that small class sizes, particularly in Drama’s senior undergraduate courses, are integral to the students’ academic growth and development. Given the need for individualized instruction in Drama, it is recommended that any large enrolment service courses that the Department might develop be counted in their favour and used to offset the smaller classes.

Concern and Opportunities for Improvement

The reviewers offered a total of 14 recommendations, which can be broadly grouped into three primary areas: a) space, b) curriculum and personnel, and c) miscellaneous.
Space (Recommendations 5, 6, 10, and 11)

A new building and/or improved facilities to support Drama courses and productions would create an environment in which many of the review team’s recommendations could be met. As the reviewers succinctly stated in their report, “It will be no surprise that the Committee finds that the teaching, workshop, storage, and office spaces in Drama are woefully inadequate. It will be necessary to solve these space issues if Drama is to move forward with curricular development and growth.” This statement, with which faculty and staff members in the program strongly concur, importantly links space and physical resources with curriculum. In other words, a new building and/or improved facilities are central to the curricular mission of the program. State of the art facilities could allow for the physical co-existence of Drama, Digital Arts Communication, Speech Communication, and Fine Arts, encouraging an increase in research, creative work, and curricular and pedagogical collaboration, and sharing of resources necessary to all units. Related to attracting and retaining top students, faculty, and staff; maintaining minimum health and safety standards; and keeping abreast of technological developments related to theatrical productions and performances, a new building, or at a minimum, drastically improved facilities, are required.

Curriculum and Personnel (Recommendations 1, 2, 3, 4, 7, 8 and 9)

In 2009-10, Drama faculty and staff members engaged in substantive discussion of the curriculum. The Department agrees with the recommendations which encourage attention to curricular redevelopment, offerings and delivery. Curricular revision, in conjunction with a new space, would provide improved capacities for instruction; and would support integration of the three units in the department (Drama, Speech Communication, and Digital Arts Communication). Discussions about curriculum have included attention to learning outcomes, and in this context, the program has begun pursuing recommendation seven. Regarding recommendation nine, discussions among faculty and staff members in the fall of 2010 and winter of 2011 confirmed that each of the three units in the Department will continue to build on their unique strengths as well as work collaboratively.

In regard to recommendation one, there is a faculty search in process. Faculty and staff members in the program are also in agreement regarding the timely conversion of the long-standing lectureship in theatre production and management to a tenure-stream position. The program supports the recommendation of hiring two limited term lecturers, which would strengthen course offerings and broaden the expertise available for productions, a significant component of students’ learning. Faculty and staff members note that the assistant theatre director staff position remains unfilled, which places on them additional teaching and production burdens.

Miscellaneous (Recommendations 12, 13, and 14)

In regard to recommendation 13, faculty and staff members in the program support articulating and formalizing the budget-allocation process within the Department and with the Dean’s Office, so that necessary resources for production remain available to the Drama program.
Recommendations 12 and 14 are less actionable than other suggestions in the report. Faculty and staff members in the Drama program will remain attentive to student recruitment efforts. At the same time, recruitment to the Faculty of Arts, while acknowledging students’ disciplinary interest in Drama, does not lead to direct entry into the Drama program. The faculty and staff members also remain committed to small class sizes, with a parallel sensitivity to the constraints on class size currently experienced by all Departments in the Faculty of Arts.

Overall the program largely concurs with especially recommendations one through 11, and wants to reiterate the importance of new and/or radically improved facilities; as well as its commitment to curricular revision. It would be impossible to understate the central significance of the need for better facilities. In many ways, nearly all of the recommendations are to some degree tied to this suggestion. Faculty and staff members look forward to continuing to build on the strengths of the Drama program in the ways articulated above.
ENGLISH

Review Process

This was the second undergraduate review of the Department of English, the first one having been conducted in 2002. The self-study for this review was completed July 19, 2010; the site visit was conducted November 4 and 5, 2010; the review team’s report was received January 4, 2011; and the response from the Department was submitted April 12, 2011.

The self-study was reviewed by the Undergraduate Studies Committee of the Department. Student involvement was arranged by the Centre for Teaching Excellence, which ran two focus groups commenting on aspects of the undergraduate program.

Both students’ and faculty members’ comments were incorporated into the final document.

Characteristics of the Program

Historical Overview

The Department of English Language and Literature at the University of Waterloo (UW) was established in June 1960 and accepted its first undergraduates in the fall of that year. The first graduate students of the MA or M Phil programs were admitted fall 1967. By 1972 the faculty complement numbered 21 members – eight full professors, nine associate professors, and four assistant professors. By 1978, this number had risen to 28 faculty members. Between 1972 and 1978 the Department started offering courses by Distance Education (DE) 1973 and in 1977 started a Co-op stream in English.

In 1986, the Department expanded its programs. It offered an MA in Language and Professional Writing and an Option at the undergraduate level in Rhetoric and Technical Writing which eventually became the degree, Honours English –Rhetoric and Professional Writing (RPW).

With the Special Early Retirement Program (SERP) in 1996, five faculty members took early retirement and another took regular retirement. Prior to 1996 the faculty complement of English had declined to 22 members. With SERP the faculty complement was reduced to 16.

In 2004 the Department of English introduced an undergraduate honours degree in Literature and Rhetoric and in 2008 expanded its programs and initiatives by offering two undergraduate specializations an MA in Experimental Digital Media, and opened the Critical Media Lab (CML). [The CML is a research/creative unit that explores the impact of technology on society and the human condition. The research methods employed in the lab are unique in that they involve a feedback link between the arts and sciences.]

Since the last review in 2002, two faculty members moved “sideways” into the Faculty of Arts’ Digital Arts Communications program, one retired, and seven new faculty members joined the Department. In addition, there were four new hires at the University of St Jerome’s Department of English. These appointments strengthened the breadth and depth of the Department’s research and teaching. At the same time the balance in the Department between traditional literary studies and rhetoric and professional writing was maintained.
The review team concluded that the Department “is well-contextualized within a cutting-edge and ‘research-intensive’ university.”

At the time of the present review the faculty complement of the Department of English was 22 with two unfilled positions. In addition, there were eight faculty members of English at St Jerome’s University, one at Renison University College, and another at Conrad Grebel University College.

In 2008-09, the Office of the Dean of Arts led a major overhaul of the Arts budget process; as a direct result the operating budget of many Departments including English improved substantially in 2009-10. For this the Department was grateful. However, in 2010-11, the entire amount of these extra funds was clawed back by the Dean’s Office. This claw back is of great concern to faculty members in English since these funds are essential to the operation of a serious research-focused Department. In this already challenging environment, budget uncertainty is an added strain.

Program Objectives

The Department of English is committed to excellence in research and teaching in the historical study of Literature and Rhetoric. Although this mandate has been somewhat altered since the last review with emerging attention to research and teaching of digital media, and of literature written in English in a global context, the Department still aims to bring tradition and innovation together to give students the skills to be successful persons and citizens. The inculcation of these abilities is the Department’s academic mission, abilities which may be grouped into four areas to:

- combine textual analysis and theory;
- provide advanced literacies in print, visual and digital media;
- provide historical knowledge of Literature and Rhetoric;
- challenge students in the realm of digital media.

Distinctiveness/Benchmarking

The Department of English at UW is the only English Department in Canada that lists as fields of strength and focus the following combination of areas: digital media studies, rhetoric, genre theory, literary studies and discourse analysis. The review team state that “The department’s work in electracy, digital design, and gaming, combined with an emphasis on rhetorical theory, makes this one of the leading programs of its kind in North America.”

Academic Plans Offered

The Department offers the following undergraduate programs:
- Three-Year General BA in English Language and Literature (also offered fully online)
- Four-Year General BA in English Language and Literature
- Honours BA - English Literature (single or joint, Regular or Co-op, Honours Arts or Honours Arts and Business)
- Honours BA - English Literature and Rhetoric (single or joint, Regular or Co-op, Honours Arts or Honours Arts and Business)
- Honours BA – Rhetoric and Professional Writing (single or joint, Regular or Co-op, Honours Arts or Honours Arts and Business)
- Minor in English Language and Literature
Specialization in Digital Media Studies
Specialization in English Literature in a Global Context.

UW’s Department of English cooperates with St Jerome’s University, Renison University College and Conrad Grebel University College in the offering of English degree programs. In accordance with the “Equity Agreement”, UW’s English Department is responsible for approximately 78% of the undergraduate teaching activity of English, St Jerome’s University 17%, and Renison and Conrad Grebel University Colleges for 5%. While retaining independence in hiring and planning, the Federated University and the two Affiliated University Colleges are governed by the admissions and degree requirements, and academic policies of the Senate of UW. In practice, the four institutions consult and cooperate with each other in planning English course offerings and determining program changes.

The structure of the Department’s Honours degrees works against a single “capstone” or culminating course experience. The Department has chosen to offer students a cohort experience of their speciality in either second of third year through two separate courses: ENGL 292: Contemporary Issues in Language, Writing, and Rhetoric and ENGL 301H Honours Literary Study. Honours RPW, and Honours Literature and Rhetoric students must take ENGL 292, usually in their 2A term. Honours Literature and Honours Literature and Rhetoric students must take ENGL 301H, usually in their 3A term. After this cohort experience, students branch outwards into the various 300- and 400-level required courses, areas and electives.

The Department of English offers service teaching to other Faculties in three main areas:

Firstly, English offers ENGL 119: Communications in Mathematics and Computer Science specifically to students studying Mathematics and/or Computer Science. This course annually averages 363 students.

Secondly, through Renison University College and its English Language Institute, the Department offers ENGL 129R: Introduction to Written English, for students with English as a Second Language background. This course averages 78 students annually.

Thirdly, the Department offers one first-year course and a suite of second-year courses devoted largely to students not enrolled in English, and many not enrolled in the Faculty of Arts. These courses are entitled: Introduction to Academic Writing; Genres of Technical Communication; Genres of Business Communication; Arts Writing; and Legal Writing. Student numbers average annually 783 in the course: Introduction to Academic Writing. These numbers have fluctuated little since 2002. On the other hand, the course: Genres of Business Communication has grown from 200 students in 2002 to 1,007 students in 2009.

The review team considers the Department “a thriving unit with a well-envisioned mandate. One concern is that its high degree of connectivity to other Departments and programs, and the draws of multiple service commitments, may mean that this unit is carrying more weight than its faculty complement really allows, and that energy for its core functions is being dispersed.”

Students

The annual average high school application grade for students entering English in the 2A term, from 2002-03 to 2009-10 inclusive, was above 81%. Compared to six other Departments in the Faculty of Arts
the entry grades to the Faculty of Arts of students in English were the highest in 2002-03, 2003-04, and 2007-08 and second highest of the seven Departments in 2004-05 and 2009-10. For the 2009-10 2A cohort, i.e. those students who applied to UW in 2008-09, 62% of those students who chose to enter English in 2A had 85% or over in their entry average from high school. This compares very favourably with the Departments of Drama and Speech Communication, Political Science, and Economics which had averages of 32%, 30%, and 50% respectively for their students entering from high school with grades of 85% or over.

Fears about enrolment pressures occasioned by the double cohort were borne out by enrolment numbers from 2002 to 2006 when more than 500 students enrolled annually as English majors. These enrolments caused a severe strain on faculty resources. However enrolment of majors has eased to more traditional numbers from the 1990s, of approximately 360. A similar pattern of enrolment rising from September 2001 to 2004 and then beginning to fall back from 2005 to the present was seen in other Departments such as History, Philosophy, and Political Science. However, over the last five to six years English enrolment has declined more sharply than that of History, Philosophy, or Political Science.

Two reasons may account for this:

- English increased its admission requirements in 2003 to “two 100-level English Courses”. This was done to suppress enrolment. Once enrolment pressure eased, the Department returned to the original admission requirement of “at least one but preferable two 100-level ENGL courses”.
- At this time there was pressure from competing programs. Speech Communication and Legal Studies was growing at this time and siphoned off students who could have had an interest in English.

Entrance scholarships to the Department of English are few and of small dollar value. Upper-year scholarships, on the other hand, average about $1,000, and in 2009-10, 45 were offered.

From spring term 2004 to winter term 2010 inclusive, the Department of English annually offered, on average, 136 courses to 7,326 students. Normally 55 to 57 courses are offered in both the fall and winter terms while 24 courses are offered in the spring term. Many of the upper-year courses are capped at 30 students, and so can be run in seminar-, project- or discussion-style rather than only in lecture mode. The student numbers annually averaged 3,205 in the fall term, 2,969 in the winter term, and 1,152 in the spring term. Courses are offered in the spring to meet the needs of students in the co-op stream.

The number of undergraduate English students in co-op has fluctuated over the years from a high of 38 in winter term 2005 to lows of 18 and 19 in spring terms 2006 and 2010 respectively. On average over the last five years, there have been about 25 to 35 students in co-op in any one term.

Recent co-op placements have been with Ontario Heritage Trust; Research in Motion (RIM); Microsoft; Foreign Affairs; Open Text; AGFA Healthcare; and Deloitte Professional Services. Many of these positions have been as writers, e.g. technical writer, documentation coordinator, and product marketing writer. Because of the demand for English co-op students it is not surprising that they are employed at a faster rate than any other co-op student group.

Employers rank the co-op students while on their work terms. Over the period 2005 to 2010 employers ranked 25.5% of the English co-op students as “outstanding”, while 48.9% were ranked as “excellent”.
Over the same time period co-op students rated their positions, on a 10-point scale with 10 being the best. Eight or higher was given to their co-op positions by 82.3% of students.

The Department enriches the life of faculty members and students by bringing a variety of speakers on campus. This is accomplished through the Sponsored Lecture Series of the Department and by the St Jerome's Reading Series. In addition, students get insight to editing and producing a magazine by being employed through UW’s The New Quarterly.

All English courses on the main campus are subject to formal evaluation by students at the conclusion of each term. St Jerome’s conducts its own 31 question course/instructor evaluation each term. These evaluations are confidential.

English students at UW, from 2003-04 to 2009-10 inclusive, evaluate their instructors slightly higher than students do in the Faculty of Arts as a whole (4.27 compared to 4.25 on a 5-point scale where 5 is the highest) while they evaluate their courses slightly lower (3.92 compared to 4.01).

The percentage of students who graduate with an English degree who were registered in that degree at the beginning of their 2A and 2B terms has decreased from 80% in 2001 to 57% in 2009. On average, 73% of students graduate with an English degree after a total of four years at UW (three years in the program), while 78.5% graduate after five years (the time to complete a co-op degree). On average, 85.5% of students who enrol in an English program graduate with an Arts degree after five years.

Of the total BA degrees granted by UW each year approximately 10% are in English. While the number of graduates with a Three-Year General English degree has been decreasing, the number receiving a Four-Year General degree has been on the increase. The annual average number of students who graduated with an English degree over the period 2002 to 2009 inclusive was 160, with a high of 178 in 2004 to lows of 142 and 137 in 2009 and 2002 respectively. Of these graduates approximately 17% annually were on the Dean’s Honours list.

Students have a similar sense as faculty members of the attributes of the ideal graduate in English. They are: a person who is confident, innovative, empathetic, and open-minded. He/she is also a critical thinker who possesses strong analytical and research skills, is well-prepared to work collaboratively, and is a clear, effective communicator.

Faculty

At the time of writing the self-study the Department of English at UW had 22 faculty members; St Jerome’s University’s Department of English had a complement of eight; and Conrad Grebel University College and Renison University College had a complement of one each. Of these 32 faculty members, six were full professors (two at St Jerome’s University and one at Conrad Grebel University College); 20 were associate professors (three at St Jerome’s University and one at Renison University College); six were assistant professors (three at St Jerome’s University). Five of the assistant professors are untenured. The Department of English at UW also has two unfilled positions. In addition, the main campus hires regularly 13 sessional lecturers.
No faculty members in English at UW have announced their intention to retire within the next seven years. On the other hand, St Jerome’s English Department will have two retirements in 2011 and plans are already in place to make replacements in their areas of expertise.

The normal annual teaching load in English on the main campus is four courses, three undergraduate courses and one graduate course. The normal teaching load at St Jerome’s is five courses. Using data for the calendar year 2010, only 50% of the on-going courses offered in the Department are currently taught by full-time faculty members. The review team considers that “the reliance of (the Department) on stipendiary and graduate instructors is at an alarming level.”

Since 2002 the average publication output per year by faculty members in English is 1.9 single authored books; 2.5 edited books; 6.5 book chapters; 13.6 refereed journal articles; and 17.4 conference presentations. A sample of titles of single authored books follows;

- Voice Interaction Design: Crafting the Conversational Interfaces
- Environmental Renaissance: Emerson, Thoreau, and the Systems of Nature
- The Performance of Conviction: Plainness and Rhetoric in the Early English Renaissance
- E-Crit: Digital Media, Critical Theory and the Humanities
- William Blake and the Body
- Grief in Wartime: Private Pain, Public Discourse
- Chaucer on Love, Knowledge, and Sight

The number of research awards to English faculty members has increased from eight in 2002-03 to 18 in 2009-10. The average dollar amount of awards has fluctuated over the years but it too is increasing. In 2009-10, the Department had 18 awards totalling $401,000.

Faculty members in English have received many professional awards, e.g. two have received UW’s Distinguished Teacher Award; the Society for the History of Authorship, Reading and Publishing Award for Distinguished Achievement; the Paul Mellon Centre for the Study of British Art Research Grant; Folger Shakespeare Library Short-Term Fellowship; Artist in Residence at Domaine des Artes, Vitteaux, France; best essay prize in journal Narrative; plenary speaker at the poetic Ecologies Conference at Université Libre de Bruxelles.

In addition, faculty members are heavily involved in their discipline. Many sit on editorial boards of academic journals ranging from The Journal of Technical Writing and Communication, Cognition of Culture, Quarterly Journal of Speech, to Studies in Canadian Literature; act as review editors; coordinate conferences; and act as evaluators for SSHRC and Canada Council.

Reviewers’ Comments

Areas of Excellence

The areas of excellence in the Department are (1) a very strong group of tenure/tenure-track faculty members, and (2) two excellent program streams (RPW, and Literature). To be more specific:
• The pre-eminent excellence of the Department is the faculty members, as judged by their collaborative efforts, their involvement in interdisciplinary and community projects, and their research and publication records.
• Faculty members have the opportunity to teach in their specialty subject areas, thus knitting together their research and pedagogic interests, and exposing students to new developments in scholarship and critical methods.
• Participation in the Department allows faculty members an unusual opportunity to work collaboratively, to get “outside the box” of their own disciplinary specialties, and to explore interdisciplinary research opportunities.
• RPW has developed from a modest program in technical communication into a program that explores writing and design in a number of real-world contexts, and is unique in Canada and perhaps in North America.
• The Literature program places faculty members and students at the interface of new developments in the discipline of English and in critical/literary theories, while at the same time providing the curricular depth that is usually encountered only in much larger Departments.

Areas of Opportunity

There are two areas of opportunity for the Department at this time: hiring and curriculum development.

• The dearth of academic jobs in English in recent years means there is a large and excellent pool of potential applicants for positions at UW, often already well-advanced on teaching and publication.
• Already maintaining strong curricular coverage, the Department is in a good position to expand into some new fields and to make arguments for new staffing accordingly.
• The Department has the opportunity to give somewhat stronger definition to its program streams (perhaps, in part, through simplification of the many “pathway” strands) and to continue to re-envision the mission of the Literature stream, in particular.
• With new appointments, the Department would have the opportunity to have a faculty complement that is more representative not only of the ethno-cultural make-up of the general population, but of the new “face” of the discipline.
• It would be timely for the Department to move forward aggressively on the two new program initiatives: Honours English-Specialization in Digital Media Studies and Honours English-Specialization in English Literature in a Global Context. If faculty lines were added in these fields, these new programs could be developed in much more depth.

Areas of Concern

The following areas of concern have been identified:

• The Department has only a handful of full professors, resulting in heavy responsibility necessarily falling on early-mid-career or even junior faculty members.
• The Department relies heavily (50% or more of on-campus courses taught) on sessional-stipendiary and graduate instructors, judging from this year’s figures.
• There is need to provide as much stability, continuity of employment, and fair compensation as possible for sessional-stipendiary instructors.
• Although RIM has provided generous support for the graduate program, the dependence of graduate funding on the donation from RIM would have an impact on the Department as a whole if this were discontinued.
• If the University requires Departments to undertake more aggressive fundraising, it is likely that funding would more easily be obtained for RPW initiatives, thus creating imbalance or even inequity within the Department.
• Although there are many courses on the books (155 in 2010-11), a number of them are not regularly taught.
• The curriculum does not include First-Nations/Aboriginal literatures.
• The Department is giving insufficient feedback about teaching performance to its sessional and graduate instructors, and needs to provide graduate assistant training at more regular intervals throughout the year.
• More continuing course counselling is needed to help students plan and track their program progress through complex program prerequisites, intermittent co-op placements, and a tri-semester cycle.

Areas of Need

The following are in need of attention in the near future:

• The Department needs to add to its faculty complement the two positions they have prioritized: Romanticism and Digital Media.
• The Department needs to be able to argue for the “Mission Critical” status of appointments in new areas, especially if it is aiming for standing among “top tier” Departments of English.
• The Department should develop ways to increase communication with its (often dispersed) undergraduate students, perhaps through a bulletin board or listserv.
• It is advisable for the Department to stream-line its “on the books” courses by removing or consolidating courses that are not taught on rotation in a timely manner.
• The Department should endeavour to develop a longer “window” of its course offerings, allowing students a greater opportunity to select courses of interest, and to plan for their degree completion requirements. This might take the form of a course-rotation schedule made available to students.
• Addition of a new clerical position would allow the Department to use the time and expertise of its office/administrative staff more effectively.
• The Department needs a larger operating budget.
• The Department has need for more space and better purposed space, especially in the area of graduate-student offices and in classrooms that lend themselves to seminar classes.

Conclusions and Recommendations

The review team concludes that the Department “is a strong, well-managed, collegial—in a word, high-functioning—department, that delivers a well-thought-out curriculum to students in all of its sub-programs, and maintains high academic standards.” However, the Department currently has a two-fold challenge:

1) the Department is stretched thin in terms of managing the demands of its highly-connected relationship to the rest of the University, and of its multiple student “user” groups;
2) the Department is experiencing a tight financial situation, that makes day-to-day operations more difficult than they should be, and prevents desirable curricular expansion.

The review team makes the following recommendations, many of which can be achieved without resource implications.
Recommendations for the University and the Faculty of Arts

The review team became aware of some structural issues faced by the Department, and respectfully offers three suggestions to university administrators:

_Suggestion:_ The University of Waterloo could give a higher public profile to its excellent arts and humanities programs, especially on its website (the go-to source for students and parents). The Department of English Language and Literature is a strong enough program that it could well attract students from a wider geographic (and demographic) pool.

_Response:_ The reviewers’ opinion that English is strong enough to attract undergraduate students from across Canada and beyond is a significant vote of confidence in its programs. With undergraduate strengths in rhetoric, professional writing, digital media and design, and global English literatures past and present, there is every reason to believe that what the reviewers recommend here would pay off handsomely for the University. This is especially so given that English at Waterloo directly engages with many of the applied, technological, and innovative characteristics of the University more generally.

_Suggestion:_ The Faculty of Arts should encourage the development of some longer-range planning processes, within which units such as English can develop priorities, identify growth areas, and negotiate for new and replacement appointments.

_Response:_ the University is in the process of systematically moving to multi-year planning. English would welcome this development since longer-range planning would reduce the level of budget uncertainty. Reduced budget uncertainty would simplify such things as advance arrangements for faculty research leaves, planning for major conferences and speakers, and the delivery of the undergraduate and graduate programs. It would also help rationalize program development and renewal, and smooth the assignment of faculty workloads.

_Suggestion:_ The development of some procedures or programs for increasing the diversity of faculty members in the Faculty of Arts should be encouraged, perhaps through extra funds for “special opportunity” hires, and for appointments additional to the regular complement allotments, awarded to Departments with solid plans for curricular diversification.

_Response:_ English supports any additional initiatives at Waterloo to further diversity. The Department already has an excellent record of attracting top-calibre women applicants for positions, as the overall faculty gender balance demonstrates. The Department has an increasingly diverse undergraduate and graduate student body. The new undergraduate specialization in English Literature in a Global Context, in particular, reflects recognition of diversity at the programmatic level.

**Recommendations Requiring New Resources**

The Department would be put onto a surer footing and would be able to achieve some of its priorities with the addition of a few faculty and staff positions (some of which are already being discussed or negotiated):

_Recommendation:_ The Department should be allowed to proceed with the identified positions in Romanticism and in Digital Media, since both are key curricular areas for English, and since there is every chance of attracting excellent applicants in fields where exciting new scholarship is happening.
Further full-time positions are needed to allow the Department to undertake needed curricular expansion, and to achieve more acceptable levels of professorial course staffing.

Response: In the view of the English Department there are solid reasons for the University to consider these two recommendations seriously and as more than just reflexive on the part of the reviewers. The Department is managing significant growth in its graduate enrolments (particularly in the showcase PhD, which combines literary and rhetorical research), in the success rate of faculty grant applications, and in faculty research activity and impact. English has also unveiled three new programs in the last two years: the two new undergraduate specializations and the new MA degree. This growth, combined with the distinctiveness of all the undergraduate and graduate programs, new and old, means that English at Waterloo has a chance to become one of the top Departments in Canada and North America.

In terms of international standing and recruitment, of course, departmental size does matter. Given current staffing levels, the English Department does not have the depth it needs to compete with Canada’s top research tier. While the Department is able to deliver a number of high-quality, distinctive programs, excellence requires concentration and depth in a number of fields. This is particularly a problem for a Department that covers not only a wide range of literary periods and national and extra-national literatures, but rhetoric and digital media as well. For reputational as well as program growth reasons, then, new faculty hires are critical to the Department’s mission to be a top-five Department in Canada. A further reason to see the Department better resourced is that its distinctiveness expresses the applied, technological, and innovative characteristics of the University so well.

It is also worth noting a number of developments that are taking some English faculty members out of the classroom, perhaps on a permanent basis. English is currently providing a course a year to each of the new Arts professional MAs--Public Service and Digital Innovation--and English likely will be asked to deliver more, especially to the Master in Digital Innovation, and perhaps to the Stratford undergraduate degree as well. Added to this pressure is the routine involvement of English faculty members in cross-campus administrative posts and on the Faculty Association, which takes such individuals out of a significant number of undergraduate and graduate courses as well. For these two reasons alone, English is likely to be short the equivalent of at least six courses--nearly two full faculty positions--for the coming year alone. While all these extra-departmental activities have merit, they detract from the Department’s ability to achieve its own goals. Furthermore, changes in academic staff activity at Renison have meant that sessional instructors cover most of the teaching in English by that unit; this may become permanent and if so it means the loss of the equivalent of another regular faculty member to the shared programs.

In terms of specific, immediate program needs, a couple of other points are worth noting about the identified positions in Romanticism and in Digital Media. Currently there is no dedicated Romanticist on the main campus and the graduate program is thus hampered in this popular area, particularly in terms of capacity in graduate course offerings and for PhD supervision. (It is worth noting in this context that there has been no growth in the official English faculty complement since 2005, despite the Department’s success in meeting graduate growth targets in the years since then.) Furthermore, the new digital MA in English, Experimental Digital Media, currently has insufficient faculty support for the proper long-term mounting of the degree, particularly if English faculty members in this area are to continue to be involved in the Stratford initiative as well as the departmental undergraduate programs in RPW and Digital Media.
Studies. Both of these identified positions, the importance of which has been acknowledged by the Dean, will also provide welcome support to the undergraduate degree programs and the two undergraduate specializations.

**Recommendation:** It is suggested that the Faculty or the University make extra funds available to regularly “buy out” St. Jerome’s faculty members for English graduate teaching. This would alleviate some of the staffing pressure experienced by the rest of the Department and might help to forestall St. Jerome retention problems especially among new hires.

**Response:** Under its current mandate, St. Jerome’s is dedicated to undergraduate instruction primarily. Still, from the point of view of the main campus Department, which runs the graduate programs in English with the yearly courtesy of one graduate course from a member of the St. Jerome’s faculty as agreed by their Chair, this recommendation is appealing. The additional capacity in terms of graduate student numbers would be a boon to the main campus, helping the Department to manage planned growth in the MA in particular. It would more quickly and frequently “cycle” St. Jerome’s faculty members through the graduate program, providing additional opportunities for supervisory relationships to blossom. And it would allow main campus faculty members additional opportunities to offer graduate courses outside of traditional disciplinary areas. The Chair of English on the main campus will discuss this recommendation with his counterpart at St. Jerome’s and explore ways in which it might be implemented.

**Recommendation:** Having an online Co-ordinator position for English (already under discussion) would help to ensure the quality of distance courses, which are a large component of the Department’s teaching, and would provide both support and consistency in a situation where the majority of the teaching is done by sessional instructors.

**Response:** English currently delivers approximately 25% of all online instruction in the Faculty of Arts, and therefore roughly 18% of all such instruction across campus at Waterloo. It supports both a Three-Year and a Four-Year General degree in English fully online. And the online course on the Genres of Business Communication (ENGL 210F) runs three times a year, with current enrolments of roughly 500 each term.

Since the site visit of the undergraduate reviewers, English has been granted a three-year, limited-term appointment in order to hire an online Coordinator, which the Department is now advertising for. The successful candidate’s duties will include facilitating the creation of new online courses in English, teaching existing online courses, coordinating and supervising graduate teaching assistants in online courses, and the crafting of a more uniform and consistent online curriculum in English, particularly in terms of digital pedagogy. The successful applicant also will have opportunities to coordinate his or her activities with some of the digital initiatives in English, including the Critical Media Lab, the undergraduate specialization in Digital Media Studies, and the MA in English--Experimental Digital Media.

**Recommendation:** The addition of a half-time or full-time staff person at a clerical level would free the three current staff people to deal more effectively with the demands of the undergraduate and (growing) graduate programs. In particular, the undergraduate staff person could take on more of the burden of
course counselling and program completion monitoring, currently consuming the time of the Associate Chair Undergraduate.

Response: Over the last five years, staff administration and advising loads in English have risen significantly. There has been the tremendous ongoing growth in the size and complexity of the graduate programs in English. There has been a significant rise (more than trebling) in the number and amounts of faculty grants that must be administered in the Department, and this is slated to grow further. The Department’s web communication strategy for such matters as student recruitment, research communication, and alumni engagement makes heavy demands on non-specialist staff. And recent reviews of the staff job descriptions have led to major new responsibilities being assigned to all three staff positions. Looking ahead, there is little doubt that as the intensity of faculty research continues to grow there will be less and less scope to expect Associate Chairs and Chairs in English to conduct the routine advising and managerial responsibilities that they conducted in the past. The position of Chair is also evolving to entail greater focus on alumni engagement and fundraising. All-in-all, the need for a staff member with solid web skills, combined with an ability to take on routine clerical tasks, is clear, and the addition of such a position would also facilitate the implementation of other recommendations.

Recommendations to the Department Not Requiring New Resources: Curriculum

Although the review team cannot pretend to understand all of the complexities of the degree streams of the Department, even after some study, but does recommend that the Department revisit this plethora of programs-within-programs. Even if, as the reviewers understand, these are not (despite the nomenclature) actual “programs” but rather student option pathways, the cumulative number of prerequisite requirements must make it difficult to get the requisite courses into a regular-enough rotation. Therefore the following recommendations in regards to curriculum are made.

Recommendation: The Department should make some adjustments to requisites so that the “core” curriculum is less focused on British literature.

Response: This recommendation applies particularly to one program, the degree in English Literature. It may arise, in part at least, from a misunderstanding: the consultants believed that these students are required to take four courses in the area of “British and Commonwealth Literature since 1800”; however, the correct number is two courses from this area. The focus of the curriculum on British literature courses is thus somewhat less severe than the reviewers state, with a total of six courses (not eight) required in “British Literature before 1800” and “British and Commonwealth Literature since 1800” combined.

That said, the current focus on the history of literature in English in this degree is part of its distinctiveness. Also a part of this distinctiveness is the building, where appropriate, of an international perspective into the study of literature from Chaucer and Austen to Rushdie and Kincaid; that is, from the medieval through to the contemporary periods of English literatures. Many programs at other universities in Canada, especially smaller ones, already have a present-day, twentieth-century, or Canadianist emphasis. Although a smaller Department, Waterloo shares its focus on the history of literature in English with many of the top research Departments in Canada and abroad. This focus also aligns the literature degree with the emphasis on the history of rhetoric that is a key component of the RPW program.
English continues to believe that students are well served by the Department’s twin historical foci in literature and rhetoric. For example, consider the many literary studies of the shift from manuscript to print culture over the course of the medieval and early modern periods. These studies provide a key reservoir of tools and perspectives for understanding the present-day media shift from print to digital. In addition, giving up on the historical emphasis in the literature degree would mean giving up on the idea that students learn not only from encountering the literatures of a variety of peoples but also from encountering the literatures of a variety of historical moments. The undergraduate committee will look into the feasibility of addressing this recommendation while continuing to give due regard to the distinctiveness of English at Waterloo.

Recommendation: The Department should attempt (as far as resources allow) to conduct a thorough curriculum revision that will permit them to create a course-rotation document and to offer a bigger “window” for future courses, so that students are aware two terms in advance of what specific courses will be offered.

Response: The issue of student access to certain courses, particularly in light of scheduling needs for Co-operative Education students in the Spring term and a relative dearth of faculty members in the RPW program areas (including digital areas), came up several times throughout the reviewers’ report, and the point is well taken. Some measures can be taken immediately to address these scheduling concerns, and indeed some actions have already been taken in this regard. Most notably, beginning with the Fall 2011 term, English is now submitting a fully updated list of courses for the purposes of preregistration. The intent is to continue to do this every term from now on. (Formerly the offerings of the previous year were simply rolled over, making preregistration inaccurate, especially for upper-level students; as a result, many English students have not been bothering to preregister for their courses.) It may be noted that as multi-year planning is introduced, it will be easier to predict, well in advance, which course offerings need to be scheduled, and which ones will be.

English schedules undergraduate course offerings several terms ahead, and, although a small number of courses do change before the start of term for reasons such as faculty member medical or parental leaves, or sessional instructors taking up employment elsewhere, the Department’s undergraduate committee will discuss ways to communicate this information more effectively to students at least two terms in advance and will report to the Department on the matter this Fall.

Finally, the undergraduate committee is already looking into ways to “smooth” the curriculum across all programs, and it will report on its findings to the Department by this fall.

Recommendation: The Department should consider reducing the number of prerequisites in the fourth year (or expanding the range of choices), and lowering caps on fourth-year classes so students can have a “seminar” group course at that level.

The Department should also differentiate fourth-year offerings more effectively, allowing students to build on earlier knowledge or take an “advanced” or specialized course in a topic that might have been covered in an introductory way before.
Response: Most 400-level courses have only a 3A prerequisite. English does not currently differentiate a third from a fourth year in terms of course sequences, and indeed in all programs many relevant 300-level and 400-level courses can be taken any time starting in the 3A term. Still, the number of required 300- and 400-level courses from the relevant area groups in these programs is large and many of these courses are widely pitched.

The undergraduate committee will review the advisability of routinely offering upper-level courses that are more sharply focused, that follow up on other courses, and, in particular, that allow for a fourth-year seminar experience, and report its recommendations to the Department within a year.

Recommendation: The Department should contemplate ways to move more tenured and tenure-track faculty members into its upper-level courses.

Response: The concern of the reviewers in this recommendation, as expressed elsewhere in their report, is with the number of sessional instructors required in 300- and 400-level courses; they see this as impacting the quality of student education and the reputation of the Department’s programs.

It helps to differentiate between different degree streams in the use of sessional instructors. Sessional instructors are used only occasionally for upper-level literature courses, whereas their use is routine for the upper-level RPW courses. To give a sense of this, the Department notes that, for the main campus’s offerings, of the 14 sessional contracts needed in order to mount core upper-level on-campus courses in the scheduling year 2011-12, 11 are in RPW areas. The Department also notes that existing English faculty members at St. Jerome’s and Renison specialize primarily in literary fields and currently do not normally contribute to core RPW course offerings.

The solution offered above by the reviewers is to move main-campus faculty members out of the first- or second-year classroom; but this is more an apparent than a real solution. English on the main campus has a four-course teaching load: faculty members normally teach two-upper level, one lower-level, and one graduate course each year. There are eight RPW faculty members at present. Even if each one of these instructors could be removed from their first- and second-year teaching assignments, the Department would still not be able to cover off all 11 of the core upper-level RPW courses that are scheduled to be taught by sessionals. And given that some RPW faculty members are on leave (or have reduced course loads for administrative reasons), and given that not every RPW faculty member can cover every area of our upper-level RPW offerings, many fewer than eight lower-level courses would actually be available for redistribution.

In any case, even if the option of moving faculty members out of all lower-level courses could eliminate the need for sessionals in upper-level courses, the Department deems it essential to the English curriculum that regular faculty members routinely teach in the core required second-year courses, and it is also important that they occasionally teach first-year courses for pedagogical and student recruitment reasons, particularly in RPW areas.
Recommendations to the Department Not Requiring New Resources: Review and Communication

Recommendations: The Department should investigate the feasibility of instituting an annual assessment of the program through reading student-portfolios or through evaluating student papers from across the ELL curriculum.

The Department should consider offering a more regular cycle of course counselling, perhaps through group sessions at the end of each semester. Such sessions might also decrease the burden on staff and administrative staff of one-on-one counselling.

The Department should find ways to improve communication with students using a website or a student listserv.

Response: Currently the Associate Chair for Undergraduate Studies and the Undergraduate Coordinator and Advisor both dedicate significant energies and resources to the effective and timely counselling of students. The Department’s website already offers a great deal of information to students. And, in addition, the Department tracks the performance of undergraduate students every term by carefully monitoring students’ Academic Progression reports and personally contacting the students who need help of various sorts.

Taken together these three recommendations set out a proposal for a new way of tracking student performance, counselling students, and communicating with them as they move through their programs in English. The adoption of these recommendations would also impact faculty members in the Federated University and Affiliated University Colleges. To consider them, then, a task force will be constituted within the next two years, drawn from the undergraduate committee, with representation from St. Jerome’s and Renison as well as the main campus, with a mandate to report back to the undergraduate committee within eight months.

The Next Seven Years for English: 2011 to 2018

Over the next seven years English will continue to integrate the study of literature and rhetoric in ways that are unique in Canada and perhaps North America while putting additional emphasis on its graduate programs, on the number of grants that faculty members’ secure, and on the distinctiveness, relevance, and impact of faculty research, with the overall goal of becoming a top-five English department in Canada.

The contrast between English in 2003 and 2011 is instructive.

In 2003, English on the main campus was struggling to hire and retain faculty members in the wake of losing nearly one-third, and almost all the senior, members of the Department to the Special Early Retirement Program of the mid-90s. Now English is attracting and retaining top academics. Then English faced with dread the prospect of the double cohort and unmanageable numbers of undergraduate majors. Now the number of undergraduate majors is more in line with faculty numbers, with some room to grow as the Department does. Then English was just a decade into the offering of its PhD, and most students came to this small “boutique” degree from the region. Now outstanding students come to study
for their PhD in English at Waterloo from around the world, and roughly 12 new PhDs enter the program every year. Then English created its first courses in post-colonial literatures. Now the study of global English literatures is common throughout the programs, and this emphasis is recognized in a new undergraduate specialization in English Literature in a Global Context. Finally, in 2003, the impact of digital media on communication, industry, education, and the arts was just beginning to be felt. Now, in 2011, Waterloo English is leading the way in Canada in the study of digital media within the humanistic frame of the rhetorical and literary traditions, with the undergraduate specialization in Digital Media, the MA in English--Experimental Digital Media, the internationally renowned Critical Media Lab, and the cooperation of individual faculty members with the University’s new Stratford campus all part of the Department’s robust push into these areas.

In what follows the Department will list some important goals for the next seven years, and then describe three key continuing initiatives that stand out for particular attention: the continued internationalization of the Department’s students and programs, the strengthening of core rhetoric resources, and the push into digital media.

**Important Departmental Goals**

*English will continue to build up the quality and impact of the scholarship and research of its faculty members and PhD students.*

Faculty members will be encouraged to expand the variety of venues to which they submit work so as to place more scholarship with top journals and presses. The Department will seek to raise income from grants to faculty members to $500,000 per year and, where appropriate, these grants will in part be used in aid of graduate student research. The publication of monographs by faculty members will be encouraged. To support the intensification of faculty research, the Department will seek to have at least one Canada Research Chair and two endowed chairs in the areas of digital media, rhetoric, or global English literature by 2018. Local industry and interested alumni groups will be approached in connection with the endowment of a chair in digital media or rhetoric. Local and alumni community groups will be approached in connection with the endowment of a chair in global English literature.

*The Department will build on existing research collaborations and work to establish new ones—especially in areas of digital media and/or global literature—with academic colleagues outside of the English Department.*

These collaborations will link English with academic colleagues across campus (through the cross-appointment with English of faculty members in Engineering and Computer Science as well as in other Arts units, and through the Critical Media Lab), at other institutions nationally (such as the Critical Studies in Improvisation/Etudes critiques en improvisation group at the University of Guelph and the University of Victoria’s Digital Humanities Institute), and internationally (such as the Laboratoire Paragraphe of the Département Hypermedia at Université de Paris 8, the W.E.B. Du Bois Institute for African and African American Research at Harvard University, the JFK Institute for North American Studies at the Free University of Berlin, and the Filosofski Fakultet at the University of Zagreb).

*Good relations between the main campus and colleagues “across the creek” will continue to be valued and cultivated.*
Ways will be found to continue the smooth overall coordination of the contributions of the main campus, St. Jerome's, and Renison to the undergraduate and graduate programs and to continue the commitment of the main campus and the Federated University and Affiliated University Colleges to the quality of faculty research.

*English will successfully manage the growth of the Department's graduate programs.*

The English PhD program has recently expanded three-fold and is set to be one of the largest in the country. Various initiatives will be taken to support students in the PhD program, including improvements to research space (particularly the addition of lab space for digital media research), to professionalization opportunities, and to career guidance. The Department’s Advisory Council will be brought in to help connect PhD graduates with a full range of career options, especially extra-academic ones. And new supports will be provided to help doctoral students to complete the PhD degree in a timely fashion, including the field exams. MA enrollments will continue to expand in step with the hiring of additional faculty members and any additional participation of St. Jerome’s faculty members. Provision of adequate and suitable graduate student space will also be a priority for the Department over the next seven years.

*English will sharpen the distinctiveness of the Department’s graduate programs.*

The English PhD at Waterloo uniquely prepares students for academic positions in both literary as well as rhetoric and composition fields. It will also increasingly be a degree that reflects the Department’s push into digital media. As for the MA degrees, once the new Experimental Digital Media degree has become well established, both it and the Rhetoric and Communication Design degree will be reviewed with an eye to assessing their health and sharpening their identities.

*By 2018, some graduates of the PhD program in English at Waterloo will secure tenure-track positions at the country’s top universities.*

There is every reason to expect that as the quality of PhD applicants to, and graduates from, the Department continues to grow, so will the academic job prospects of some of those graduates. It is a priority of the Department to facilitate the placement of the Department’s most promising graduates in the best institutions possible.

*English will continue to develop and redevelop its undergraduate programs.*

Over the next seven years, opportunities will be taken to consolidate its new undergraduate specializations, especially as new faculty members are hired, and to freshen its existing degrees. If English is able to move forward on its strategic goals over this period in terms of incremental hiring, then the Department will explore adding an RPW General degree to its programs (currently Rhetoric and Professional Writing is only available to honours students).

*8 Extended learning through online activities will continue to be a key feature of the Department’s delivery of undergraduate courses.*

Under the leadership of the new online Coordinator, English as a whole will work to refresh and expand the Department’s suite of online offerings. Ideally, over the next seven years all existing English online
courses will be revised. English will also explore new areas for online offerings, for example in digital media. English will continue to offer at least one degree wholly online, will explore the possibility of continuing to support a second, and will continue to be a major contributor to online activities across campus. English will also explore the possibility of offering its two undergraduate specializations online.

The great success of Co-operative Education in English, both at the undergraduate and the graduate levels, will continue.

In an era of high student fees, co-op gives students a means to reduce their indebtedness while pursuing the course of study of their choice. The Department will continue to support and encourage the growth of English’s Co-operative Education program, and to nurture relations with high-calibre English co-op student employers such as AGFA Healthcare, Open Text, RIM, and Sybase.

English will capitalize on the success of its 50th anniversary celebrations and engagement.

English will launch a significant fundraising campaign with alumni and others in support of the two endowed chairs detailed above. Donations will also be sought in support of English graduate and undergraduate students, including from local employers, as with the RIM graduate scholarships. The Department’s Advisory Council will be brought in to help with this activity.

Key Departmental Program Initiatives

Global Literary Studies

English at Waterloo will continue to embrace historical literary studies as central to the humanistic study of communication. In the coming seven years, the Department hopes to add to its strengths in the historical periods of literature with an appointment in Romanticism with expertise in global English literature of that period, and in several other areas of global English literature, including at least two additional appointments, one in North American aboriginal literatures and the other in African-American/Canadian literatures. The Department also plans to take advantage of any replacement positions that arise due to retirements or other developments among literature faculty members to further consolidate concentration in English literature in a global context. This means two things: (1) as with the Romantics position, it means building, where appropriate, an international perspective into the study of the whole of English literary history from Chaucer to Rushdie and (2) hiring in areas of twentieth-century and contemporary global literatures. In the context of the planned “smoothing” of all undergraduate programs and the examination of the literature curriculum, the global theme will be further highlighted.

Rhetoric and Professional Writing

Rhetoric is taught at Waterloo as an applied, historical, and theoretical discipline. This tripartite curriculum is a strength and distinctive feature of the undergraduate and graduate programs, including the PhD. It is true that, for reasons adumbrated above, the existing faculty members in the RPw area are stretched, as a result the Department relies heavily on sessional staff for upper-level courses, which impacts the reputation of the Department in certain areas. Also important is the Department’s vision for rhetoric at UW, which is to see the theory of rhetoric grounded in the applied practice of rhetoric—that is, in professional writing, communication design, and digital media creation—as well as in the history of rhetoric, and to integrate all aspects of the study of rhetoric with the study of English literature. To
strengthen research into the history, theory, and practice of professional writing and effective persuasion, and to better sustain the integration of literary and rhetorical study across the programs, therefore, the Department will seek new positions in the following areas (excluding cognate digital areas--see below): 1 - professional writing, 2 - business communication, 3 - medieval rhetoric, 4 - early modern rhetoric, 5 - linguistics, 6 - discourse analysis, and 7 - intercultural rhetoric. Positions 1 and 2 will also connect with the applied dimensions of digital media studies in the Department; positions 3 and 4 with medieval and early modern literature; and position 7 with global literary studies. Positions 5 and 6 will further enrich the Department’s resources in the study of language as such. The overall goal is to add significant depth to these distinctive aspects of English at Waterloo.

Digital Media

English at Waterloo has, since Co-operative Education was adopted in the 1970s, been different from English Departments elsewhere--it is practical, technical, and applied as well as contemplative, historical, and theoretical--and nothing shows the engaged side of the Department more than its recent push into digital media. Actually, the push is not that recent: when business communication largely digitized over the course of the 1990s, UW rhetoric faculty members specializing in professional writing, communication design, and composition studies naturally followed. But the last few years have seen a maturing of these interests in the Department, in part because of new hires, and in part because of a decision to make these existing research areas more clearly a part of our core programs via the new Experimental Digital Media MA and the undergraduate specialization in Digital Media Studies.

Over the next seven years the Department will continue the development of its focus on digital media and the humanities, from both applied and theoretical perspectives. Two new hires, at least, in addition to the planned hire in experimental digital media, will be made in support of the graduate as well as undergraduate offerings (more if English is called upon to make major contributions to the new Stratford degrees): one in social digital media and the other in digital humanities. A position in digital Shakespeare studies is also a possible consideration for one of these two positions, as it would add important strength to the integration of literary and digital areas, and could work very well in relation to the University’s initiatives in Stratford. Digital expertise will also be encouraged in applicants to other positions in literature and RPW fields. Participation in collaborative as well as individual grant projects in this area will be central to the Department’s research activity, working with partners across campus as well as across Canada and the world. Also central to this development will be proper resourcing, in terms of space, for the Department’s digital media research. If Arts gets a new building, English will hope to have new, purpose-built space, including (unheard of for most English departments) adequate space for a number of digital media research labs. And this leads into a key and pressing current need: proper support for the Critical Media Lab. Administratively connected to English but involving collaborators from across campus, from the local community, and from around the world, the Critical Media Lab provides infrastructural support for particular courses in RPW, for Digital Media Studies, and for Experimental Digital Media and PhD research. Right now it is costing far too much in terms of time and worry for the Department to maintain a physical space for the Critical Media Lab with the little resources that the University is currently able to devote to it.
HISTORY

Review Process

This was the second undergraduate review of the Department of History, the first one having been conducted in 2003. The self-study for this review was completed July 23, 2008; the site visit was conducted October 17 and 18, 2010; the review team report was received November 22, 2010; and the responses from the Department and the Dean were submitted February 4, 2011.

The self-study was prepared by faculty and staff members. Much of the self-study was based on an intensive planning session at which faculty and staff members discussed curriculum and long-range issues. The session was guided by a facilitator from the University of Waterloo’s (UW’s) Centre for Teaching Excellence.

Characteristics of the Program

Historical Overview

Prior to 1964, the Department of History, Sociology, Political Science and Economics was part of the same Department within the Faculty of Arts. In the fall of 1964, the Department of History began offering its courses to its own undergraduates. By the beginning of the 1965-66 academic year, History had 10 full-time faculty members and offered 48 different courses. Also in 1965-66 the Department started offering graduate courses towards its MA degree. Thereafter the Department grew rapidly, with the number of full-time faculty members doubling by 1979-80 when more than 140 undergraduate courses were offered.

Since 1980, when the Department had 23 full-time faculty members, there has been a steady decrease in the number of faculty members and course offerings. As a result of the losses of faculty positions, the Department concentrated on North American and European History and integrated its PhD program in 1994 and its MA program in 2001 into the Tri-University Graduate Program in History with the University of Guelph (UG) and Wilfrid Laurier University (WLU).

The review team for the first review of the Department of History in 2003 made eight recommendations: hire in non-Western fields; explore the possibility of using graduate students in undergraduate teaching; make it more evident that UW students may enrol in WLU History courses without penalty; seek to attract more upper-year Arts students to its 300-level courses; place a more consistent emphasis on instruction on methodology; introduce a Teaching Assistant (TA) orientation program; work with the Faculty of Arts to create a faculty position to reinforce UW’s strength in health, technology and environment; use its resources to offer more diverse and less geographically-based courses.

The Department has addressed most of these recommendations. Two are still present; taking courses at WLU and reinforcing UW’s strength in health, technology and environment. Although students seem to be aware that they can take courses at WLU that can count towards their degree, there seems to be some reluctance to take courses from another university. The Department will focus on a faculty position related to health, technology and environment, once it hires individuals in under-resourced geographical areas such as Asia and the Islamic world.
Since the last review in 2003, eight faculty members have been hired and the Department has doubled its intake of MA students from six to 20 and increased its PhD intake from two to five.

Today, the Department is roughly half the size it was 30 years ago. It has experienced virtually no growth in the teaching complement in the past seven years. Although the Department received approval in 2009 to advertise for two additional positions, budgetary constraints prevented the Department from doing so.

Program Objectives

The Department has six guiding principles that make more explicit the Department’s defining features and strengths. They are:

- cultivating a deeper and lasting awareness of History for students
- strengthening critical thought and analysis
- developing research and writing abilities
- creating the ability to communicate effectively
- maintaining a high quality classroom experience
- Committing to teaching excellence.

Distinctiveness/Benchmarking

The Department has an outstanding track record in scholarship, one that would place it among the very best in the country and in N. America. The reviewers indicate that the Department has maintained a high level of professional achievement.

Academic Plans Offered

The Department of History offers the following plans:
Three-Year General BA in History
Four-Year General BA in History
Honours BA in History
Honours BA in History (Arts and Business Co-op and Regular)
Joint Honours BA in History and X discipline
Joint Honours BA in History/Political Science with a Specialization in International Relations and Global Governance
History Minor

Students

Between 2002 and 2010, 47% of History majors had university entrance averages from high school between 75% and 84%, while 29% of majors had high school averages above 85%. In recent years, the Department is attracting a larger proportion of students with higher high school grades. In 2008-09 for instance, 38% of the cohort of 61 students had averages above 85%. Because of the higher entrance grades in recent years more students are receiving entrance scholarships. Since 2005-06, at least five students each year, who later declared History as their major, have received university entrance scholarships and other awards. In addition, upper-year History majors have won scholarships and awards from over 67 different sources.
The number of History majors has changed over the reporting period - from 247 in fall 2003 to a high during the double cohort of 373 in fall 2005 then decreasing steadily to 263 in fall 2008. During this period the number of Honours to General level majors has remained relatively constant with Honours students representing approximately 56.5% of the total. Although there is some concern in the Department regarding the decline in majors over the past few years, a comparison with other Arts Departments places the situation in perspective. Compared to the pre-double cohort era, the number of majors in History in 2009 had increased by 3% while the number of majors in Sociology, English, Philosophy and Political Science had decreased 39%, 31%, 27% and 21% respectively.

The number of students taking History courses has followed the same trend as the number of History majors over the period 2003 to 2009, from 2,128 in fall 2003, to a peak of 2,307 in fall 2005, then decreasing to 1,685 in fall 2009. Of the 17 Departments in the Faculty of Arts, History has the fourth largest teaching enrolment. The average annual enrolments in History courses over the period 2003-09 were as follows: 1,252 in 100-level courses; 2,699 for 200-level courses; 600 for 300-level courses; and 195 for 400-level courses. Approximately 83% of the Department of History's teaching occurs in 100- to 200-level courses. In addition, 66% to 79% of these enrolments were from non-History majors.

Arts and Business Co-op is currently the only program through which History majors can participate in co-op. Over the period, 2003 and 2009, approximately 10% (25 students) were enrolled in the co-op stream each year. The Department's students would have more interest in the co-op option if the Department housed the option itself.

UW offers full-time students the opportunity to study abroad for credit at over 80 partner Universities. Many History students have participated in international student exchanges at the University of Ulster (Coleraine) in N. Ireland and a few have gone to Mannheim University in Germany.

Student evaluations of History courses, over the period winter term 2003 to fall term 2009 inclusive, rank the course instructor at 4.39, on a five-point scale where 5 is the highest grade. This is comparable to the average of 4.31 for the Faculty of Arts as a whole. On the other hand, History courses are evaluated higher (4.18) than the average for the Faculty as a whole which is 4.06.

The reviewers found that “Courses appear to be rigorous and engaging; teachers appear to be committed, accessible, and helpful; and students appear to be uniformly satisfied with and appreciative of their instructors and the material they teach.”

Seventy-eight per cent of the cohorts between 2001-02 and 2005-06 had graduated with a History degree within four years after their 2A term. Over the same period the time to complete the degree had also increased. In mid-decade almost half of the majors graduated two years after entering their 2A term. This trend has changed for several reasons. More students are taking the Four-Year General and Honours degree; co-op takes five years to complete; and with more transfer students entering History from other Faculties they will need extra time to complete their degrees.

Although History graduates find careers in many areas, the most popular is teaching. Of 1,236 students, who graduated with a History degree at UW since the late 1970s, 32% entered the teaching profession.
Faculty

At the time of this review the Department had 15 faculty members (14 full-time equivalents [FTEs]) and eight from the Federated University and Affiliated University Colleges (FUAC) (7.2 FTEs). There are four full professors at UW and three at the FUAC; six associate professors at UW and two at the FUAC; and five assistant professors at UW and three at the FUAC. In addition, two faculty members from the Department of Classical Studies are adjunct professors who assist with the teaching of ancient history. Two faculty members on the main campus reach normal retirement age within the next three years but neither one has indicated that he/she intends to retire.

The normal teaching load of a faculty member is five courses per academic year, but this became four starting fall 2010.

The average annual research output, over the period 2002-10, for the Department of History was 6.5 books; 9.5 book chapters; 9.8 refereed journal articles; and 28.4 conference publications.

The following is a sample of titles of single authored books:

- *The Firm: The Inside Story of the Stasi*
- *A Global History of Indigenous Peoples: Struggle and Survival*
- *Imperial Citizenship: Empire and the Question of Who Belongs*
- *The 1980s: Social History of the United States*
- *Dancing Around the Elephant: Creating a Prosperous Canada in an Era of American Dominance, 1957-1973*
- *In Mixed Company: Taverns and Public Life in Upper Canada*
- *The Soviet Counter-Insurgency in the western Borderlands*
- *Polish Orphans of Tengeru: The Dramatic Story of Their Long Journey to Canada 1941-49*

Faculty members in the Department have received many honours and awards.

The Department currently has a Canada Research Chair, Tier 1, and four holders of Social Sciences and Humanities Research Council (SSHRC) standard research grants. Other grants over the last few years have been held from the Canadian Institutes of Health Research (CIHR) and the Asia Pacific Foundation. From 2004 to 2010, grants totalling $725,337 have been held by eight of the 15 faculty members on the main campus.

Members in the Department have won the Donner Prize for Best Work on Canadian Public Policy; UW’s Distinguished Teacher Award; the Fred Landon Award, Ontario Historical Society; Choice Outstanding Book of the Year; and an Honourable Mention, John A. Macdonald Prize, Canadian Historical Association.

Faculty members have been Bora Laskin National Fellow in Human Rights research; Fellow, Institute for Jewish Civilization and the Holocaust, Northwestern University; and Scholar in Residence, Rockefeller Study Center, Bellagio, Italy to mention a few.
In addition, faculty members have been major contributors to their discipline by sitting on editorial boards and/or advisory boards of historical academic journals, acting as president and vice-president of historical societies, reviewing SSHRC, Canada Council and other granting agencies applications, and evaluating colleagues for promotion and tenure at various Canadian and American Universities.

Concerns and Opportunities for Improvement

The reviewers consider that the History Department has not yet answered important questions about its place in the Faculty of Arts and the University although it has been discussed for months and years. The Department the reviewers state “feels distinctly undervalued, under-resourced, and in some ways misunderstood by the university’s middle-level and higher administration.” In addition the reviewers observed “that the History Department did not have a defining vision of where it wanted to be in five years or what it wanted to be known for in Canada and the world.”

The reviewers made 22 recommendations listed below together with the department’s responses:

**Recommendation 1:** First-year courses ought to be reduced to no more than two entry-level courses per term.

**Recommendation 2:** Entry-level courses ought to be taught by the Department’s best tenured or tenure-track teachers, its stars, including senior members.

**Recommendation 3:** Entry-level course ought to entail tutorial groups of 15 students maximum, designed to provide students with historical methodology and expression.

**Recommendation 4:** Assign gifted fourth-year undergraduates to be Teaching Assistants in first-year courses.

**Recommendation 5:** The Department ought to create a position of head Teaching Assistant in each of these entry-level courses to serve as a liaison between other Teaching Assistants and the instructor.

**Recommendation 6:** The Department ought to consider team-taught courses in first year, to show case the diversity of teaching and research interests among faculty members.

**Recommendation 7:** All first-year History courses ought to count towards the History major, once they are greatly reduced in number.

*Response:* Seven of the 22 recommendations dealt with first year courses. The Department recognizes the need to revamp its first-year offerings, and has taken steps to do so. It is committed to reducing the number of first year courses offered, as the review team suggests, but options in this regard are somewhat limited by the fact that the Department forms a single teaching unit with the FUAC. Even if the Department reduced its first-year offerings to two courses, as the review team recommends, the total first-year offerings would still be higher because of the FUAC’s offerings. Nevertheless, the Department is in the process of reducing its first-year courses, and replacing some of its offerings with ones which will better showcase the Department's diversity. The Department was pleased to note that the review team supported the recently-introduced team-taught course “Ten Days that Shook the World” which will be offered at the 100-level.
The reviewers recommend using Teaching Assistants in first-year classes to run tutorials. The Planning Committee of the Department will look into this issue. It may be possible to implement this suggestion, but it depends entirely on the graduate intake in any given year.

**Recommendation 8:** Sessional instructors and FUAC faculty members ought to be better integrated into the life and governance of the Department.

**Recommendation 9:** Faculty members ought to be asked at least one calendar year in advance what they plan to teach in future academic years.

**Recommendation 10:** The Department ought to prepare a five-year staffing plan, identifying its staffing needs in the context of resources in the tri-university, the FUAC, related courses and disciplines, anticipated retirements, undergraduate program, graduate education, and research.

*Response:* The Department fully endorses this recommendation and will have such a plan in place in the near future.

**Recommendation 11:** The History Department ought to avail itself of LIF/PIF grants from the Centre for Teaching Excellence.

**Recommendation 12:** The Department should introduce separate undergraduate and graduate essay prizes. The Department needs to ramp up advancement campaigns to find donors for these (financially) small but (symbolically) important recognitions of achievement.

*Response:* This is an excellent idea which the Promotions Committee of the Department will take into consideration.

**Recommendation 13:** The Department ought to initiate externally funded lecture series, internally funded guest speakers, brown bag lunch discussions, special events for Department alumni, and the possibility of teleconferencing with faculty members and graduate students around the world; all these strategies would enliven the physical space and intellectual atmosphere in the Department.

*Response:* The Department agrees in principle. If the Faculty of Arts continues to support the Department's lecture series, as it generously did in 2010-11, the Department will continue to host lectures by leading historians in the field.

**Recommendation 14:** The Department ought to establish more formal forms of governance, with graduate and undergraduate student representation on departmental meetings and committees such as curriculum planning and graduate affairs. The present History Society participates in none of these discussions.

*Response:* The Department has always included student representatives in its hiring deliberations, and will continue to do so. Whether students should attend all departmental meetings will be a decision of the Department as a whole.

**Recommendation 15:** The Department needs to institute some form of graduate-faculty Colloquium, with at least two meetings per term, in a format most conducive to student-faculty sociability and intellectual stimulation.

*Response:* Because of the time demands on both graduate students and faculty members, these types of initiatives often lose momentum, but the Department is very willing to undertake this initiative as a pilot project.
Recommendation 16: The Department ought to establish a staff/student “lounge/coffee room” where faculty and staff members and students could regularly gather to discuss ideas informally. At present the MacKinnon Room is not welcoming enough to serve this purpose; possibly it could be made so with a modest renovation.

Recommendation 17: The Department needs to recognize that the increased duties and responsibilities the Graduate and Undergraduate Assistants have taken on during their years of service for the Department. The Department needs to ensure that their grades are adjusted accordingly.

Response: The Department is aware of increased demands on the administrative staff. The Chair is working with both administrative assistants to ensure that their job classification matches the assigned duties.

Recommendation 18: The Department needs to make more effort to take up opportunities offered by institutional funding and other sources for course internationalization and learning initiatives.

Response: The Department wholly endorses the reviewers' desire for increased internationalization. The Department now has two courses regularly offered in Europe, and will investigate ways to embed the international experience into the curriculum.

Recommendation 19: The Department to foster teaching and research partnerships with cognate Departments. In addition, every effort needs to be made to overcome faculty members’ disinclination to collaborate with the Departments and Faculties that dominate the University. History’s central role in the Society, Technology and Values Option should be self-evident; instead it is contentious.

Response: This important recommendation will require the Department to survey its environment and determine appropriate responses. Accordingly, it will be discussed in the Planning Committee. Nevertheless, it is worth mentioning that the Department is very open to partnership. The department has recently introduced a History of Technology course, and participates actively in the Balsillie School of International Relations.

Recommendation 20: The Department ought to make a more compelling case for a new tenure-track faculty member.

Response: The reviewers note that the Department is under-resourced and that the Dean and Provost should make more effort to support departmental proposals. The Department is confident that the committee structure now in place will produce a vision for the Department from which mutually beneficial proposals will arise.

Recommendation 21: The Department should strengthen its efforts to promote History within and outside the University, seeking new constituencies, including co-op employers. The critical thinking and other skills learned by History majors are valued by employers, but they have not been systematically or effectively marketed by the Department itself. The Department should develop bold proposals that will catch the imagination of non-Arts colleagues and prompt an enthusiastic “buy-in” by students, faculty members, staff members, and administrators.

Recommendation 22: The Dean and Provost should make more effort to encourage and support such proposals as mentioned in the last sentence of Recommendation 21.

Response: Note the response to Recommendation 20.
SEXUALITY, MARRIAGE AND FAMILY STUDIES

Review Process

This was the second formal review of the undergraduate program of the Department of Sexuality, Marriage and Family Studies (SMF). The first review was in 2003.

The main findings of the first review were stated as:

"We found a small but vibrant program with many strengths. The students and faculty are enthusiastic about the program and speak very positively about it. This is remarkable given the number of disciplines represented."

The review team made recommendations related to: internal governance such as the need for an Advisory Board with broader representation especially students; the necessity of including courses in statistics, methodology and advanced theory in a possible Honours degree program; the need to consider in future curriculum design the need for a practicum and materials that would give greater inclusivity of certain groups; give consideration to a more equitable distribution of student advising and limiting the number of courses taught as overload.

SMF has addressed all of the above issues and has hired two tenure-track professors (one in 2007, the other in 2009) to teach the courses and establish the Honours program approved in 2009.

The present self study was initiated by Dr Rye and completed by Dr Vanin. The revised draft was commented upon by all members of faculty as well as the Vice President and Academic Dean. Student input was focused in the strengths, weaknesses and future hopes of the program. These were included as an appendix.

The self study was submitted February 2011; the site visit occurred 11 and 12 May, 2011; the review team’s report was submitted 5 July, 2011; and the response from SMF and the Academic Dean was received 1 September, 2011.

Characteristics of the Program

Historical Overview

SMF has had a long history dating back to 1972 when it was first offered at St Jerome’s College to meet the growing demand for the Family Life education of teachers within the Catholic school system. During its first decade, SMF was solely taught on-campus during the summers with numbers often exceeding 200 students per summer term. It was a huge financial asset to St Jerome’s University.

During the mid-80s the program shifted from a summer institute aimed at educational professionals to an on-campus program providing regular courses in Fall and Winter terms. Options (General and Honours), a Minor and a Diploma were created.

In 2000, a Three-Year and a Four-Year General degree were approved necessitating changes to the Minor, Options and Diploma plans. These degree programs were first offered in the 2001-02 academic year.

In 2009, a SMF Honours plan was launched. The first students graduated in June 2010.
Program Objectives

SMF resides within St Jerome’s University and therefore the objectives of St Jerome’s are important to SMF.

The mission statement of St Jerome’s University states:

“We are committed to learning and academic excellence, the gospel value of love, truth and justice, and the formation of leaders for the service of the community and the Church. In all of our activities and practices, St Jerome’s University functions within the context of the Roman Catholic tradition and the principles of academic freedom.”

The objective of the Sexuality, Marriage and Family Studies program is to promote interdisciplinary scholarship and research in fields such as gender, reproduction and relationships. The program addresses human interactions within relational and sexual contexts.

Distinctiveness/Benchmarking

Relative to other Family Studies- and Human Sexuality-based programs, the SMF program is the only one in Canada to have combined sexuality and family studies into one program that is available as an Honours major, has a practicum or thesis option, and core courses in research methods and statistics.

Academic Programs Offered

Sexuality, Marriage and Family Studies offers the following plans:
Honours BA, Sexuality, Marriage and Family Studies
Honours BA, Sexuality, Marriage and Family Studies (Arts and Business, Regular and Co-op)
Joint Honours BA, Sexuality, Marriage and Family Studies and Discipline X
Four-Year General BA, Sexuality, Marriage and Family Studies
Three-Year General BA, Sexuality, Marriage and Family Studies
Minor, Sexuality, Marriage and Family Studies
Option, Sexuality, Marriage and Family Studies
Diploma, Sexuality, Marriage and Family Studies

Students

The entrance average to SMF over the six year period, 2003-04 to 2008-09 inclusive, was 81.2%. However this has ranged from 74.9% in 2007-08 to 88.9% in 2004-05.

The number of students who have declared a minor or major in SMF has increased from 70 in Fall 2006 to 97 in Fall 2010, an increase of 39%. Of these students, nearly half are registered at St Jerome’s University, the remainder registered through the University of Waterloo (UW). The total student enrolment in SMF courses has varied from 1,400 in 2006-07, decreasing the following year to 535 and finally settling, over the last two years, at about 1,100 students. Average class size for third-year courses increased steadily from below 30 in 2002 to between 40 and 50 students in 2007 and 2008.

Of the seven second-year courses, three have, on average, an enrolment of 169 in both Fall and Winter terms, while the remainder have, on average, 49 students enrolled in both Fall and Winter terms. The average enrolment of the 13 third-year classes is 30 with a low of one to a high of 66. The 10 fourth-year courses have enrolments from one to 10 on average.
Student evaluation of SMF courses, from 2004 to 2010 inclusive, range from 3.9 to 4.2 on a five-point scale where five is the highest value. SMF course evaluations were higher than the mean for St Jerome's from 2004 to 2010 inclusive, except for 2007 and 2010. The student evaluations for SMF instructors have always been higher than the St Jerome's average, being in the 4.25 to 4.5 range.

Service learning is very heavy in 200-level courses. Community service learning is an important part of SMF and the Department is increasing opportunities for students to participate in it prior to the capstone practicum course. During the period of the review, students participated in the Beyond Border Program, a St Jerome's University international service learning program. Presently, the Department is working closely with Career Action, Co-op Education and St Jerome's University’s Centre for Responsible Citizens to create opportunities for community service learning.

There is no SMF specific co-op program. However, students enrolled in the Arts and Business program have the option of being in co-op. Since 2004, five students in an SMF Major or Minor plan have been in Arts and Business and, of these, three were in the co-op stream.

Of the student cohorts from 2002-03 to 2005-06 inclusive 75% graduated in SMF and the remainder graduated from another Department.

Eighteen SMF students were surveyed in September 2009. They commented on the great communication there was in the program between faculty members and students. They also commented favourably on the small size of the courses and that professors’ doors were always open and that students were always welcome.

For the future, students were hopeful for a master’s program, more Spring courses and a greater variety of topics in the senior courses.

The Department intends to introduce a first-year transition course which will be cross-listed with HUMSC 101 for potential SMF students. The purpose of such a course is to introduce ethics in a first-year course and at the same time provide students with transition activities and skills-building necessary for success at university.

Most students after finishing their SMF degree enter graduate school to take a master’s degree generally in one of Social Work, Counselling, Dispute Resolution, or Couple and Family Therapy. Most of the remaining graduates enter either the teaching profession or find a career in social services.

**Faculty**

At the time of this review there were four individuals in the Department of Sexuality, Marriage and Family Studies—two full-time tenure-track assistant professors; one adjunct professor; and one full-time associate professor from the Department of Psychology at St Jerome’s University who teaches 60% in SMF. Other faculty members from Psychology, Religious Studies, History, and Sociology and Legal Studies teach SMF courses and courses relevant to SMF students.

There are no pending retirements among the SMF faculty members in the near future.

The work load for faculty members at St Jerome’s University and SMF is five courses per year with most of the teaching occurring in the Fall and Winter terms.
In the 2003 and 2004 academic years, the overall student course evaluation averages were in the 4 to 4.1 range on a five point scale where five is the highest grade. By the end of the academic year 2008, the annual average course evaluation grade had risen to 4.2 to 4.3.

Three members of SMF, excluding the adjunct faculty member, have had the following research output since 2006: 18 referred journal papers, three books, four book chapters and 37 conference presentations.

These four faculty members are heavily involved in professional and community service. They are: Affiliated Scientist to the Centre for Addiction and Mental Health; Associate Member, Board of Examiners of Sex Therapists and Counsellors of Ontario; Supervisor in Training, Ontario Association of Marriage and Family Therapists; Editorial Board Member of the Journal of Online Learning and Teaching; Board Member of the Association for Authentic Experiential or Evidence-based Learning.

**Concerns/Opportunities for Improvement**

The reviewers saw Sexuality, Marriage and Family Studies as a strong program with great potential. Faculty members and students have passion and enthusiasm for the program. Although there are some “growing pains” associated with the implementation of many of the changes that emerged from the previous review, the reviewers are confident that they can be worked out. Other challenges emerge from the ongoing issue of SMF as a stand-alone Department, which results in less administrative support compared to other St Jerome’s programs that have a counterpart at UW. Thus, the recommendations focus not only on the Department but also on how St Jerome’s and UW can support the Department as it pursues “controlled growth”. While faculty members have put considerable time and energy into curriculum revision that focuses on articulating the distinctiveness of this program, the role and functioning of the three streams (sexuality; couple and family relations; and counseling/therapy) within this vision, and that sets strategic goals and priorities to further the vision is desirable.

The reviewers do not think that the development of a graduate program is feasible. Effort should be placed on research productivity of junior faculty members and the hiring of a senior level Chair if a graduate program is to be developed.

The reviewers make seven recommendations for the SMF program:

1. **Program Focus and Curriculum:** faculty members and “allies” need to engage in a visioning and strategic planning exercise. This would include identifying a vision for the future; a specific focus/distinctiveness of this program; articulation of how the three streams work within this focus; greater commonality between the Four-year General program and the Honours program; and a strategic plan for achieving the vision (including targets for enrollment, faculty complement, research, new courses, potential accreditation for various counseling programs).

   **Response:** This recommendation is clearly in line with the Department’s own understanding of what is needed. SMF is aware of the value of identifying its vision for the long-term focus and distinctiveness of the program; clarifying what form specialization might take; reviewing the overall learning outcomes for SMF graduates; and developing a strategic plan for achieving its vision. In engaging in such a visioning and strategic planning process, SMF is committed to upholding the important and unique interdisciplinarity of the program, both in its faculty members and in the courses that are made available.

2. **Visioning and Planning Exercise:** consideration should be given to:
• increased course content related to gerontology and disability;
• revision of the practicum course and/or program structure to decrease the instructor’s work load;
• development of capacity within the Department to offer core courses without reliance on other Departments;
• development of a 100-level course to cover foundational work, facilitate recruitment of SMF students, and increase visibility of the program across UW.

Response: a) The Department will consider increased course content in a number of topic areas, including the recommended areas of gerontology and disability.

b) SMF recognizes the value of reviewing the management and coordination involved in administering the practicum course. The Department also understands the importance of reviewing the structure and requirements of the practicum course in order to determine the best way to deal with high (and increasing) numbers of Honours students for the long-term. SMF will also explore the possibility of having a non-faculty person handle the placement of students in practicum sites.

c) SMF is aware of the importance of core or required SMF courses being taught by full-time members of the SMF Department. Over the past number of years, the Department has been mindful of the value of consistency in the delivery of its courses. Consequently, the Department has offset the small number of full-time members by hiring regular sessionals to teach courses. SMF is committed to dealing with this particular recommendation over the next seven years.

d) SMF is mindful of the value of developing 100-level courses for the purposes of recruitment to the program and for establishing foundational courses for the program. It recognizes that the development of such a course(s) would help to increase the visibility of SMF at UW. The Department is committed to considering such a course(s) that, as the reviewers suggest, “covers both family and sexuality within the context of the relational focus of the program.”

3. Develop promotional materials based on the revised program.

Response: SMF agrees that it is critically important that it develops adequate promotional materials. The Department will explore this in collaboration with the Registrar’s office at St. Jerome’s University and, indeed, have already begun conversations about this need.

SMF is committed to developing promotional materials for the current program within one year. Subsequently, the Department will ensure that new materials are developed to reflect the results of the visioning and strategic planning process discussed above.

4. Consider developing a link with a UW Department that has faculty members who are more senior and do research in similar areas.

Response: SMF acknowledges the concerns raised by the External Review Team related to the fact that the Department has only two full-time faculty members, both of whom are “relatively new PhDs and are still establishing their research programs,” and that it might benefit the current full-time faculty members to have relationships with more senior faculty members who can support and mentor them with regard to their research programs and career trajectories.

SMF has already developed a number of important links and relationships with faculty members, programs and Faculties at UW. For example, four faculty members have adjunct status with the Faculty of
Applied Health Sciences. As well, relationships have been developed with the Departments of History and Women’s Studies, and are being explored with a variety of other programs and Departments such as Peace and Conflict Studies, Sociology and Legal Studies, Knowledge and Integration, Psychology, and the School of Pharmacy. The Department is committed to continuing to develop such links over the course of the next review period.

5. A high school mathematics course could be made a requirement for admission in response to the heightened difficulties that SMF students have with statistics.

Response: SMF recognizes the difficulties that its students have been having with the required statistics course. Within the coming year, the Department will investigate a partnership with the St. Jerome’s University library that will make SPSS available to SMF students in the SJU library.

SMF agrees that students seeking an SMF degree should be required to demonstrate that they have completed an appropriate high school mathematics course in order to be successful in SMF’s required statistics course.

6. Student Concerns to be Addressed: The handbook begun by students to guide students through the various programs, options, and years needs to be completed jointly by faculty members and students.

The workshops clarifying fourth-year options need to be continued but they should gradually be handed over to either Honours students or administrative staff members.

Response: The student handbook is being completed at present, and will be available to students in the coming year. The Department intends to train SMF student ambassadors to mentor incoming SMF students. An administrative staff member has been designated as an advisor to SMF students. SMF will invite this individual to take more responsibility for clarifying expectations for upper-year students.

7. SMF should refrain from exploring the development of a graduate program until research productivity and administrative support for the program is sufficiently strong to do so.

Response: SMF agrees with the External Review Team that, while the Department is enthusiastic about the possibility of a graduate program, this is something for a future review period, not for the next seven years. SMF will be mindful of a possible graduate program as it engages in the visioning and strategic planning process. The Department will monitor the possibilities for moving forward toward a graduate program in an appropriate manner.

The reviewers also made five recommendations to the administration:

1. That a senior faculty member be hired who would Chair the Department, thereby allowing the two new junior faculty members to concentrate on developing research agendas.

Response: This recommendation is in agreement with the hiring commitment identified in the St Jerome’s University Academic Priorities’ document.

2. That the software program, SPSS, be made available in at least one lab which is accessible to SMF students.

Response: See response to recommendation 5 above.
3. That the staff position for counseling students be continued.

*Response:* See response to recommendation 6 above.

4. That a staff person be assigned to support the practicum course.

*Response:* See response to recommendation 2 above.

5. That support and assistance be provided to the SMF faculty members to engage in a visioning and strategic planning exercise.

*Response:* The Department would ask for assistance from the Centre for Teaching Excellence in the visioning process.

The reviewers hope that their recommendations contribute to developing a stronger program.

The Sexuality, Marriage, and Family Studies Department acknowledges that this review process has been very useful, especially as the Department considers what it means to enhance and grow the program.
Two Year Progress Report of the Department of Environment and Resource Studies

Issues, Responses and Progress

1. Undergraduate Student Enrollment.
The Department’s admissions target had been raised each year – and continued to be raised through 2009. Further, each year there was then demand to overshoot the target because some other plans could not sustain the growth needed to accrue more BIU-based funding for overall Faculty expansion – not necessarily in Environment and Resource Studies (ERS), i.e. the Department would bring in resources for others to use. However, as of 2010-11, that pressure did cease as a result of changes in senior administration. The Department’s target is stable at 95-100 non-transfer students per year and ERS has stopped accepting the nearly additional 40 transfers per annum because of a ballooning student faculty ratio.

2. The Undergraduate Thesis.
This topic covers Recommendation 1 by the consultants: “With respect to thesis supervision, greater use of the cohort model and peer-led workshops be used.”

The Department implemented this recommendation in 2009-10. Senior honours projects now use the cohort model and peer-led workshop approach in almost every case. In a few select cases the ambitions and scope of a project require more credit weight and more independent one-on-one approaches. The Department has expanded it further with the new option of a small group of students substituting the two-term project model for a one-term project model wherein the professor sets the scope of a topic based on their interest and students with mutual interests sign up. This begins 2012-13. This approach meets the interests of students who are not ready to embark on truly independent learning even in the context of a cohort or peer model.

3. Other Undergraduate Curriculum Issues.
Core Courses. This includes their Recommendation 3: “The foundational courses leading to knowledge in both the content and practice (transdisciplinarity) be clarified and clearly identified in program materials.” There was a specific intent added: “The department should engage in a brief curriculum design exercise to ensure that the 4 central core courses build on each other, introducing different examples and demanding growing conceptual understanding by students, to ensure their coherence over 4 years.”

In response to this, the Department restructured all core courses (numbering, content, connection) and emphasized a stronger theme of transdisciplinarity in descriptions and in class lessons and assignments. The Department made clear five principles related to the OCAV-UDLE templates and made explicit how courses were to deliver this. The five principles are:

2. How Things Work: Ecosocial Analysis;
3. Options Available: Ecosocial Alternatives;
4. Objectives and Ethics: Ecosocial Goals and Ethics;

Lectures and Essays. The gist here was a perception by students interviewed that there was “an excessive reliance on powerpoint lectures and essay writing as the norm in courses” vs ERS’ stated goal of self-directed and experiential one-on-one learning.

The Department did agree with this spirit. In response, The Department catalogued exactly how many courses used the lectures/essay format (it was less than half the courses) but nonetheless had a strategic plan that identified the need for even more experiential courses. Since 2008, the Department has altered
courses to increase outdoor and other forms of experiential learning. The Department created eight new field ecology courses, incorporated field research into two others, and two of the more policy/governance courses adopted field trips. Use of guest lecturer- and regular faculty member-led discussion sessions and creative exercises (such as the “Design a sustainable future” in the first-year fall core course) were already part of the process but the Department expanded these into three other core or elective courses.

Further, two core courses that relied on the lecture model (ERS 218 and ERS 319) were retired and replaced with experiential core courses (ERS 210 and 211). The Department then altered the core course ERS 390 (a proposal course) to ERS 311 (an experiential course on transdisciplinary approaches to problem solving). ERS 311 still links to the fourth-year core course (senior honours project) via the problem solving focus.

**Sessionals.** At the time, the consultants noted there was a problematic experience with a sessional hired in 2007 to teach the first course on environmental assessment. They recommended “a short course evaluation after 4 weeks (such as asking students simply to indicate the 3 best and worst things about the course so far) would catch most such problems in time that they can still be at least partially remedied.” This is what has been done in this course — generally the sole course where a sessional has been used more often than not.

**Advising.** There were concerns that insufficient advising existed in the Department as it is core to the program and plans were needed to ensure this was maintained. In context, by 2008-09, ERS had agreed to increase its undergraduate and graduate numbers via an agreement with the then-Dean to increase the total faculty complement in ERS by 2.0. The increase in student numbers was achieved by 2008 and beyond but the faculty increase never materialized. In response, ERS began to hold and then slightly lower its first-year intake and then drastically lowered its intake of transfer students. That may change again as the Department may be able to increase its net faculty complement soon.

**Distance Education.** It was noted that ERS was not involved in any form of distance education. Given that the Department was over capacity in terms of student faculty ratio at the time, and this has not changed, the best approach the Department could do was to slowly introduce online and blended learning to courses such as (what is now called) ERS 210, ERS 211, and the suite of eight field courses at the Summit Centre in Huntsville. Overall, the popularity of all eight courses at the Huntsville Summit Centre is overwhelming; the Department is mainly constrained by somewhat outdated rules governing OSAP and then related University decisions on design of block courses. This needs resolution lest a competitive edge and source of both experiential learning and revenue is lost.

The Department initiated a fully online course in a specialty area (Ornithology) in 2011 because there was demand from off-campus students for the subject based on discussions with students the previous term. There were resources because of a one-time, one-term buy-out. The offering was successful but with resources now constrained it is unclear when next this sort of course can be offered.

The Department agrees it would be useful to have a broader course on core concepts but the issue is capacity plus overlap with the Faculty of Environment courses in similar areas. Indeed, ERS has been awaiting revisions to the Faculty courses that overlap the ERS core concepts. Once those revisions are complete, the Department will revisit the issue.

**Experiential Learning and Reflection.** As noted, some undergraduate students expressed some frustration over community-based course projects that do not always become implemented in the community. Most of the time this is because they only complete one of a series of steps and the projects do become implemented successfully over several years. The consultants further noted that this meant there needed to be more reflection and the Department was well positioned to engage in such an activity. The vehicle for this was to integrate smaller staged projects and then reflection in ERS 111, ERS 210, ERS 211, ERS 311, and ERS 410. In sum, the Department explicitly included reflection about short-term goals, multi-staged projects, and long-term vision to reduce such frustrations.
Core Values Based on Sustainability and a Trans-Disciplinary Approach to Environmental Issues. The consultants noted ERS needed to have students assess explicitly these values at various stages in the curriculum. This was part of the core course review in 2009 and all core courses (ERS 110, 111, 210, 211, 310, 311, 410, and 411) now have opportunities for such assessment as well as connective lessons wherein it is shown how these values cut across courses. Such opportunities also exist in the environmental/sustainability assessment cluster (ERS 215, 315, and 415).

Service and Continuing Education. ERS agrees it would be useful to “choose a small number of continuing education initiatives to build their involvement in this area.” The Department does not have capacity at present though it is trying to lead such initiatives as a Faculty or even cross-University opportunity via the Summit Centre. Still, the Department takes pride in that ERS has approached this sort of need in its undergraduate stream as it is the first University Department to offer a recognized certification (Ecological Land Classification) as part of a course elective in 2011. This certification is becoming required for those seeking conservation and protected areas employment. It does offer some chance to include alumni but the course was so popular the Department had a large waiting list for current students as is.

4. Faculty and Staff Positions.
The consultants noted ERS was too ambitious in terms of initiatives and hiring plans though it was encouraged and approved via the Faculty strategic agenda. The consultants did agree hiring two new faculty members and one staff member was crucial.

Subsequent to 2008, the problem was that the new faculty members were not additional hires but simply replacements. Given the increase in student numbers, this meant that ERS (by 2011) is now in the position of having less capacity in terms of student faculty ratio than in 2008. The Department continues to work on addressing this constraint.

In 2008, the additional staff member was perhaps needed (because of downloading of work) but the current Chair felt the issue was a need to reallocate work within existing staff positions and remove tasks that were not needed. That appears to have succeeded. The Department also had a staff retirement in 2010.

The consultants praised ERS for willingness to lead new Centres and noted that the Department should be willing to do more. Additionally, there were allusions to ERS having better space (relative to its former space in EV1). The Department agrees to an extent. It has been difficult to get the University to provide resources agreed to support said Centres as most are run via grants with little to no internal infrastructure support. The University is reviewing Centres — in part for this very reason.

The space issue is more severe than realized in the sense that the Department has reached capacity in terms of offices and space available plus the design of the EV2 space was finalized in such a way that noise insulation did not live up to expectations and HVAC remains a serious problem. The construction of EV3 seriously reduced working conditions in EV2 during 2010-11. With EV3 nearly complete, some of this may change but prospects for funding for still unfinished renovations in EV2 remain uncertain.

Still, ERS will continue to build research capacity and lead internationally. The Department argues that it does have leaders internationally in the areas of Water Governance, Complex Systems, Environmental Assessment, Restoration Ecology, Food Policy, and Energy Delivery Governance. The shorter version is that the Department claim leadership in the combined transdisciplinary field of Ecosystem Resilience and Environmental Governance.
6. The Department's Reputation and Vision.
Effectively, the issues raised by the consultants related to a need for ERS to better articulate its main visions (sustainability/resilience and experiential learning) and live up to said visions. The previous text illustrates how this has been done. The Department is considering a name change to better reflect what it does and faculty members are being encouraged to be more diligent in promoting themselves to stand out amongst the crowd. This can be done via more media interviews, media releases, involvement in Centres, and by displays or products in the hallways, e.g. books and posters.

7. Summary.
ERS has responded to all issues raised by the Consultants in their 2008 report.
Two Year Progress Report of the Department of Sociology and Legal Studies

1.0 Background

This report is an update to the Academic Plan 2007, Department of Sociology.

In November of 2009, the Department of Sociology assumed greatly increased – but not exclusive – responsibility for the Interdisciplinary Program in Legal Studies which had been housed at St. Jerome's University. Thus, the Department has been renamed; it is now the Department of Sociology and Legal Studies. The corresponding Department at St. Jerome's was similarly renamed.

As of October, 2010 the Department is responsible for approximately 185 Sociology majors and approximately 380 Legal Studies majors. The absorption of the Legal Studies program (hereafter LS) and its large contingent of majors necessitated significant adjustments to the Sociology and Legal Studies operation in the short term and will require considerable and sustained attention in the future.

2.0 Synopsis of Strategic Concerns

The 2007 plan identified two specific areas of concern regarding the undergraduate program: high levels of service teaching and a need to improve the learning experience of Sociology majors. As well, the plan noted that it would be useful for the Department to align itself more fully with the University’s Sixth Decade Plan and the Faculty of Arts’ Strategic Plan. The Department has attempted to address these concerns.

However, by far the biggest current strategic concern of the Department is the need to address the problems and the opportunities presented by the absorption of the Legal Studies program. This recent development, which immediately tripled the number of majors in the Department, will require careful planning and management in order to: 1) prevent the longstanding Sociology program from being ‘swamped’; and, 2) allow the new combined Department to take advantage of the opportunity presented by the large and growing influx of LS majors. The Department has also identified this development as an opportunity to augment its graduate offerings by developing a course-based professional Master’s degree in Legal Studies.

The Department of Sociology and Legal Studies continues to provide high levels of service teaching for the Faculty of Arts and other UW Faculties. The Department intends to continue this practice, aware of the fact that it depends heavily on the availability of required courses offered by other Departments to meet the program requirements of various Legal Studies academic plans.

In order to improve the learning experience of Sociology majors, in 2008 the Department implemented the policy of admitting only Sociology majors and minors to our core Sociology courses: Soc 280 Introductory Statistics, Soc 202 Classical Theory, Soc 321 Research Methods, Soc 302 Introduction to Contemporary Theory, Soc 322 Introduction to Qualitative Research Methods as well as fourth-year seminar courses. This change received favourable reviews from faculty members and students.

Since research methods courses similar to the Sociology courses will be required for all Legal Studies Majors starting in the fall of 2011 (LS 280 Statistics, LS 321 Research Methods) LS majors who wish to take these courses are currently being admitted to the above courses when space is available.
3.0 Response to Matters Raised by the Consultants

3.1 Update on Three-Year General Sociology Degree

The consultants recommended eliminating the three-year General Degree. This has not been done. It continues to be the Department’s position that Sociology students would be better served pursuing a four-year General Sociology degree. However, other Departments in the Faculty of Arts retain a three-year General Degree plan. We must work within the Faculty of Arts to determine how best to phase out the three-year General Sociology degree.

3.2 Requirements for the Three-Year General Sociology Degree

The core academic requirements for the three-year General Sociology degree have not been changed.

3.3 Decline in Sociology Majors

The 2007 report expressed the concern that the number of Sociology majors (including joint majors) was declining. In 2007, it was 172. Since 2007, there has been a modest increase to 185 (as of 10 October 2010). However, the major development in this regard, noted above, is the absorption of 380 Legal Studies majors. The Arts and Business/Legal Studies Co-op program has approximately 55.

3.4 Specializations/Cooperative Studies: Four-Year Program

As per the consultants’ recommendations, the two specializations attached to the Sociology Academic Plans (Crime and Deviance and Business and Technology) have been made available to four-year General Sociology students. However, their suggestion to make Co-op available to four-year General Sociology students has not been implemented since, according to UW policy, only students registered for Honours Academic Plans are eligible for Co-op.

3.5 Regulate Access to Distance Education

Distance Education has recognized the large number of on-campus students who are enrolling for online courses and has changed its name to Online Learning. The Department agrees that it is best that on-campus students take as few online courses as possible. However, given demand for on-campus courses and the need for flexible scheduling in order to allow students to complete their degree programs in a timely manner, the Department continues to offer the following slate of online courses for which on-campus students may register.

Sociology 101  Introduction to Sociology (Offered fall/winter terms)
Sociology 228  Sociology of Corrections  (Discontinued online)
Sociology 222  Juvenile Delinquency  (To be added 2011)
Sociology 232  Technology and Social Change
Sociology 229  Selected Topics in Criminology (St. Jerome’s; to be added 2011)
Sociology 262  Cults and New Religious Movements (Conrad Grebel)
Sociology 224  Poverty in Canada  (Renison)
Sociology 321  Research Methods  (Discontinued online)
Sociology 370  Law and Society  (To be added fall 2011)
LS 101  Introduction to Legal Studies (St. Jerome’s)

3.6 Partial Funding for Soc 499 A/B (Honours Essay)
The Department continues to offer $50.00 per Honours Essay student to help them cover costs directly related to the completion of their Honours Essay. To date this has presented no problems for the few students who undertake primary research. The Department acknowledges that the supervision of the honours thesis constitutes a major expenditure of faculty resources. Nonetheless, it regards this research and writing experience as the culmination of our Honours students’ undergraduate career and the Department intends to retain this valuable component of the program. Indeed, one of the capstone events of the program is the annual "Thesis Symposium" which allows students to present the findings of their research to the Department.

4.0 Curriculum Reform

Since the 2007 review, the Department has undertaken considerable curricular reform. Much, though not all of it, has been the consequence of assuming much greater responsibility for the Legal Studies program in the fall of 2009. Some Sociology faculty members have concerns about the academic integrity and long-term viability of the LS program, especially given existing departmental resources. When originally developed, it was anticipated that LS would be a relatively modest ‘niche’ program accommodating less than 50 majors. The program is now nearly eight times that size. St. Jerome’s and the UW Department of Sociology and Legal Studies have coped with the problems created by this growth by adopting various short-term strategies. However, such measures will not solve some serious problems, the most important of which is the lack of LS-dedicated faculty positions.

The academic integrity of LS:

The Department has added LS 280 (Introductory Statistics) and LS 321 (Research Methods) to the core Legal Studies requirements for both the four-year General and Honours Legal Studies Academic Plans. These courses will provide Legal Studies students with the same background in research methods as Honours Sociology students.

Currently St. Jerome’s offers LS 101 Introduction to Legal Studies, LS 102 Interdisciplinary Studies in Criminology as well as two fourth-year seminar courses, LS 401 Senior Honours Seminar in Legal Studies I and LS 402 Senior Honours Seminar in Legal Studies II. LS 403 Socio-Legal Responses to Crime, developed by the Department of Sociology and Legal Studies, was added as a required capstone course as a part of the new LS Academic Plans. It is designed to provide Legal Studies majors with an opportunity to more fully integrate the topics and concepts covered in their Legal Studies core and approved courses.

Additional changes to the LS program intended to further strengthen and standardize the training of LS students are under consideration. Currently, LS students do not have to take courses in legal theory, sociological theory or LS methods. There are no second- or third-year LS courses and there is very little difference between the LS four-year General and Honours programs. Students graduating with an honours degree in LS would not be able to gain entry to some graduate programs, including the MA program in Sociology at Waterloo.

The sustainability of LS:

The difficulties here stem from problems with the structure of the program, compounded by a much larger than anticipated demand for programs in LS. Specifically:

1. LS academic plans are interdisciplinary plans which depend to a considerable extent on the availability of required courses offered by other participating UW Departments. The availability of some of the required courses has been inconsistent and some LS students find it difficult to complete their degree requirements in four years. During the fall of 2009, each of the participating Departments was contacted and only those courses which
they planned to offer frequently and with sufficient capacity were included in the revised academic plans. These revised academic plans for Legal Studies were approved for activation for the fall 2011 term. Despite these efforts, potential problems remain; some required courses may be offered only infrequently. Some of these courses are designed as small-enrolment offerings and LS students cannot get access, in part because Departments must (understandably) accommodate their own majors first (e.g. PACS 232, PSCI 459). This means that it will be necessary to (a) further modify the LS program requirements; (b) develop a more satisfactory mechanism for reaching agreements with partner Departments regarding course offerings; or (c) most preferably, have more courses offered by LS-dedicated faculty.

2. Some LS courses are not offered frequently enough or with sufficient capacity to accommodate all students and allow them to complete their degree requirements within the normal four-year period. This problem will likely get worse as the large and growing number of lower-year students reaches fourth year.

The Department has adopted a number of coping mechanisms to allow students to complete their academic programs in four years:

- Some students have taken online courses from other universities as substitutes for required Legal Studies courses.
- Students have enrolled in LS 498 Directed Reading as a substitute for required LS courses for which they were unable to enrol.
- ‘Exceptions’ have been made to allow students to substitute elective courses for required ones that are unavailable.

The academic plan revisions scheduled for the fall 2011 will address some of the issues of course availability, but expected growth in the number of LS majors might negate many of these gains. If the LS academic plans remain essentially unchanged, and further resources are not found to offer required courses, it will be necessary to limit admission to LS academic plans.

The Academic Advisory Committee for Legal Studies, established under the Protocol Agreement (see below), has been meeting regularly to address these problems. In agreement with St. Jerome’s, sections have been added, and caps for courses have been raised, to try to address the demand.

3. The Legal Studies program is currently administered under a Protocol Agreement negotiated between the UW Department of Sociology and Legal Studies and St. Jerome’s University. Although over 85% of the students registered in various LS academic plans are University of Waterloo students and are the responsibility of the Department of Sociology and Legal Studies, the Department must negotiate with St. Jerome’s in order to resolve basic issues. To date, this arrangement has worked satisfactorily, with the prospect that such will remain the case especially in relation to major questions such as curriculum reform and hiring.

4. At present, there is only one LS-dedicated faculty position, based at St. Jerome’s. The external review of the LS program conducted in 2008 recommended five LS-dedicated faculty members. The Department is about to hire a person in the area of ‘women and the law’ with primary responsibility for supporting the LS program while also supporting the Sociology program in the areas of criminology, deviance and gender studies. We will discuss the shortfall in the number of LS-dedicated faculty members with the Dean in an effort to address this problem.
5.0 Learning Environment

Changes here have been made to provide more resources, services and support for Sociology majors. For example, core required Sociology courses have been restricted to Sociology majors. (Legal Studies majors have been accepted in Soc 280, Soc 321 and Soc 322 on an individual basis upon request.) As well, the Sociology Society and the Legal Studies Society representatives are now included in Departmental Advisory Committee membership.

6.0 Academic Resources

As of July 2011 the Department had 11.5 faculty members. This figure does not include Prof. McClinney, who is on an annually renewed ten-month teaching and administration contract (no research). Nor does it include the resources provided through the corresponding Departments at the University Colleges. Especially notable in this regard is our current Associate Chair, Graduate Studies, Kieran Bonner (St. Jerome’s). However, these resources depend entirely on the goodwill of such individual faculty members. It is important to draw attention to the fact that about 10-20% of the courses for the LS Program are delivered by faculty members at the University Colleges.

7.0 Plans for Renewal

The Department is advertising a tenure-stream position in Work and Technology with a specialization in survey methodology.

Mission Critical requests have been made for three additional positions; one a replacement for Prof. Westhues in the area of ‘women and the law’; the others additions to complement to help cope with the huge increase in LS students for whom the Department is now responsible: 1). a tenure-stream position in Sociology of Science and Technology focussing on the Internet and Internet communities (religious, social and political); 2). a continuing lecturer position in Legal Studies in critical legal theory; and 3). a tenure-stream position in Sociology and Legal Studies and Women’s Studies.

8.0 Conclusion

Sociology remains popular with students, reflected in recent increases in the number of applications to Sociology academic plans. Registrations in academic plans in Legal Studies are growing rapidly. There is considerable concern within the Department that resources are insufficient to continue to meet the needs of LS majors. As well, there are concerns regarding the identity of the Department as a consequence of the rapidly increasing size of the Legal Studies program relative to the traditional Sociology academic program.
FOR INFORMATION

Recognition and Commendation
Two Waterloo faculty members have been named fellows of the Royal Society of Canada (RSC): Linda Nazar of the Department of Chemistry and Douglas Stinson of the David R. Cheriton School of Computer Science. According to citations published by the RSC for the occasion: “A scholar of international stature in solid state electrochemistry, Linda Faye Nazar has distinguished herself as a leading authority on advanced materials for electrochemical energy storage and conversion. Her seminal research on Li-ion and Li-sulfur batteries has been described as ‘ground breaking and transformational.’” “Douglas Robert Stinson is an internationally renowned researcher in the fields of cryptography, combinatorics and then interaction. He is a pioneer in combinatorial cryptography and the author of over 300 research publications.” “The newly elected fellows have diverse backgrounds and disciplines,” an RSC news release stated. “They have been elected by their peers in recognition of outstanding scholarly, scientific and artistic achievement. Election to the academies of the Royal Society of Canada is the highest honour a scholar can achieve in the Arts, Humanities and Sciences.”

This year’s new fellows will be inducted to the RSC during the Induction and Awards Ceremony on Saturday, November 26, at the Ottawa Convention Centre.

The RSC also announced this year’s winners of a number of medals and awards, including the Sir John William Dawson Medal, this year given to Professor Keith Hipel of the Department of Systems Design Engineering, who was named a fellow of the RSC in 1998. Hipel, the RSC said, “is globally renowned for his unique interdisciplinary research in systems engineering on the development of conflict resolution, multiple criteria decision analysis, time series analysis and other decision-making methodologies for addressing challenging system of systems problems lying at the confluence of society, science, technology and the environment.” [Sept. 9/11 Daily Bulletin]

The David Johnston Research + Technology Park received an Excellence in Economic Development Award for its WATCH Magazine in the category of magazines for communities with populations of 25,000 – 200,000 from the International Economic Development Council (IEDC). The honour was presented at an awards ceremony during the IEDC Annual Conference held in September in Charlotte, North Carolina. “We recognize the David Johnston Research + Technology Park for providing successful strategies to promote new standards in economic development in this period of global recovery,” said Dennis Coleman, IEDC chair. “Our awards honour organizations and individuals for their efforts in creating positive change in communities. They demonstrate that they are at the forefront of the economic development profession and are using innovative and effective practices that can be replicated in other communities.” WATCH magazine is one of the key dynamic marketing tools created for the many audiences relating to the park. It provides a forum to share with many communities the unique stories of research, collaborative projects between industry and academia, and personal insights into the entrepreneurs, executives, students and scientists that call the park home. The Excellence in Economic Awards Program annually recognizes the world’s best economic development programs and partnerships, marketing materials, and the year’s most influential leaders. The program honours organizations and individuals in 28 categories for their efforts in creating positive change in urban, suburban, and rural communities. [Sept. 20/11 Press Release]
MEMORANDUM

September 27, 2011

To: Members of Senate
    Chairs of Departments and Directors of Schools

Copy: Editor, Daily Bulletin

From: Geoff McBoyle, Vice-President, Academic & Provost

Re: Call for “University Professor” Nominations

To date, Waterloo has awarded this distinction to eighteen individuals: Garry Rempel (chemical engineering), Mary Thompson (statistics & actuarial science) and Mark Zanna (psychology) in 2004; Terry McMahon (chemistry), Cam Stewart (pure mathematics) and Robert Jan van Pelt (architecture) in 2005; Phelim Boyle (accountancy) and Ian Munro (computer science) in 2006; Ken Davidson (pure mathematics), Keith Hipel (systems design engineering) and Jake Sivak (optometry) in 2007; Roy Cameron (health studies & gerontology) and Flora Ng (chemical engineering) in 2008; Ellsworth LeDrew (geography & environmental management) and Ming Li (computer science) in 2009; Stuart McGill (kinesiology) and Janusz Pawliszyn (chemistry) in 2010; Robert Le Roy (chemistry) in 2011.

The selection process is reproduced below for your information. Please ensure that nomination material is in my hands before the Christmas break.

UNIVERSITY PROFESSOR

The University of Waterloo owes much of its reputation and stature to the quality of its eminent professors. UW recognizes exceptional scholarly achievement and international pre-eminence through the designation “University Professor”. Once appointed, a faculty member retains the designation for life.

Not counting retirees, it is anticipated there will be 14 University Professorships at steady state, with at most two appointments each year. Such appointments are reported to Senate and the Board of Governors in March and April respectively, and are recognized at Convocation.

Selection Process
1. Annually, nominations will be sought from Deans, Directors and Chairs, as well as from the University community generally. A nominee shall have demonstrated exceptional scholarly achievement and international pre-eminence in a particular field or fields of knowledge. The individual who nominates a colleague is responsible for gathering the documentation and submitting it to the Vice-President, Academic & Provost before the December break. The University Tenure and Promotion Committee will act as the selection committee; its decisions are final.

2. A nomination must be supported by at least six signatures from at least two UW departments/schools and must be accompanied by a curriculum vitae and a short, non-technical description of the nominee’s contributions.

3. A nomination must also be accompanied by letters from the nominee’s Dean, and from at least two and no more than five scholars of international standing in the nominee’s field from outside the University. The scholars are to be chosen by the nominee’s Chair/Director in consultation with the Dean and the nominator. The letter of nomination should explain why these particular scholars were chosen.

4. Letters soliciting comments from scholars shall be sent by the Chair/Director. Scholars shall be asked to comment on the impact and specific nature of the nominee’s most influential contributions, addressing their responses directly to the Vice-President, Academic & Provost.

5. The dossiers of unsuccessful nominees remain in the pool for two additional years. The appropriate Dean should provide updated information each year.
FOR INFORMATION

A. APPOINTMENTS

Definite-term Reappointments

ELTON-MARSHALL, Tara, Assistant Professor, School of Public Health and Health Systems, May 1, 2011 to June 30, 2014.

KENNEDY, Ryan, Assistant Professor, Faculty of Applied Health Sciences, Propel Centre for Population Health Impact, September 1, 2011 to August 31, 2013.

KRAMER, Desre, Assistant Professor, Department of Kinesiology, September 1, 2011 to June 30, 2012.

Adjunct Appointments

Undergraduate Instruction

BOLTON, Dave, Lecturer, Department of Kinesiology, September 1, 2011 to December 31, 2011.

BRAYHAM, Angela, Lecturer, Department of Recreation and Leisure Studies, September 1, 2011 to December 31, 2011.

FORTUNE, Darla, Lecturer, Department of Recreation and Leisure Studies, September 1, 2011 to December 31, 2011.

LOHUIS, John, Lecturer, Department of Recreation and Leisure Studies, September 1, 2011 to December 31, 2011.

Susan J. Elliott
Dean, Applied Health Sciences
FOR INFORMATION

A. APPOINTMENTS

Definite-term Reappointment

HARTLING, Shannon, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to August 31, 2013.

Adjunct Appointments

Instruction

DE ROOIJ-MOHLE, Geertruida (Margreet), Lecturer, Department of Germanic and Slavic Studies, September 1, 2011 to December 31, 2011.

FEUER, Menachem, Lecturer, Department of Religious Studies, September 1, 2011 to December 31, 2011.

KIRSHNER, Mirah, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

KOLAHDOUZ ESFAHANI, Soheila, Lecturer, Department of Fine Arts, January 1, 2012 to April 30, 2012.

LAZAR, Karen, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

MANWELL, Laurie, Lecturer, Department of Psychology, September 1, 2011 to December 31, 2011.

MASON, Elizabeth, Lecturer, Department of Germanic and Slavic Studies, September 1, 2011 to December 31, 2011.

MATHIESON, Natalie, Lecturer, Department of Drama and Speech Communication, January 1, 2012 to April 30, 2012.

NSHIMIYIMANA, Eugène, Lecturer, Department of French Studies, September 1, 2011 to December 31, 2011.

O’HARA, Kathleen, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

PIROUZ, Raymond, Lecturer, Department of Anthropology, September 1, 2011 to December 31, 2011.

WOLF, Kelly, Lecturer, Department of Drama and Speech Communication, January 1, 2012 to March 31, 2012.

Graduate Supervision

CERVENY, Paula, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

Miscellaneous (research, consultations, etc.)

HOLMES, John (Professor Emeritus), Professor, Department of Psychology, September 1, 2011 to August 31, 2013.
ROSS, Michael (Professor Emeritus), Professor, Department of Psychology, September 1, 2011 to August 31, 2013.

SLETHAUG, Gordon, Professor, Department of English Language and Literature, November 1, 2011 to December 31, 2016.

Adjunct Reappointments

ABBOTT, William (Professor Emeritus), Associate Professor, Independent Studies, September 1, 2011 to December 31, 2011.

ATOCHE, Cristina, Lecturer, Department of Spanish and Latin American Studies, September 1, 2011 to December 31, 2011.

BAKER, Gary, Lecturer, School of Accounting and Finance, September 1, 2011 to December 31, 2011.

BENNETT, Stephen, Lecturer, Department of English Language and Literature, September 1, 2011 to December 31, 2011.

BESSETTE, Chantale, Lecturer, Department of French Studies, September 1, 2011 to December 31, 2011.

BROUWERS, Seth, Lecturer, School of Accounting and Finance, September 1, 2011 to December 31, 2011.

CHAPUT, Louise, Lecturer, Department of French Studies, September 1, 2011 to December 31, 2012.

CHAPUT, Louise, Lecturer, Department of Political Science, September 1, 2011 to December 31, 2011.

CHASMAR, Hugh, Lecturer, School of Accounting and Finance, September 1, 2011 to December 31, 2011.

CHEUNG, Tiki, Lecturer, School of Accounting and Finance, September 1, 2011 to December 31, 2011.

CLARK, Amanda, Lecturer, Department of Psychology, September 1, 2011 to December 31, 2011.

CYR, Dylan, Lecturer, Department of History, September 1, 2011 to December 31, 2011.

DAGG, Anne Innis (Professor Emerita), Associate Professor, Independent Studies, September 1, 2011 to December 31, 2011.

DAY, Martin, Lecturer, Department of Psychology, September 1, 2011 to December 31, 2011.

DEMAN, Andrew, Lecturer, Department of English Language and Literature, January 1, 2012 to April 30, 2012.

DI RUZZA, Vince, Lecturer, Department of Psychology, September 1, 2011 to August 31, 2014.

DUCHARME, Robert, Lecturer, School of Accounting and Finance, September 1, 2011 to December 31, 2011.
GINGRICH Nadine, Lecturer, Department of English Language and Literature, January 1, 2012 to April 30, 2012.

GLADKOVA, Olga, Lecturer, Department of English Language and Literature, September 1, 2011 to December 31, 2011.

GULEWITSCH, Victor, Lecturer, Department of Anthropology, September 1, 2011 to December 31, 2011.

HARRIGAN, Kevin, Associate Professor, Department of Anthropology, September 1, 2011 to December 31, 2011.

HARVIE, Jo, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

HILL, Heather, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

LAMARI, David, Lecturer, Department of Classical Studies, September 1, 2011 to December 31, 2011.

LANGILL, Judy, Lecturer, Department of English Language and Literature, September 1, 2011 to December 31, 2011.

LOBB, Diana, Lecturer, Department of English Language and Literature, September 1, 2011 to April 30, 2012.

LUKSA, Len, Lecturer, Department of Psychology, September 1, 2011 to August 31, 2014.

MANN, Shari, Lecturer, School of Accounting and Finance, September 1, 2011 to December 31, 2011.

MCARTHUR, Kathryn, Lecturer, Department of English Language and Literature, January 1, 2012 to April 30, 2012.

MCQUIGGE, Alexis, Lecturer, Department of English Language and Literature, September 1, 2011 to December 31, 2011.

MITTELSTAEDT, Walter, Lecturer, Department of Psychology, September 1, 2011 to December 31, 2011.

NEWLAND, Jane, Lecturer, Department of French Studies, September 1, 2011 to December 31, 2011.

RAHMAN, Fiona, Lecturer, Department of Economics, September 1, 2011 to December 31, 2011.

ROGOZYNSKI, Daniel, Lecturer, School of Accounting and Finance, September 1, 2011 to December 31, 2011.

SCHWEITZER, David, Assistant Professor, Department of History, September 1, 2011 to December 31, 2011.

SLETHAUG, Gordon, Professor, Department of English Language and Literature, January 1, 2012 to April 30, 2012.
STACEY, Jeffery, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

STEFFY, Richard, Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

STUMPF, Andrew, Lecturer, Department of Philosophy, September 1, 2011 to December 31, 2011.

TELL, Edmond, Lecturer, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

THARMALINGAM, Pirapa, Lecturer, Department of Economics, September 1, 2011 to December 31, 2011.

WESTLEY, Meg, Assistant Professor, Department of Drama and Speech Communication, September 1, 2011 to December 31, 2011.

WILDING, Ethan, Lecturer, Department of Philosophy, September 1, 2011 to December 31, 2011.

YOSHIDA, Emiko, Lecturer, Department of Psychology, September 1, 2011 to December 31, 2011.

ZIEGLER, Kevin, Lecturer, Department of English Language and Literature, September 1, 2011 to December 31, 2011.

Graduate Supervision

BEHARRY, Edward, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

BEHARRY, Pamela, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

BIELING, Peter, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

DEL ROSARIO, Kerris, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

DODGSON, Philip, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

EKBLAD, Andrew, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

FARVOLDEN, Peter, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

GIFORD, Shannon, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

LANE, Christopher, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

MACLEOD, Karen, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.
SADLER, Pamela, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

SIDHU, Gurpreet, Psychiatrist, Department of Psychology, September 1, 2011 to August 31, 2012.

TOMAN, Philip, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

WHEELER, Heather, Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

Staff to Faculty Appointments
ARMSTONG, Marie (Secretariat), Lecturer, Department of Political Science, September 1, 2011 to December 31, 2011.

BREUGST, Eric (Arts Undergraduate Office), Lecturer, Co-op and Arts Special Programs, September 1, 2011 to December 31, 2011.

DI GRAVIO, Katrina (Organizational and Human Development), Lecturer, Department of Psychology, September 1, 2011 to August 31, 2014.

HAYDEN, Jayne (Co-op Education and Career Services), Lecturer, Dean of Arts Office, September 1, 2011 to April 30, 2012.

SYKES, Susan (Office of Research), Assistant Professor, Department of Psychology, September 1, 2011 to August 31, 2012.

WINDSOR, Kate (Safety Office), Lecturer, Department of Psychology, September 1, 2011 to August 31, 2012.

Graduate Student to Part-time Lecturer Appointments
BAUMANN, Britt, Department of Sociology and Legal Studies, September 1, 2011 to December 31, 2011.

BERRY, Elizabeth, Department of Psychology, September 1, 2011 to December 31, 2011.

CATTELL, Allison, Department of Germanic and Slavic Studies, September 1, 2011 to December 31, 2011.

CHEKETE, Godrick, Department of French Studies, September 1, 2011 to December 31, 2011.

CHOI, Wai Hong, Department of Economics, September 1, 2011 to December 31, 2011.

CUMMING, Sara, Department of Sociology, September 1, 2011 to December 31, 2011.

DERAKHSHAN-MOGHADDAM, Parisa, Department of Germanic and Slavic Studies, September 1, 2011 to December 31, 2011.

DODIK, Irina, Department of Political Science, September 1, 2011 to December 31, 2011.

EDWARDS, Lucie, Department of Political Science, January 1, 2012 to April 30, 2012.

EMERY, Rachel, Department of Political Science, September 1, 2011 to December 31, 2011.

EVANS, Natalie, Department of Philosophy, September 1, 2011 to December 31, 2011.
EVEN, Colleen, Department of French Studies, September 1, 2011 to December 31, 2011.

FINKELSTEIN, Mark, Department of French Studies, September 1, 2011 to December 31, 2011.

GEE, Catherine, Department of Philosophy, September 1, 2011 to December 31, 2011.

HASKELL, Christie, Department of Psychology, September 1, 2011 to December 31, 2011.

HUTCHISON, Jesse, Department of Fine Arts, September 1, 2011 to December 31, 2011.

KAYAL, Fadi, Department of French Studies, September 1, 2011 to December 31, 2011.

KLEINHANS, Belinda, Department of Germanic and Slavic Studies, September 1, 2011 to December 31, 2011.

LIMPERATOS, Athanasia, Department of Political Science, September 1, 2011 to December 31, 2011.

MCGILL, Jane, Department of Sociology and Legal Studies, September 1, 2011 to December 31, 2011.

MOORLAG, Elin, Department of Sociology and Legal Studies, September 1, 2011 to December 31, 2011.

MOHER, Ester, Department of Psychology, September 1, 2011 to December 31, 2011.

MULVIHILL, Corey, Department of Philosophy, September 1, 2011 to December 31, 2011.

NDAYISABA, Samia, Department of French Studies, September 1, 2011 to December 31, 2011.

PETRESCU, Maria, Department of French Studies, September 1, 2011 to December 31, 2011.

PITBLADO, Michael, Department of History, September 1, 2011 to December 31, 2012.

SCHOLZ, Kyle, Department of Germanic and Slavic Studies, September 1, 2011 to December 31, 2011.

SCHUESSLER, Jessica, Department of French Studies, September 1, 2011 to December 31, 2011.

SICA, Emanuele, Department of History, September 1, 2011 to December 31, 2011.

SIDDQUI, Hira, Department of Political Science, September 1, 2011 to December 31, 2011.

SMITHWICK, Andrew, Women’s Studies, September 1, 2011 to December 31, 2011.

SMITHWICK, Andrew, Department of Sociology and Legal Studies, September 1, 2011 to December 31, 2011.

VIJAYAN, Devika, Department of French Studies, September 1, 2011 to December 31, 2011.

WILCOX, Stephen, Department of Fine Arts, September 1, 2011 to December 31, 2011.

Cross Appointment
THAGARD, Paul, Professor, Department of Philosophy to Department of Psychology, September 1, 2011 to August 31, 2014.
B. ADMINISTRATIVE APPOINTMENTS

BIRD, Frederick, Associate Chair, Graduate Studies, Department of Political Science, September 1, 2011 to June 30, 2012.

COLLINGTON, Tara, Associate Chair, Undergraduate Studies, Department of French Studies, September 1, 2011 to August 31, 2012.

HARRIS, Randy, Associate Chair, Graduate Studies, Department of English Language and Literature, July 1, 2011 to June 30, 2014.

PACI, Tim, Associate Chair, Undergraduate Studies (Speech Communication), Department of Drama and Speech Communication, January 1, 2012 to August 31, 2012.

SMYTH, Heather, Associate Chair, Undergraduate Studies, Department of English Language and Literature, July 1, 2011 to June 30, 2012.

C. RESIGNATION

SORGE, Antonio, Assistant Professor, Department of Anthropology, effective July 31, 2011.

D. SABBATICAL LEAVES

For Approval by the Board of Governors

BESNER, Derek, Professor, Department of Psychology, from January 1, 2012 to June 30, 2012 at 85% salary.

BLATHERWICK, David, Assistant Professor, Department of Fine Arts, from January 1, 2012 to June 30, 2012 at full salary.

MORRISON, Aimee, Associate Professor, Department of English Language & Literature, from January 1, 2012 to June 30, 2012 at 85% salary.

NOVAK, Joseph, Associate Professor, Department of Philosophy, from January 1, 2012 to December 31, 2012 at full salary.

WOOD, Joanne, Professor, Department of Psychology, from January 1, 2012 to June 30, 2012 at 85% salary.

E. OTHER LEAVE

THOMPSON, James, Assistant Professor, School of Accounting & Finance, from January 1, 2012 to May 31, 2012, leave without pay.

Douglas M. Peers
Dean, Faculty of Arts
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Reappointment

PETEERSON, Sean, Assistant Professor, Department of Mechanical & Mechatronics Engineering, July 1, 2012 – June 30, 2015. PhD Purdue University 2006; MSc Purdue University 2001; BSc Arizona State University 1998.

Definite-term Appointments

ROBINSON, Mary, Lecturer, Engineering Undergraduate Office, September 1, 2011 – August 31, 2014. MASc University of Waterloo 2010; BASc University of Waterloo 2002. Ms Robinson is one of two associate directors of first year engineering within the Engineering Undergraduate Office. Associate directors are responsible for student advising, some first year teaching, and have a significant role in student retention initiatives related to first year engineering. In particular, Ms Robinson is engaged in research in the area of the scholarship of teaching and learning focusing on aspects of first year engineering students.

WEINACHT, Sandor, Alumni Mentor, Engineering Undergraduate Office, September 1, 2011 – August 31, 2012. MBusiness Administration York University 1993; BASc University of Waterloo 1978; BScEng Budapest Technical University 1968. Mr. Weinacht is presently employed as SRED claims manager at Teledyne DALSA Inc. as well as coordinating the Alumni Mentoring Portal for the Faculty of Engineering. Formerly he was the coordinator of the Alumni Mentoring Program in PDEng.

Definite-term Reappointment

TEERTSTRA, Peter, Lecturer, Department of Mechanical & Mechatronics Engineering and the Office of the Dean of Engineering, May 1, 2012 – April 30, 2015. PhD University of Waterloo 2003; MASc University of Waterloo 1992; BSE Calvin College 1990.

Continuing Lecturer Appointments

CAMPBELL, Scott, Department of Systems Design Engineering, August 30, 2011. PhD University of Toronto 2006; MA University of Toronto 2002; BMath University of Waterloo 1999. The Centre for Society, Technology, and Values (CSTV), of which Dr. Campbell is the director, fulfills a key interdisciplinary and complementary role in engineering undergraduate education. The department is particularly interested in Dr. Campbell’s and CSTV’s role in its design course sequence.

OWEN, William, Engineering Undergraduate Office, September 1, 2011. PhD University of Toronto 2005; MASc University of British Columbia 2001; BASc University of British Columbia 1990. Dr. Owen is one of two associate directors of first year engineering within the Engineering Undergraduate Office. Associate directors are responsible for student advising, some first year teaching, and have a significant role in student retention initiatives related to first year engineering. In particular, Dr. Owen is continuing the development and delivery of Special Topics in Engineering, a course on personal development for success at university, offered in the spring term.

Visiting Appointments

DIVANDARI, Mohammad, Scholar, Department of Chemical Engineering, January 1, 2012 – June 30, 2012.
FAHRNI, Kevin, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2011 – February 29, 2012.

PRUETTIPHAP, Methawee, Scholar, Department of Chemical Engineering, September 1, 2011 – August 31, 2012.

SEYEDEH SHAFAQ, Dehghani, Scholar, Department of Chemical Engineering, January 1, 2012 – June 30, 2012.


WONGTHONG, Pinyo, Scholar, Department of Chemical Engineering, September 1, 2011 – August 31, 2012.

YANG, Ke, Scholar, Department of Chemical Engineering, October 1, 2011 – September 30, 2012.

YANZHO, Qin, Scholar, Department of Chemical Engineering, September 1, 2011 – August 31, 2012.

YUAN, Guanghui, Researcher, Department of Chemical Engineering, October 1, 2011 – September 30, 2012.

ZHOU, Shiquan, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2011 – December 31, 2011.

ZHU, Mingqiao, Scholar, Department of Chemical Engineering, July 18, 2011 – July 17, 2012.

Visiting Reappointment
ASHRI, Abdulrahman Yousef, Scholar, Department of Chemical Engineering, September 1, 2011 – December 31, 2011.

Adjunct Appointments
Instruction
BALESHTA, James, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2011 – December 31, 2011.

CARTER, David, Associate Professor, Dean of Engineering Office, Conrad Centre for Business, Entrepreneurship and Technology, September 1, 2011 – June 30, 2012.

FADER, Christine, Associate Professor, Department of Management Sciences, September 1, 2011 – December 31, 2011.

GABER, Tammy, Assistant Professor, School of Architecture, September 1, 2011 – December 31, 2011.

HASSANPOUR ASL, Pezhman, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2011 – December 31, 2011.

NASSERI-MOGHADDAM, Ali, Lecturer, Department of Civil & Environmental Engineering, September 1, 2011 – December 31, 2011.

MATHER, David, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2011 – December 31, 2011.

MANNING, Thomas, Lecturer, Department of Management Sciences, September 1, 2011 – December 31, 2011.

RAYMOND, Christopher, Lecturer, Department of Civil & Environmental Engineering, September 1, 2011 – December 31, 2011.

Instruction and Research
GALLANT, Michael, Assistant Professor, Department of Systems Design Engineering, August 1, 2011 – July 31, 2014.

Graduate Supervision and Research
BASHA, Mohamed, Assistant Professor, Department of Systems Design Engineering, September 1, 2011 – August 31, 2014.

CARUSO, Mary, Industrial Researcher, Department of Mechanical & Mechatronics Engineering, August 1, 2011 – July 31, 2014.

CUMMING, Douglas, Professor, Department of Management Sciences, August 15, 2011 – August 31, 2014.

SURAL, Haldun, Associate Professor, Department of Management Sciences, August 1, 2011 – August 31, 2014.

Adjunct Reappointments
Instruction
BEYNON, Doug, Lecturer, Dean of Engineering Office, Conrad Centre for Business, Entrepreneurship and Technology, September 1, 2011 – August 31, 2012.

BLAKE, Clifford, Lecturer, Department of Management Sciences, September 1, 2011 – December 31, 2011.

ESHRAHGI, Amin, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2011 – December 31, 2011.

GRIFFITHS-FULTON, Karl, Lecturer, Department of Systems Design Engineering, September 1, 2011 – December 31, 2011.

Research
LEE, Tom, Assistant Professor, Department of Systems Design Engineering, March 1, 2011 – February 28, 2014.
Research and Graduate Supervision

ATTALLA, Mohamed, Researcher, Department of Civil & Environmental Engineering, August 1, 2011 – July 31, 2013.

FRIEDMAN, Jacob, Associate Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2012 – December 31, 2012.

MCLEOD, Ian, Professor, Department of Systems Design Engineering, October 1, 2011 – September 30, 2014.

OGUAMANAM, Donatus, Associate Professor, Department of Systems Design Engineering, September 16, 2010 – September 15, 2013.

SPARKES, Douglas, Assistant Professor, Department of Management Sciences, September 1, 2011 – August 31, 2013.

Cross Appointments

HANCOCK, Mark, Assistant Professor, Department of Management Sciences to Department of Systems Design Engineering, September 1, 2011 – August 31, 2014.

VAN DER MEER, Matthijs, Assistant Professor, Department of Biology, Faculty of Science to Systems Design Engineering, September 1, 2011 – August 31, 2014.

Cross Reappointments

KOFMAN, Jonathan, Associate Professor, Department of Systems Design Engineering to Department of Mechanical & Mechatronics Engineering, December 1, 2010 – November 30, 2013.

MCPHEE, John, Associate Professor, Department of Systems Design Engineering to Department of Mechanical & Mechatronics Engineering, April 1, 2011 – March 31, 2014.

RAMAHI, Omar, Professor, Department of Electrical & Computer Engineering to Department of Mechanical & Mechatronics Engineering, June 1, 2010 – May 31, 2013.

RUDOLPH, David, Professor, Department of Earth & Environmental Sciences, Faculty of Science to Department of Civil & Environmental Engineering, June 15, 2011 – June 14, 2013.

YEOW, John, Associate Professor, Department of Systems Design Engineering to Department of Mechanical & Mechatronics Engineering, November 23, 2009 – November 22, 2014.

Graduate Student to Part-time Lecturer Appointments

ALMEHDAWE, Eman, Department of Management Sciences, September 1, 2011 – December 31, 2011.


IVKOVIC, Igor, Department of Management Sciences, September 1, 2011 – December 31, 2011.

B. ADMINISTRATIVE APPOINTMENT
BARBY, James, Senior Associate Chair, Department of Electrical & Computer Engineering, September 1, 2011 – August 31, 2013.

ADMINISTRATIVE REAPPOINTMENTS
CASCANTE, Giovanni, Associate Chair, UAE Program, September 18, 2011 – April 30, 2012.

KHAJEPOUR, Amir, Executive Director, Waterloo Centre for Automotive Research (WatCAR), July 1, 2011 – August 31, 2012.

POLAK, Maria Anna, Associate Chair, Undergraduate Studies, Department of Civil & Environmental Studies, September 1, 2011 – December 31, 2011.

SIVOTHTHAMAN, Siva, Associate Chair, Graduate Studies, Department of Electrical & Computer Engineering, September 1, 2011 – August 31, 2013.

C. RESIGNATION
SURAL, Haldun, Visiting Associate Professor, Department of Management Sciences, August 31, 2011.

D. DEATH
GRIERSON, Donald, Professor, Department of Civil & Environmental Engineering, August 25, 2011.

E. SABBATICAL LEAVE
For Approval by the Board of Governors
LIEN, Fue-Sang, Professor, Department of Mechanical & Mechatronics Engineering, March 1, 2012 – August 31, 2012 at 100% salary.

Adel Sedra
Dean, Faculty of Engineering
FOR INFORMATION

A. APPOINTMENTS

Adjunct Appointments

Instruction

AMBROSIE, Linda, Lecturer, School of Environment, Enterprise and Development, September 1, 2011 to December 31, 2011.

PUOPOLO, Paul, Lecturer, School of Planning, September 1, 2011 to December 31, 2011.

RATCLIFFE, William, Assistant Professor, School of Environment, Enterprise and Development, September 1, 2011 to December 31, 2011.

Graduate Supervision and Committee Membership

FEAGAN, Robert, Associate Professor, Department of Geography and Environmental Management, August 1, 2011 to July 31, 2014.

HAIGHT, Murray (Professor Emeritus), Associate Professor, Department of Geography and Environmental Management, July 1, 2011 to June 30, 2014.

Cross Appointments

de LOË, Robert, Professor, Department of Environment and Resource Studies to the Department of Geography and Environmental Management, September 1, 2011 to August 31, 2014.

DRESCHER, Michael, Assistant Professor, School of Planning to the Department of Environment and Resource Studies, July 1, 2011 to June 30, 2014.

OELBERMANN, Maren, Associate Professor, Department of Environment and Resource Studies to the Department of Geography and Environmental Management, September 1, 2011 to August 31, 2014.

SWATUK, Larry, Associate Professor, School of Environment, Enterprise and Development to the Department of Geography and Environmental Management, September 1, 2011 to August 31, 2014.

WARRINER, Keith, Associate Professor, Department of Sociology (arts) to the School of Planning, September 1, 2011 to December 31, 2011.

Graduate Student to Part-time Lecturer Appointment

JOAKIM, Erin, Department of Geography and Environmental Management, September 1, 2011 to December 31, 2011.

B. ADMINISTRATIVE APPOINTMENT

GORBET, Rob, Undergraduate Officer, Centre for Knowledge Integration, July 1, 2011 to June 30, 2014.
C. SABBATICAL LEAVE
For Approval by the Board of Governors
SCOTT, Steffanie, Associate Professor, Department of Geography and Environmental Management, January 1, 2012 to December 31, 2012 at 85% salary.

A. Roy
Dean
FOR INFORMATION

A. APPOINTMENTS

Visiting Appointments


FLODERUS, Peter, Scholar, David R. Cheriton School of Computer Science, September 1, 2011 – July 31, 2012.

Adjunct Appointments

Instruction

AKASH, Mukto, Lecturer, Dept. of Pure Mathematics, September 1, 2011 – December 31, 2011.

Research

PALDUS, Josef (Professor Emeritus), Professor, Dept. of Applied Mathematics, September 1, 2011 – August 31, 2014.

Adjunct Reappointments

Instruction

AHMED, Rashid, Lecturer, Dept. of Statistics and Actuarial Science, September 1, 2011 – December 31, 2011.

ANDERSON, Terry, Lecturer, David R. Cheriton School of Computer Science, September 1, 2011 – December 31, 2011.


BROWN, Janice, Lecturer, David R. Cheriton School of Computer Science, September 1, 2011 – December 31, 2011.


HINEK, Jason, Lecturer, David R. Cheriton School of Computer Science, September 1, 2011 – December 31, 2011.


ROH, Patrick, Lecturer, Dept. of Combinatorics and Optimization, September 1, 2011 – December 31, 2011.

SPEZIALE, Sean, Lecturer, Dept. of Applied Mathematics, September 1, 2011 – December 31, 2011.

Research


Cross Appointments

HANCOCK, Mark, Assistant Professor, Dept. of Management Science to the David R. Cheriton School of Computer Science, September 1, 2011 – August 31, 2013.

SAUNDERS, David, Associate Professor, Dept. of Statistics and Actuarial Science to the David R. Cheriton School of Computer Science, September 1, 2011 – August 31, 2015.

Graduate Student to Part-time Lecturer Appointments

ACKERMAN, Margareta, David R. Cheriton School of Computer Science, September 1, 2011 – December 31, 2011.


Graduate Student to Part-time Lecturer Reappointment


Postdoctoral Fellow to Part-time Lecturer Appointment


B. ADMINISTRATIVE REAPPOINTMENTS


C. SABBATICAL LEAVES  
For Approval by the Board of Governors

HENGARTNER, Urs, Associate Professor, David R. Cheriton School of Computer Science, January 1, 2012 – December 31, 2012 with 85% salary.


LARSON, Kate, Associate Professor, David R. Cheriton School of Computer Science, January 1, 2012 – December 31, 2012 with 93.3% salary.

WATROUS, John, Associate Professor, David R. Cheriton School of Computer Science, January 1, 2012 – June 30, 2012 with 100% salary.

Ian P. Goulden  
Dean
A. APPOINTMENTS

Adjunct Appointments

Graduate Supervision and Committee Membership

DUMBLETON, Kathryn, Associate Professor, School of Optometry, September 1, 2011 to August 31, 2014.

HARTNOLL, Sean, Assistant Professor, Department of Physics and Astronomy, May 1, 2011 to April 30, 2014.

SCHULZE, Marc, Assistant Professor, School of Optometry, September 1, 2011 to August 31, 2014.

SUBARAMAN, Lakshman, Assistant Professor, School of Optometry, September 1, 2011 to August 31, 2014.

Graduate Supervision and Research

CULLEN, Anthony (Distinguished Professor Emeritus), Professor, School of Optometry, September 1, 2011 to August 31, 2014.

SANTYR, Giles E., Professor, Department of Physics and Astronomy, September 1, 2011 to August 31, 2014.

Adjunct Reappointments

Graduate Supervision

GOULD, William D., Professor, Department of Earth and Environmental Sciences, February 1, 2011 to January 1, 2014.

MOLSON, John W.H., Professor, Department of Earth and Environmental Sciences, April 1, 2011 to March 31, 2014.

PROWSE, Terry, Professor, Department of Earth and Environmental Sciences, July 1, 2011 to June 30, 2014.

Undergraduate Instruction

ALLEN, Lynn C., Associate Professor, Department of Biology, November 1, 2011 to October 31, 2014.

AMOS, Richard, Lecturer, Department of Earth and Environmental Sciences, September 1, 2011 to December 31, 2011.

DALE, John, Lecturer, Department of Biology, January 1, 2012 to April 30, 2012.

GILBERT, Dara E., Lecturer, Department of Chemistry, September 1, 2011 to April 30, 2012.
NAKHLA, Nardine, Assistant Professor, School of Pharmacy, September 1, 2011 to December 31, 2012.

Staff to Faculty Reappointment
DUPONT, Christine, Lecturer, Department of Biology, January 1, 2012 to April 30, 2012.

Graduate Student to Part-time Lecturer Reappointments
MONAGHAN, S.R.M. (Richelle), Department of Biology, January 1, 2012 to April 30, 2012.

DELANEY, Keith, Department of Earth and Environmental Sciences, September 1, 2011 to December 31, 2011.

Postdoctoral Fellow/Research Associate to Part-time Lecturer Reappointments
JASINSKI, Paul, Department of Earth and Environmental Sciences, September 1, 2011 to December 31, 2011.

LYNCH, Michael D.J., Department of Biology, January 1, 2012 to April 30, 2012.

MARTA, Richard, Department of Chemistry, September 1, 2011 to April 30, 2012.

B. ADMINISTRATIVE APPOINTMENT
JONES, Deborah, Interim Associate Director, Academics and Research, School of Optometry, July 15, 2011 to June 30, 2012.

ADMINISTRATIVE REAPPOINTMENT
LAFLAMME, Raymond, Director, Institute for Quantum Computing, July 1, 2011 to June 30, 2016.

C. SABBATICAL LEAVE
For Approval by the Board of Governors
HAWTHORN, David, Assistant Professor, Department of Physics and Astronomy, November 1, 2011 to April 30, 2012 with 100% salary.

T.B. McMahon
Dean
University of Waterloo
SENATE
October 17, 2011

FOR APPROVAL

Undergraduate Council Appointment

Motion:
That Senate approve the appointment of Cindy Tsang (vice-president, education, AHSUM) as the applied health sciences undergraduate student representative, term to December 31, 2011.
The Senate Executive Committee met on October 3, 2011 and agreed to recommend the following item to Senate for first reading*

**FOR DISCUSSION – FIRST READING**

**Membership of the Senate Executive Committee**

**Amendment to Senate Bylaw 2**

The proposed membership amendment [delete; new] to Senate Bylaw 2 formalizes the tradition of the FAUW president serving as the “One other *ex officio* member of Senate appointed by Senate” on the Senate Executive Committee. The Faculty Relations Committee approved this amendment at its meeting on June 9, 2011.

“The membership of this Committee shall consist of the following:

a. The President of the University who shall be Chair of this Committee.

b. The Vice-President, Academic & Provost.

c. The Associate Provost, Graduate Studies.

d. One other *ex officio* member of Senate appointed by Senate: The President of the Faculty Association of the University of Waterloo.

e. One faculty member of Senate from each Faculty of the University.

f. Three members from the student members of Senate, at least one of whom shall be an undergraduate student and at least one of whom shall be a graduate student.

g. One member of Senate from among the community-at-large members of the Board of Governors.

h. One faculty member of Senate from the Federated University and Affiliated Colleges.

i. One member from among the alumni members of Senate.”

*Excerpt from Senate Bylaw 7 (procedure for creating new bylaws or amending existing bylaws of Senate): “The passage of a new bylaw or amendment(s) to an existing bylaw is accomplished in two readings of the document by Senate. At the first reading, such discussion of the document as is deemed appropriate by Senate shall take place. At the second reading, further discussion may take place and the vote on the document shall be taken. The two readings shall take place at different, but not necessarily consecutive, meetings of the Senate.”
University of Waterloo  
SENATE  
October 17, 2011

FOR APPROVAL

Approval of Degrees, Diplomas and Certificates

Motion:
That Senate approve the lists of candidates for degrees, diplomas and certificates as recommended by the Faculty Councils and the associate provost, graduate studies, and that Senate authorize the chair, the registrar and the associate provost, graduate studies to add to or change the lists of candidates for degrees, diplomas and certificates as approved at the meeting on October 17, 2011.