University of Waterloo  
SENATE  
Notice of Meeting  

Date: Monday 17 September 2012  
Time: 3:30 p.m.  
Place: Needles Hall, Room 3001  

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<tr>
<th>TIME</th>
<th>OPEN SESSION</th>
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<tr>
<td>3:30</td>
<td><strong>Consent Agenda</strong></td>
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<td><strong>Motion:</strong> To approve or receive for information by consent items 1-4 below.</td>
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<td>3:30</td>
<td>1. Minutes of the 18 June 2012 Meeting</td>
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<td>2. Reports from Committees and Councils</td>
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<td>a. Executive Committee</td>
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<td>b. Graduate &amp; Research Council</td>
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<td>c. Nominating Committee for Honorary Degrees [news release at places]</td>
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<td>d. Undergraduate Council</td>
<td>Decision/Information</td>
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<td>3. Report of the President</td>
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<td>a. Recognition and Commendation</td>
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<td>b. Tenure and Promotion of Faculty Members</td>
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<td>4. Reports from the Faculties and St. Jerome’s University</td>
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<tr>
<th>TIME</th>
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<td>3:35</td>
<td>5. Business Arising from the Minutes</td>
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<td>3:50</td>
<td>7. Research Presentation: Professor Francois Paré, Department of French Studies</td>
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<td>4:00</td>
<td>8. Report of the President</td>
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<td>4:10</td>
<td>9. Q &amp; A Period with the President</td>
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<td>4:45</td>
<td>12. Other Business</td>
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<td>a. Office for Persons with Disabilities Name Change</td>
<td>Decision</td>
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<th>TIME</th>
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<td>4:55</td>
<td>13. Minutes of the 18 June 2012 Meeting</td>
<td>Decision</td>
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<td>5:00</td>
<td>14. Business Arising from the Minutes</td>
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LA: tad  
Logan Atkinson  
10 September 2012  
Secretary of the University
FOR INFORMATION

Senate Undergraduate Council Appointments
At its 4 September 2012 meeting, the committee approved, on behalf of Senate, the following undergraduate student appointments: Renishaki Kamalanathan (arts), Laszlo Szoboszlai (environment) and Yaser Rahim (science), terms September 1, 2012 to April 30, 2013; Derek Thompson (engineering) and Sean Hunt (mathematics), terms September 1, 2012 to December 31, 2012.

Note: Senate, at its 18 June 2012 meeting, delegated power to appoint members to the Undergraduate Council to its Executive Committee until the next regular meeting of Senate.
Senate Graduate & Research Council met on June 11, 2012 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: www.adm.uwaterloo.ca/infosec/Committees/senate/sgrc.htm

FOR INFORMATION

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PROGRAM REVIEWS

Faculty of Applied Health Sciences
Masters and PhD Programs in Recreation and Leisure Studies
On behalf of Senate, council approved academic reviews of the Masters and PhD programs in recreation and leisure studies offered by the Department of Recreation and Leisure Studies in accordance with the university’s Institutional Quality Assurance Framework.

Based on the material presented in the Final Assessment Report (attachment 1), and the report of the reading subcommittee formed by council to review the self-study and program materials in depth, request additional information and provide recommendations, the programs were both found to be of good quality with minor concerns.

Council noted that although the programs are strong and well-established, resources within the department are spread thin and average student completion times are unusually high. Council reviewed the department’s proposal to undertake a visioning exercise, and asked that it submit a proposal to deal with the number of courses and programs in a way that is satisfactory to the dean of applied health sciences no later than November 1, 2012.

Faculty of Engineering
Master of Business, Entrepreneurship & Technology (MBET)
Diploma in Advanced Management
On behalf of Senate, council approved academic reviews of the MBET and the Diploma in Advanced Management offered by the Centre for Business, Entrepreneurship & Technology in accordance with the university’s Institutional Quality Assurance Framework.

Based on the material presented in the Final Assessment Report (attachment 2), and the report of the reading subcommittee formed by council to review the self-study and program materials in depth, request additional information and provide recommendations, the programs were both found to be of good quality.

Council discussed the unit’s plans to develop program offerings that would have the potential to reach a broader audience without compromising the highly integrated experience currently offered by MBET, and the role of the MBET vis-à-vis other efforts to foster entrepreneurs. It was noted that the off-campus program location has made it challenging to fully integrate with the rest of the faculty, but has also facilitated an open, continuous relationship with the business community. Council heard that the diploma program was created to deliver management education to employees of the water authority in Abu Dhabi. That relationship has wound down and there is no current cohort, but the program is considered valuable and alternate markets are being sought.

CURRICULAR MODIFICATIONS

On behalf of Senate, council reviewed and approved curricular modifications and minor program revisions for the Faculties of Arts (political science, global governance, economics, religious studies and Master of Digital Experience Innovation), Engineering (electrical & computer, chemical, and civil & environmental), Environment (environment & resources studies and geography & environmental management) and Science (earth & environmental sciences, pharmacy, and physics & astronomy).
SCHOLARSHIPS AND AWARDS
On behalf of Senate, council approved creation of the Cotton Family “Women in Mathematics” Graduate Scholarship (endowed), Graduate Student Instructor Award in Philosophy (trust) and Graduate Student Teaching Assistant Award in Philosophy (trust).

/l ew
George Dixon
Vice-President, University Research

Sue Horton
Associate Provost, Graduate Studies
RECREATION AND LEISURE STUDIES: FINAL ASSESSMENT REVIEW, JUNE 2012

Review Process
This was the second formal review of the undergraduate program of the Department of Recreation and Leisure Studies (RLS). The first was carried out in 2005. The review team at that time made a number of recommendations especially with regard to undergraduate recruitment, collaboration with other units within the Faculty and elsewhere on campus, and enhancing the learning experience for students. The graduate program was last reviewed by OCGS on June 24, 2005.

In response, the Department developed a comprehensive plan for undergraduate recruitment. Also the number of cross-listed courses with a diverse range of other Departments expanded and the number of Joint Honours programs and Interdisciplinary programs and Minors grew and broadened in scope. The result is that students now have greater opportunities to design program plans with their RLS degrees that better meet their personal and professional educational needs.

The self-study for the present review was prepared by one faculty member with input from the Associate Chair, Undergraduate Studies and the Associate Chair, Graduate Studies, of RLS. The Chair was regularly consulted and all faculty members had an opportunity to review a draft of the report. Their insights and suggestions were incorporated into the final report. Aspects of the report were also discussed at departmental meetings. In addition, student input was received from representatives at departmental meetings and selected sections were discussed with student leaders.

The self-study of the Department of Recreation and Leisure Studies was completed October 2011 as part of an augmented review of the Department whereby both graduate and undergraduate programs are reviewed together. The site visit was conducted 13 and 14 February, 2012; the review team’s report was received 12 March, 2012; and the Department’s and Dean’s responses were received 24 May, 2012. The undergraduate component of the Final Assessment report was discussed at Senate Undergraduate Council on June 12, and at Senate Graduate and Research Council on June 11. The combined report will be presented to Senate for information in September 2012.

Senate Undergraduate Council did not have specific recommendations. The Senate Graduate and Research Council view was that the program is of good quality, but there are minor concerns. Particular areas to be addressed at the two-year review are:

1. That the Department review the variety of courses and programs offered, with a view to streamlining;
2. That the Department consider admitting fewer graduate students until some of the issues of resources/diversity of offerings are fixed; and
3. That graduate students be encouraged to track more quickly through the program, and that offering a Major Research Paper option and/or making the Tourism program more explicitly a professional program be considered.
Characteristics of the Program

Historical Review
In the spring of 1967, the Ontario Ministry of Education requested that both the University of Waterloo (UW) and the University of Ottawa initiate a degree program in recreation. Initially, the Department of Recreation was formed within the jurisdiction of the School of Physical and Health Education. In 1968, the Department of Recreation offered, for the first time, an academic program combined with co-operative education (co-op), and in 1970, a regular stream of study was added. Since 1968, approximately 2,800 students have graduated with an undergraduate degree from RLS.

In the first decade of its existence, the Department of Recreation had to be moved off campus to a building on Phillip Street to accommodate the growth expected, both in the number of students and the number of faculty members. In 1984, the Department, now named Recreation and Leisure Studies, settled into its permanent home in Burt Matthews Hall.

In 1972, the Department offered four elective areas of concentration – leisure studies, therapeutic recreation, recreation administration, and outdoor recreation and education. In 1975, the Business Option was formed with the School of Business at Wilfrid Laurier University (WLU). Several Joint Honours degree programs followed, highlighting the emerging multidisciplinary approach of the Department. In 1985, the areas of concentration grew to include cultural recreation, leisure and the humanities, tourism and cultural recreation, and urban and municipal recreation. By early 1990s, three Options were developed in parks, therapeutic recreation, and recreation. In 2002, the Department elevated the two most popular Options to degree status. The Department in 2010 offered degrees in Recreation and Leisure Studies, Therapeutic Recreation, and Recreation and Business. A Four-Year General BA degree was added to assist in the retention of students who fell below the Honours level minimum requirements. In 2011, the Options in parks and tourism have been merged into a new degree in Tourism and Parks Management.

Program Objectives
The goal of RLS is to explore recreation and leisure’s impact on and interrelationships with key areas including health and well-being, community, service and policy, identity and diversity, and the environment.

The five learning outcomes related to RLS which also align with UW’s undergraduate degree level expectations are as follows: knowledge and understanding of the recreation and leisure studies field; critical and analytical thinking; research understanding and research skills; communication; professional development.

Specific Learning Outcomes
Knowledge and Understanding of the RLS field:

- knowledge of central concepts and theories in Leisure Studies and related discipline;
- an understanding of individual differences, economic and socio-cultural influences on leisure behaviour, meanings, constraints, outcomes, and resources;
• understanding the role of leisure in people's lives, and its relationship to work, family, and community;
• the ability to apply concepts and theories to a variety of specific contexts and situations;
• an understanding of individual leisure in relation to larger societal issues such as travel, tourism, and business.

Critical and Analytical Thinking:
• the ability to think analytically and to develop logical arguments;
• the ability to think critically and to challenge taken-for-granted assumptions;
• the development of reflective thinking practices;
• the ability to resolve creatively problems with innovative solutions.

Research Understanding and Research Skills:
• an appreciation for different methodical approaches in Leisure Studies research and Social Science research more broadly;
• the ability to read and critique research in the Leisure Studies field;
• the development of research skills through exposure to designing and conducting research studies;
• the ability to collect information, analyse it, and offer innovative solutions based on sound interpretations.

Communication:
• oral communication skills, including the ability to present ideas, arguments, and research findings effectively;
• good writing skills and the ability to communicate effectively in written form;
• to foster interpersonal communication amongst peers.

Professional Development:
• the ability to work independently as well as in a group or collective setting;
• the ability to lead as well as to listen to others;
• the ability to think flexibly and to ask creative questions;
• the development of a sense of identity and commitment to the RLS profession;
• to expose and connect students to professionals and alumni;
• the ability to become leaders in the recreation and leisure field;
• the development of a commitment to lifelong learning and professional development within their profession.

In an effort to enhance the undergraduate learning experience, the Department is implementing a strategy to integrate graduate student resources into the undergraduate educational environment. For fall 2011, the Department created an undergraduate “writing lab” which will be staffed by selected graduate students as part of their teaching assistant responsibilities. The writing lab provides undergraduate students with such resources and
workshops as the “Guerilla Grammar Project” developed in the Faculty of Arts, a priori advice on assignments and papers during the development process, and assistance on technical issues such as grammar and composition. The writing lab also is integrated whenever possible with various campus-wide student support programs. This initiative provides significant support to undergraduate students, enhances the teaching experiences of graduate students, and supplements the in-class activities of instructors.

**Distinctiveness**
The Department is the highest ranking Leisure Studies Department among the top 41 of 213 North American institutions offering similar programs by number of authorships in major peer-reviewed leisure journals, by the percentage of authorships, and by the average number of publications from data from 2003 to 2008. In addition, on a world ranking using data for the past five years, the Department has been judged 8th among 200 institutions based on publications in selected academic outlets.

**Academic Programs Offered: Undergraduate**
The Department offers the following undergraduate programs:
Four-Year General BA Recreation and Leisure Studies (regular);
Honours BA Recreation and Leisure Studies (co-op and regular);
Honours BA Recreation and Sport Business (co-op and regular);
Honours BA Therapeutic Recreation (co-op and regular);
Honours BA Tourism and Parks Management (co-op and regular);
Honours BA Recreation and Business and Therapeutic Recreation (co-op and regular);
Joint Honours BA Recreation and Leisure Studies and Department X¹;
Joint Honours BA Recreation and Sport Business and Department Y²;
Joint Honours BA Therapeutic Recreation and Psychology;
Parks Option;
Tourism Option.
X¹ - Drama; English; Environment and Resource Studies; Geography and Environmental Management; History; Music; Political Science; Psychology; Social Development Studies; Sociology and Legal Studies; Speech Communication.
Y² - Speech Communication; Environment and Resource Studies.

**Academic Programs Offered: Graduate**
The Masters in Recreation and Leisure Studies admitted its first students in 1976, and the PhD in Recreation and Leisure Studies in 1994 (the first such PhD in Canada). A collaborative Masters in Tourism Planning admitted its first students in 2002 (this program will be reviewed along with other Planning programs in 2014-5. The Department also participates in two collaborative PhD programs offered in conjunction with the other two Departments in the Faculty of Applied Health Sciences; these programs are in Aging, Health and Wellbeing, and in Work and Health respectively. These two collaborative doctoral programs were also reviewed in 2011-12, and the two Final Assessment Reports were presented to Senate in winter 2012.
Students: Undergraduate
From 2004 to 2010 inclusive, the annual average number of applicants to the Department was 547 of whom 340 applied to the co-op program. Of these 547, 87 formally registered in the Department and, of these, 70% were in co-op programs. During the same period, 61.5% of first-year students were female, and only 2% were international students. Over 70% and 60% of first-year registrants in co-op and regular programs respectively had entrance averages of between 75 and 84%.

The number of scholarships nearly tripled and the amounts nearly doubled from the 2005-06 academic year to the 2007-08 academic year. This increase was due to the implementation of a program at UW where students having specific entrance averages were automatically awarded a scholarship. In addition to the entrance scholarships, numerous other awards are available at the University, Faculty, and Department levels for students in all years of study in RLS. In 2009-10 there were 51 scholarships amounting to $37,000 granted to RLS students. Among the undergraduates the most noticeable initiatives available to support them adjust to University life are the Living Learning Community in the residences and the Mentorship program, where senior students provide guidance and support.

A total of 53 courses in RLS is available to students – six core courses and the remainder as electives. Of the 53 courses, two are first-year courses; 11 are second-year courses; 18 are third-year courses; and 22 are fourth-year courses. All 53 have been offered at least once in the last three years.

The average course enrolment for the six mandatory courses over the last three years was:

- REC 100 - 300 students;
- REC 101 – 186 students;
- REC 205 – 132 students;
- REC 220 – 99 students;
- REC 270 – 102 students;
- REC 371 – 86 students.

A total of 8,063 students have enrolled in RLS courses over the period 2008-09 to 2010-11 inclusive, and interestingly REC 280, an elective course entitled “Introduction to Tourism” has, at each offering, the largest enrolment - on average, 342 students. This course attracts students from all Faculties in the University.

Of the Universities with which UW has exchange agreements, three offer courses related to RLS, as well as electives in a variety of disciplines that may be transferred to a student’s degree at UW. These are:

- School of Leisure Studies at Griffith University, Brisbane, Australia;
- Department of Leisure Studies at Tilburg University, Tilburg, The Netherlands;
- Department of Sport, Coaching and Exercise Sciences, The University of Lincolnshire and Humberside, Lincoln, England.
The percentage of first-year students registered in the co-op program has steadily increased over the past seven years. In 2004-05, 60.9% of first-year students were enrolled in co-op and by 2010-11 this had risen to 87%. Co-op students have to complete four acceptable work terms, write four acceptable work reports in addition to completing successfully four professional development courses.

In the past five years, for 10 of the 15 total work terms, no eligible co-op students were unemployed.

Both the employers of RLS students and the students themselves rate the work term experience very highly. On average, over the past five years, 66.1% of employers rated their co-op students as either “excellent” or “outstanding”. Over 93% of employers reported their co-op students as at least “very good” in quality. Co-op students worked in a variety of fields including marketing, athletics, and recreation. Similarly co-op students rated their employers and work experiences extremely highly. Over the past five years, 80% of co-op students rated their employers as eight or higher on a 10-point scale where 10 equals “outstanding”.

In addition to co-op, experiential learning is most evident in the Therapeutic Recreation program where two courses, one a practicum and the other an internship, are available to students. Also REC 356, “Recreation and Community Development” has a mandatory volunteer placement embedded in the course requirements.

Over the period 2002-03 to 2008-09 inclusive, the percentage of students who did not continue onto second year averaged approximately 10 to 12% of the first-year class. Retention rates of students through to graduation over the past seven years have averaged about 80% for all students. The retention rates are slightly higher among co-op students (81.0%) than for regular students (77.7%).

Over the past three years the majority of courses and instructors were rated very highly by the students, with scores exceeding four on a five-point scale where five is deemed to be “excellent”. Core faculty members received an average of 4.5 over the three years and their courses a rating of 4.2. Adjunct faculty members and their courses scored on average 0.5 to 0.7 points lower. These lower ratings are a function of inexperience and the steep learning curve for new instructors.

In response, the Department has developed two strategies: (1) a memorandum of key messages for doctoral students appointed to teach undergraduate courses that highlights the main principles and practices associated with the learning experience; and (2) a mentoring protocol for definite-term Lecturers to assist them in their teaching responsibilities.

On average, over the period 2003 to 2009 inclusive, the annual number of undergraduate degrees granted by RLS was 83, with a high of 107 in 2007 and a low of 59 in 2005. Of an annual average graduate total of 83, 18.8% were on the Dean’s Honours List.

Post graduate activity of RLS graduates in recent years has included both professional employment in the recreation field (averaging 60.8% over the period 2003 to 2010 inclusive) as
well as continued advanced education (averaging 33.0% over the 2003 to 2010 inclusive) in such areas as Business, Counselling, Education, Social Work, Human Resource Management, as well as Leisure Studies, Recreation and Tourism Management, Event Management, Outdoor Education, Tourism Policy and Planning.

**Students: Graduate**
The Department admitted on average 7 students per year to the Masters in the years 2001 to 2006 inclusive. They admitted an average of 14 per year between 2007 and 2010 inclusive (however, these numbers include students in the Master of Tourism Planning, which was not intended to be covered in this review). They admitted 5.5 doctoral students on average per year between 2001 and 2010 inclusive. Masters students who entered in 2001 or thereafter completed in around 2.4 years on average, and doctoral students in somewhere between 4 and 5 years. The majority of students are domestic, with a modest number of international students in the Master of Tourism Policy and Planning.

Students are encouraged to publish and present their work. The average number of publications/presentations per year per student is around 1 (one-third being conference presentations, one third being journal articles or book chapters, and the rest conference proceedings and other publications). Doctoral students publish/present more than Masters students, but Masters students also do publish successfully.

Graduates from the Masters program have gone on to careers in the health and social sector, as well as in tourism (the latter are more likely from the Master of Tourism Planning). Graduates from the PhD program have typically gone into academic careers at universities across Canada, and at least four to universities internationally (three to the US, one to Hong Kong).

**Faculty**
The Department, at the time of the self-study, had 15 faculty members of whom eight were Full Professors, four were Associate Professors, one was an Assistant Professor and two were Lecturers. Since 2003, there have been five retirements and two more are scheduled in each of the next two years. More retirements are expected in the near future since about half of the faculty members are now over 55 years of age. Also since 2003, six faculty members have been hired.

From 2003 to 2011 inclusive, faculty members in RLS published 264 peer-reviewed journal articles, 85 books of book chapters, 147 refereed conference proceedings, 65 technical reports, and 44 other publications. This represents for each faculty member for the period 2003 to 2011, 20.3 peer-reviewed journal articles, 6.5 books or book chapters, 11.5 conference proceedings, 5 technical reports, and 3.4 other types of publications. This averages 6.7 contributions per year by each faculty member. Over the period 2000 to 2008 the Department has had 368 authorships in major peer-reviewed leisure journals, the highest in North America. Faculty members have received the following awards and honours:

- Theodore and Franklin Roosevelt Research Excellence Award
(two faculty members);
• Allen V. Sapora Research Award (two faculty members);
• Special recognition Award for Excellence in Research, Alzheimer Society of Canada;
• Fellow of the Academy of Leisure Sciences (four faculty members);
• Rose Dobrof Award, Best Article in *Journal of Gerontological Social Work*
• Fellow of the International Statistical Institute;
• Fellow of the international Academy for the Study of Tourism.

Several faculty members sit on the Boards and/or Advising Councils of a number of the most important scholarly and professional organizations related to leisure, for example: the Canadian Association for Leisure Studies; the Ontario Research Council of Leisure Studies; Canada Mental Health Association; Alzheimer Society of Canada; Canadian Parks and Recreation Association. Every faculty member in RLS serves as either an Editor or an Associate Editor for a peer-reviewed scholarly journal. In total, faculty members currently serve on 23 Editorial Boards. Journals represented are *Leisure Science; Journal of Leisure Research; Leisure/Loisir; Annals of Tourism Research*.

Faculty members also act as reviewers for peer-reviewed scholarly journals both within Leisure Studies and in other areas such as Health, Geography, Gerontology, Sociology, Psychology, and Planning as well as all the Tri-Council Agencies of Canada. Most (72.4%) of the $1.16 million in grants obtained by faculty members, over the period 2003-04 to 2009-10 inclusive, came from the Tri-Councils of Canada.

The faculty are supported by two full-time staff members.

**Concerns /Opportunities for Improvement**

The reviewers were impressed with the quality of teaching within the Department, the level of community involvement of faculty members, and their level of research productivity. The reviewers’ assessment revealed two inter-related challenges facing the Department, its staff and faculty members, and its programs:

• the sustainability of offering such a diversity of degree programs and by implication, curriculum options; and
• limitations associated with being under-resourced and their implications for the maintenance and enhancement of the quality of the programs.

The level of diversity in degree programs available to undergraduate students is impressive. However, reviewers were concerned that RLS, in its effort to serve the needs, may have too much diversity, resulting in too many courses (a total of 53 courses for five different degree Specializations and three Options) and a limited core in recreation and leisure that is common to all RLS students (presently there are six core courses). In addition the self-study calls for new courses to be developed.

Similar issues exist at the graduate level, where there are 27 distinct graduate courses and 5 degree foci. The reviewers recommended that graduate students should not start to instruct
courses prior to completing their comprehensives, and the graduate students should instruct fewer courses – which would improve completion times and also address an issue with undergraduates who prefer contact with permanent faculty.

As such, in the name of “diversification”, the RLS Department appears, with all good intentions, to be endeavouring to be all things for the marketplace of students. The Department may need to reconsider this strategy by focussing on a limited number of high quality programs, rather than many programs at an unsustainable level. Students interviewed stated that they were often challenged because courses were not always offered. The unavailability of certain courses was further exacerbated if they were in the co-op program.

Furthermore, students expressed disappointment in the delivery of courses where these were taught by sessionals and/or doctoral students when these students expected the experts (i.e., faculty members) to teach the courses. In fact, the undergraduate program, in the opinion of the reviewers, appears to be dependent on doctoral students to cover courses.

The reviewers also noted “In light of student feedback, we are concerned about the absence of specific reference to students (undergraduate or graduate) in the concluding comments of the RLS Strategic Plan.”

As noted earlier, the introduction of selected new faculty resources already underway also will serve to alleviate student concerns about the number of sessional instructors being used to teach, especially, core courses.

The reviewers are of the opinion that some flexibility in the admission standards could be considered for high school students to make room for the ones with potential for academic success who have demonstrated important leadership qualities, but may not quite reach the required 80% average to be admitted. In order to achieve and maintain a truly diverse population of students qualities beside intellectual achievement should be appreciated suggest the reviewers.

The review team noted the need for more staff and faculty members. If the quality of programs, performance, and productivity of faculty members is to be sustained, let alone be expanded, there is a need to increase staff and faculty resources. Indeed, the single most frequently expressed concern in the self-study and throughout the review was the need for resources.

**Departmental Response**
The Department was in general happy with the positive comments by the reviewers. They commented overall as follows:

“The External Review Committee report clearly identifies two inter-related challenges RLS is facing as we move forward:

1. sustainability of offering such a diversity of degree programmes – and by implication, curriculum options – especially at the undergraduate level, and
2. limitations associated with being under-resourced and their implications for the maintenance and enhancement of the quality of our undergraduate and graduate programmes.”

To address issues concerning co-op such as quality, diversity, and consistency of co-op experiences the Department will:

- Ensure more regular communication with the department of Co-operative Education and Career Action (CECA);
- Each term, request more data from CECA concerning those students on their work placements, including the types and nature of their positions, the context of their positions, and their salaries;
- Communicate better with co-op recruiters the nature of what RLS students are learning and capable of doing in the workplace;
- The Department will investigate the feasibility of conducting a survey of first-year students to develop a better sense of the types of positions that they are anticipating.

Some specific steps contemplated at the graduate level are:

1. reconsidering the curriculum, utilizing the comparison to the Graduate Degree Level Expectations: some special topics courses could be moved to independent studies which would reduce the number of offerings;
2. identifying and reaffirming the commitment to collaborative graduate programs (note the Recreation and Leisure Studies has played only a modest role in the two collaborative doctoral programs, with 4 students registering from the Department in Aging, Health and Wellbeing, and 1 student in Work and Health);
3. considering balancing supervisory loads by allocating Masters students a supervisor on admission; and
4. advising doctoral students that they should normally not instruct more than two courses during their program; and ensuring that their supervisors are informed if a student is being offered a teaching opportunity to be sure that it is compatible with their studies.

Two-Year Plan

The Department proposes a visioning process which will go beyond the Recreation and Leisure Studies Strategic Plan (currently in development), using a process of “appreciative inquiry”. Appreciative inquiry involves four stages: discovery (identify strengths); dream (vision for future); design (plan next steps), and delivery (which the Department felt would only occur near the end of the second year of the process). The Department also proposes to takes the following actions over the two years:

1) The Undergraduate Curriculum Committee will continue to monitor the level of applications and admissions by degree, and will document the retention and graduation rates by degree, in order to better evaluate the status of each degree.
2) The Undergraduate Curriculum Committee will undertake an overall curriculum review, including preparing a five year plan for course offerings.
3) The Undergraduate Curriculum Committee will undertake discussions with Co-operative Education and Career Action in regards to the issue of the relevance of co-operative employment opportunities to the curriculum.
4) RLS will request that the Associate Dean for Undergraduate Studies reconstitute the AHS Co-operative Education Advisory Group.
5) Specifically, the Undergraduate Curriculum Committee will address the challenges of offering and sequencing course in the spring term to address the co-op classes of 2B and 4A.
6) The Undergraduate Curriculum Committee will undertake in 2012 to survey first year students in regards to their expectations for co-op employment. This data can help better match expectations to outcomes of this program.
7) In regard to the addition of new faculty resources to address sustainability issues the Department will evaluate the contribution of the new hire in Leisure Management to the course offerings, before requesting the second hire anticipated in the Strategic Plan.
8) The Graduate Studies Committee will better distribute and manage supervisory loads through assigning Master’s students to advisors upon admission, starting in 2012.
9) Departmental policy will be clarified for graduate students that an opportunity to teach a course is their choice and not a requirement.
10) Departmental policy will be clarified so that doctoral supervisors will be given an opportunity to comment on the impacts of doctoral students being offered a teaching opportunity in the department.
11) The Departmental policy for teaching by graduate students will become that, normally, once they must have completed their comprehensive exams, they will teach no more than two courses during their programme of study.
12) In the long term the Graduate Studies Committee and the Department will explore the option of a course-based Master’s degree.

As described on page 1, the Senate Graduate and Research Council included the following requirements into the two-year plan:

1. That the Department review the variety of courses and programs offered, with a view to streamlining;
2. That the Department consider admitting fewer graduate students until some of the issues of resources/diversity of offerings are fixed; and
3. That graduate students be encouraged to track more quickly through the program, and that offering a Major Research Paper option and/or making the Tourism program more explicitly a professional program be considered.
Background and process

Waterloo’s strength in entrepreneurship, as well as the growth of business options at the undergraduate level, led to the desire to build a distinctive Centre and graduate program(s) in this area. The Centre for Business, Entrepreneurship & Technology was approved in March 2002, and an innovative new Masters in Business, Entrepreneurship and Technology (MBET) accepted its first students in September 2003.

The Centre added another program which commenced in fall 2008, namely the Diploma in Advanced Management, which was offered for three years (2008 to 2011) at ADWEA (Abu Dhabi Water and Electric Authority). This program was offered in modular format, to suit the work schedules of the employees at ADWEA. A subset of these employees also were enabled to continue on to obtain a Master of Management Science (also offered in modular format in Abu Dhabi by the Department of Management Science). Following management changes, the Diploma is no longer being offered in Abu Dhabi, but may instead be offered on campus in Waterloo to Masters students in Engineering.

The Centre also operates other programs, including non-credit certificates, and the undergraduate Enterprise co-op program.

The Centre originally began as a stand-alone Institute reporting directly to the Provost. It subsequently reported to three Faculty Deans (of Arts, Mathematics and Engineering), before moving to become a Centre in the Faculty of Engineering. The Centre is physically located on the north Campus, in the Accelerator Building. Following a second gift from the Conrad Family, the Centre was renamed the Conrad Business, Entrepreneurship and Technology Centre.

This review considers the two graduate programs operated by the Centre, namely MBET and the Diploma in Advanced Management. The review team consisted of Dr. Teresa Menzies, Professor of Management from Brock University, and Dr. Gary Gorman, Associate Professor Entrepreneurship, New Venture Creation and Small Business Management from Memorial University of Newfoundland. Professor Stephen Smith from the Department of Recreation and Leisure Studies was the internal reviewer. The site visit occurred April 10-11 2012. The review report was received May 9 2012, and the academic unit response on June 1 2012. The final assessment report was discussed at Senate Graduate and Research Council on June 11 2012, and a team of three committee members from Faculties outside Engineering led the discussion. The report will be sent to Senate on June 18 in the consent agenda.

Self Study

Entrepreneurship programs are relatively new at the graduate level, but growing. The MBET program is one of the larger ones among 15 identified worldwide by CBET. A larger number of
universities (39) have entrepreneurship centres. Interest in entrepreneurship courses and programs is growing.

The program began with faculty from other academic units teaching on overload. This arrangement proved less than ideal, and the Centre now has three tenure stream faculty and one lecturer, as well as faculty teaching single courses. A fifth full-time faculty member will join the Centre in July 1 2012, and a sixth hire is in process. The Faculty’s strategic plan, Vision 2015, intends to increase the number of tenure stream faculty still further. In addition to the full-time faculty, there is an Entrepreneur-in-Residence. The Advisory Council (about 24 members) are actively involved in student mentorship. There are five staff in the Centre.

The program is course-based, and takes 3 terms to complete. Students are required to study full-time, and therefore complete on time. Student withdrawals are very small (less than 5% on average). The commercialization practicum is an important component. About 20% of students work on their own business idea for the practicum, and the rest work in teams for Ontario businesses. Program tuition is currently about $28,000 for domestic students, and $33,000 for international students, which is high compared to research Masters programs, but modest compared to the cost of MBA programs which are a more director comparator. More than half of the students receive some support (averaging $8,000 per year or more in the most recent years). The program has raised $7m in endowments, and some of this is directed to student scholarships.

In the first four years, the program had a cohort of about 25 students. In the next three years the program aimed for two classes of 25 students per year (i.e. 50 students), and plans on a cohort of this size for the future. The program attracts a substantial number of international students, who however sometimes experience difficulties in obtaining visas in time to start classes.

The program is based in space in the Accelerator Centre. This space has the advantage that students can interact with businesses in the Accelerator Centre, however the disadvantage that students feel disconnected from the Faculty of Engineering.

The program has worked hard to track graduates. Program statistics show that 45% of graduates have led start-up companies, 42% work in a start-up in some capacity upon graduation, and 75% of graduates have worked in start-ups overall, in various capacities. Over 30 companies have been created by graduates.

The Diploma in Advanced Management has been taught three times, to three cohorts of students in Abu Dhabi, totalling 91 students. The six courses were each taught as intensive 5-day modules, by faculty from CBET and from the Department of Management Sciences, during a calendar year. At the time of writing the self-study, the third cohort had not yet completed. Over 90% of students complete the program: about one-third in the first two years opted to take the certificate, and the rest moved on to complete the Master of Management Science offered in a similar format. (The Diploma courses were credited towards the Masters degree).
The review report praised the program, in their summary. “The MBET program is a highly innovative, applied degree consistent with the University’s reputation as Canada’s leading innovative university…The content is leading edge with the Practicum being the most innovative feature of the program….The major strength of the MBET program lies in the blend of academic preparation and applied learning opportunities.”

“Graduate outcomes are impressive with a high rate of new venture start-ups by recent graduates…In conclusion the review team is very impressed by the MBET….The CBET programs, current and planned, are innovative and evolving in line with the newest approaches to both Entrepreneurship and Intrapreneurship, not only in Canada but worldwide. CBET stakeholders are to be praised for their outstanding achievements and ongoing efforts.”

The reviewers also commented on the Diploma “This is a unique program… which was designed for a particular client….There appears to be interest in including a management component in graduate Engineering programs. Adaptation of the Diploma… might be warranted given the competitive advantage of catering to University of Waterloo Engineering students. It seems reasonable to capitalize on the internal opportunity while continuing to assess external market potential.”

The reviewers embedded a dozen recommendations in their concluding discussion. These recommendations (summarized from the review report) are to:

1. Review program learning outcomes with a view to establishing more specific measurable objectives, and increase assessment at program (as compared to course) level;
2. Pursue ISO certification;
3. Seek expanded space on campus as part of a new Engineering building;
4. Recruit suitably qualified tenure-track faculty to support MBET, new programs and research;
5. Increase faculty scholarly activity, especially with respect to opportunities with local companies including those represented by the Advisory Council;
6. Pursue a strategy of launching new programs while maintaining the MBET as a flagship Program;
7. Broaden promotional activities, enhance relationships with alumni and report alumni successes as a key to recruitment success. Continue efforts to increase awareness of the program across UWaterloo;
8. Pursue strategies to support the transition of MBET graduates to the marketplace – either through the ventures they create or job placement;
9. Continue to hire research-active faculty who also have significant professional and/or entrepreneurial experience;
10. Capitalize on the internal market for the Diploma in Advanced Management while continuing to assess external market potential. Consider if changes in course number and content are warranted;
11. Continue working toward the goal of becoming a School in the Faculty of Engineering. Seek opportunities for greater integration with other department in Engineering, especially Management Sciences; and

12. Work with the Faculty, university administration and other units on campus to create a more holistic and collaborative “feeder system” that integrates entrepreneurship activities across campus.

Academic unit response

The response of the unit was as follows (summarized from the letter of response for points 1 and 2, quoted verbatim for points 3 through 12):

1. [re learning outcomes:] The program already has some program-level assessment (for example a project which is common both to BET 601 – strategy, and BET 605 – accounting), and the practicum involves a 360 assessment, and monthly meetings of faculty to discuss progress. The program will take this advice into consideration.

2. [re ISO certification:] this may be considered in future when the Centre is closer to steady-state, and has School status.

3. [re space:] This is an objective in our Vision 2015 Plan. A key to achieving this objective is the ability to raise funds from donors and to match these with internal and government funds. Our hope is to secure approximately 15,000 square feet in the planned E7 building.

4. [re faculty recruitment:] Three new tenure-track positions are part of the Faculty’s commitment to implement our Vision 2015 Plan. This will bring the total number of tenured/tenure-track faculty to nine by 2015.

5. [re increased faculty scholarly activity:] A similar objective is expressed in the research section of our Vision 2015 Plan. Increased numbers of tenure-track faculty will also help us to address this objective. Assisting with research linkages is part of the terms of reference for the Advisory Council.

6. [re new programs:] This is the basis of the strategy for the Centre’s growth outlined in our Vision 2015 Plan. We plan to launch two new Master’s degree programs: Master of Business, Intrapreneurship and Innovation, and Master of Product Management. The reviewers commented favourably on the market potential of these innovative programs.

7. [re recruitment:] The Conrad Centre is currently developing a detailed marketing and recruitment plan to achieve the growth objectives of the Vision 2015 Plan. Graduate recruitment is also a high priority at the Faculty and university level, and more resources are being devoted to graduate marketing and recruitment at all levels within the university.

8. [re transition of graduates to marketplace:] This issue is recognized in our Vision 2015 plan – especially with respect to helping to support the ventures developed during the program. However, there are significant constraints as we are not funded to incubate firms. [The unit describes] current activities with respect to transitioning graduates to the marketplace [additional documentation is available].

9. [re academic/professional mix of faculty experience:] Additional tenure-track positions are provided for in the Vision 2015 Plan. Our recruitment strategy emphasizes faculty that are credible academics, excellent teachers, and experienced professionals or
entrepreneurs. As the reviewers note, finding the “right” people is a substantial challenge, but is critical to the success of the Centre.

10. [re marketing the Diploma:] Our plan is to launch the Diploma in Waterloo beginning with the 2012-13 cohort of Meng students. We will use feedback from this experience to refine course offerings, and to craft a value proposition to expand the market to other types of students.

11. [re School status:] These objectives are part of the overall Faculty Vision 2015 Plan, and are consistent with Conrad’s individual Vision 2015 Plan.

12. [re cross-campus integration of entrepreneurship initiatives:] This is an issue that goes well beyond the Centre and Faculty of Engineering. Conrad has long advocated such integration among entrepreneurship initiatives. Our hope is that the issue will receive significant and purposeful attention as an outcome of the university’s mid-cycle planning review process.

The unit commented that the recommendations are in general agreement with the direction established by its recently-completed “Vision 2015 Plan”. It is helpful to have this external validation of the plans and objectives.

Two-year implementation plan

The following steps will be taken by the academic unit within 2 years (by September 2014):

1. consider the suggestions on program assessment;
2. commence planning and fundraising for future space needs;
3. develop hiring timelines and draft profiles for new faculty appointments;
4. work with the Advisory Council to identify research opportunities with local companies;
5. work on the development of at least one new Masters program;
6. enhance efforts for marketing and recruitment of the program; and
7. launch the Diploma for students in Engineering at Waterloo (provided Ministry approval of the tuition is granted in sufficient time to do so)

The unit will also work to be a part of a more campus-wide strategy on entrepreneurship (a topic currently being taken up by the Executive Council of the University), and continue efforts to move towards School status. These changes may take more than two years, however the unit can report on progress at the time of the 2-year review.
Senate Undergraduate Council met on June 12, 2012 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 approval and information. Council recommends that these items be included in the consent agenda. Items recommended for inclusion in the regular agenda are contained within in a separate report.

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

FOR APPROVAL  [effective September 1, 2013]

ACADEMIC PROGRAM CHANGES

Faculty of Arts
History
Three Year General History

1. Motion: To approve the following changes to the plan (Note: new text = bold; deleted text = strikethrough):

   Plan-level requirements:
   - at least five six academic course units (ten 12 courses) in History with a minimum cumulative average of 65%, including:
     - HIST 250
     - one course in each of two fields:
       - Canadian: HIST 253, 254
       - American: HIST 257, 258
       - European: HIST 260, 262, 263
       - International: HIST 268, 275
     - two three HIST courses at the 300-level

   Rationale: The proposed changes provide more structure and direction to general history students. Raising the required number of courses brings the plan in line with general plans offered in the Faculty of Arts.

FACULTY REGULATION CHANGES

Faculty of Arts

Academic Standing – Bachelor of Independent Studies Students

2. Motion: To approve the following changes to the faculty’s regulations re: academic standing for Bachelor of Independent Studies students: (Note: new text = bold; deleted text = strikethrough):

   Standing – Pre-Thesis Phase
   A student who has satisfactorily completed the work specified in the term plan and who has submitted a satisfactory term report will normally be allowed to proceed to the next term.
   A student who has not submitted a term report or who has not satisfactorily progressed in the work specified in the term plan will not be permitted to proceed.
   A student may be granted conditional status. This indicates borderline performance in meeting term objectives. Performance must improve in the following term to remain in the Independent Studies degree program. In some cases, conditions may also be specified for following terms.
Academic Standing – Pre-Thesis Phase:
A student will be in Satisfactory standing, if s/he has satisfactorily completed the work specified in the term plan and has submitted a satisfactory term report. A student who has not submitted a term report or who has not satisfactorily progressed in the work specified in the term plan will not be permitted to proceed.

A student may be granted a Conditional standing if s/he has achieved borderline performance in meeting term objectives. Performance must improve in the following term to remain in the Independent Studies degree program. In some cases, conditions may also be specified for following terms.

Normally, a student will not be allowed to develop a thesis proposal until s/he has completed all designated Pre-Thesis Phase courses and requirements.

Academic Standing – Thesis Project Phase:
A thesis proposal must be approved by an Independent Studies advisor, by the thesis co-supervisors, and by the Independent Studies Board for a student to proceed in Satisfactory standing in Independent Studies. If a thesis proposal is rejected by the Independent Studies Board, a student is placed in Conditional standing; normally only one thesis proposal reattempt is permitted. A reattempted thesis proposal must be received and approved within one year for a student to move from Conditional to Satisfactory standing.

Deadlines and time limits for completion of the thesis project will be established by the thesis co-supervisors in consultation with the student. Failure to adhere to the agreed timelines, or to make sufficient progress towards completion of the thesis project, may result in a student being barred from continuing on the project or receiving a Failed – required to withdraw decision.

Note: Failure to meet minimum standing for the plan may result in a Conditional Standing or a Failed - required to withdraw decision. Students on conditional standing are required to speak with their academic advisor for advice to increase the likelihood of success in the conditional term.

Rationale: Students in Independent Studies (IS) create a program of independently studied courses (with a supervisor) along with regular campus or online courses. These courses are graded in the normal way. The existing language does not account for cases in which students have successfully completed these pre-thesis phase courses but are then unable to propose a project suitable for the thesis phase. Of similar concern are cases in which students have proposed a suitable project but are then unable to complete it to the satisfaction of the supervisors and/or the IS board. In these cases, students may remain in a kind of “limbo” for many terms, periodically returning to propose a new project or resume work on a thesis. Sometimes, students are demonstrably capable of resuming studies; in others, the students have clearly demonstrated an inability to function in the independent mode. Currently, no mechanism exists to end their relationship with IS: a student may repeatedly submit weak thesis proposals, burdening IS and supervisors around the university. These students can be encouraged to apply to other programs, but there is no formal leverage contained in the program description. The proposed language would allow the director, in consultation with other members of the IS team, to more strongly propel weak students toward other options in the university and beyond.

FOR INFORMATION

Academic Program Review Reports
Kinesiology – See Attachment #1.
Liberal Studies – See Attachment #2.
Recreation and Leisure Studies – See Attachment #3.
Religious Studies – See Attachment #4.

Academic Program Review Two Year Progress Reports

Independent Studies – See Attachment #5.
Mennonite Studies – See Attachment #6.
School of Optometry & Vision Science – See Attachment #7.

CURRICULAR MODIFICATIONS

Changes to academic plans, course changes and course inactivations were approved for the faculties of: arts (accounting and financial management; applied language studies; arts; arts and business; BA breadth requirements; Chinese language diploma; east Asian studies; economics; English language and literature; fine arts; French studies; Germanic and Slavic studies; history; Mennonite studies; peace and conflict studies; political science; psychology; religious studies; sexuality, marriage, and family studies; social development studies; sociology and legal studies; Spanish and Latin American studies; studies in Islam; women’s studies); engineering (electrical and computer engineering, general engineering, interdisciplinary alternatives list, mechanical engineering, mechatronics engineering, school of architecture, systems design engineering); and science (biology, earth sciences).

/kjj Geoff McBoyle
August 27, 2012 Associate Vice-President, Academic
KINESIOLOGY

Review Process

This was the second undergraduate review of the Department, the first having occurred in 2005. The self-study for the present review of the undergraduate program of the Department of Kinesiology was completed August 2011 as part of an augmented review, whereby both graduate and undergraduate programs are reviewed together. The site visit was conducted 14 and 15 March, 2011, the review team’s report was received 16 March, 2012, and the Department’s response was submitted 30 May 2012.

Characteristics of the Program

Historical Overview

Kinesiology was first offered at the University of Waterloo (UW) during the 1969-70 academic year. It was one of the first two Kinesiology programs in Canada, the other being established in the same year at Simon Fraser University. The co-op program was introduced in 1967; the MSc in 1972; and the PhD in 1974. Today the Department of Kinesiology is the largest of the three programs in the Faculty of Applied Health Sciences.

Program Objectives

The Department’s primary objective is to deliver programs that fit well with the University’s strategic focus on health and the prevention of disease, and with its distinctive emphasis on co-operative education. More specifically, the mission of the Department is “to optimize health and performance and prevent injury or illness through an understanding of human movement.” There are four cornerstones to the undergraduate program: biomechanics, psychomotor behavior, work physiology, and sociology of physical activity. The goal of the Department’s undergraduate programs is to provide a broad core of interdisciplinary knowledge based on the biological, physical, mathematical, behavioural, and social sciences.

Academic Programs Offered

The Department offers the following programs:

- BSc Honours Co-op
- BSc Honours Co-op (Ergonomics Option)
- BSc Honours Co-op (Neurobehavioural Assessment Option)
- BSc Honours Regular
- BSc Honours (Pre-health Professions Option) (Co-op and Regular)
- BSc Four-year General.

The Department offers 65 undergraduate courses –two below the 100 level; six at the 100 level; eight at the 200 level; 15 at the 300 level; and 34 at the 400 level. The average class size is 263 students in first year; 142 students in second year; 122 in third year; and 37 in year four.
Students

The annual average number of applicants, from 2004 to 2010 inclusive, was 895 for the co-op program and 704 for the regular program. Over the past seven years, co-op applications have gradually increased from 870 to 919, while the regular program has demonstrated a marked decline from 907 to 339 applicants.

From these applicants, the annual average number of registrations in first year, over the period 2004 to 2010 inclusive, was 54 in the regular stream and 138 in the co-op program. The applicants and registrants were predominantly domestic students with just over half being female.

The quality of the students, over the same time period, 2004-10, was quite high. Most of the students, from both co-op and regular streams, entered University with high school averages in the 80% to 85% range.

Between 2003-04 and 2004-05, roughly 100 students received first-year scholarships amounting to $100,000. However, beginning in 2006-07 the numbers doubled. This was because the University implemented an automatic average dependent scholarship that year.

Students in the General programs in the Faculty of Applied Health Sciences have the opportunity for an international exchange at Tilburg University in the Netherlands, while Kinesiology students have a specific exchange program with the School of Physiotherapy and Exercise Science at Griffith University in Australia.

Over the period 2004-05 to 2010-11 inclusive, the proportion of students in first year has been 71.5% co-op and 28.5% regular. Again, this has ranged from 54.7% co-op in 2004-05 to 88.3% in 2009-10.

Over the past five years, Winter 2006 to Fall 2010 inclusive, co-op unemployment (there are typically 100 students in co-op each term) was less than 3% in all terms except one.

Co-op students are highly evaluated by employers – 67%, over the period 2006 to 2010 inclusive, received a rating of “excellent” of “outstanding” from their employers. Likewise, 80% of students ranked their employers eight or higher on a 10-point scale where 10 was the highest evaluation.

Outside of co-op there is ample opportunity for experiential learning as many of the courses have associated laboratory requirements. Eight of the 15 core courses have laboratory experiences. There are also five practicum courses as well as courses that focus on a research apprenticeship and a research project.

Over the years 2007-08 to 2009-10 inclusive, the mean instructor and course ratings, as evaluated by students, were 4.3 and 4.2 respectively out of a possible five. However, in both instructor and course ratings there are values that were below 3.

From 2003-04 to 2009-10 inclusive, the average attrition rate from year one to year two was 7.1% with a low of 5.8% in 2003-04 and a high of 9.6% in 2006-07.

The attrition rate from the entry cohort of 1997-98 to 2003-04 to graduation within Kinesiology was 15% for students in the co-op program and 27% in the regular program. However, many of the 15% and 27% graduated from other programs in the University.
The annual average number of degrees in Kinesiology granted, from 2003 to 2009 inclusive, was 144, with a high of 209 in 2007 as a result of the double cohort which entered in 2003-04. Of the 144 who graduate each year 31% are in the co-op program. Over the period 2003 to 2009 inclusive, 29.5% of graduates were on the Dean’s Honours list.

There is, at the Faculty level, an active student society known as AHSUM (Applied Health Sciences Undergraduate Members) for social activities. At the departmental level, there is student representation on the Kinesiology Undergraduate Studies Committee as well as Kinesiology’s Department Council.

Over the period 2003 to 2009 inclusive, an average of 56.6% of graduates annually entered graduate school.

Faculty

The Department of Kinesiology, at the time of the self-study, had a complement of 19 full-time faculty members. As a result of externally funded and bridged positions there are 23 full-time faculty members including three Canada Research Chairs and two Schlegel Research Chairs.

Over the last seven years there have been several changes in faculty members – five have retired, six have moved from UW, and one died. These positions have been replaced with 14 new faculty members.

The Department also has four cross-appointed professors from other units, three from Health Studies and Gerontology, and one from Mechanical and Mechatronics Engineering. In addition, there are currently 19 adjunct professors.

The normal teaching load is four single term courses including a seminar course at either the senior undergraduate or graduate levels. Workloads are altered for research chairs and administrative appointments.

Faculty members of the Department have received many honours. Three hold Canada Research Chairs. Six have received Early Researcher Awards from the Ministry of Research and Innovation of the Province of Ontario. Three have been recipients of the Award of Excellence in Graduate Supervision from the University, two are University Research Chairs, and one is a University Professor.

Over the past seven years, 75% of the current faculty members have served as Associate Editors, Editorial Board Members for various academic journals, membership of the Board of Directors for Research Centres, as well as invited members of review panels of the Tri-Council Granting Agencies. Virtually all faculty members are involved with national and international professional organizations such as the Canadian Society for Biomechanics, the Society for Neuroscience, the Canadian Society for Exercise Physiology, and the Canadian Society for Nutrition. Also all faculty members serve as expert reviewers evaluating on average annually 10 academic papers and six grant applications per faculty member.

The annual average research output per faculty member, over the past seven years, has been 4.5 refereed publications in top-ranked international journals and 8.5 conference presentations/abstracts for national and international meetings.

The average total funding each year for the past seven years has been in excess of $3 million, with an annual amount of over $1 million from the Tri-Councils. The annual average level of funding per faculty member has been about $160,000, ranging from $120,000 in 2003-04 to $180,000 in 2004-05.
Concerns and Opportunities for Improvement

The review team considers that the relative youth of the faculty complement, the energy and involvement of the faculty members in the teaching of undergraduate students, the quality and extent of the experiential lab experiences, and the availability of the co-op program combine to make an excellent undergraduate Kinesiology program.

However there are some issues that would benefit from some consideration.

There was some discussion that the Department might consider calculus as a requirement for entry into the program. Such a decision might have advantages in the levels of teaching possible in some courses, particularly in the area of biomechanics.

Recommendation 1: That the Department find a solution to the issue of calculus requirements in the undergraduate program.

Response: The inclination of the Department is to continue to monitor the situation and find appropriate supports for any struggling students rather than change requirements regarding calculus at the present time.

While the performance in the calculus course deserves some consideration, challenges associated with the chemistry and physics courses pose a much greater issue. The Department has made sequencing changes to relieve some first-term pressure by separating the required physics and chemistry courses. This sequence change needs to be evaluated before addressing additional sequencing changes of core courses.

Changing the admission requirements to include high school calculus would not be prudent at this point since the Department’s admission requirements already significantly exceed those of the competition with regard to math and science requirements.

The undergraduate students interviewed were unanimous in their praise for the scope and depth of “capstone” experience courses and especially the opportunities to obtain research experience through senior thesis-type courses. A minor concern expressed was the lack of standardization with respect to evaluation criteria. While all “research-type” courses typically involve a major paper and presentation, the weight and value of these and other components is not necessarily explicitly stated. Again, this does not appear to be a major concern, but the Department may wish to consider implementing some type of general template with regards to the relative weighting of course components, similar to other course outlines.

The review team found it somewhat surprising to learn that the Department does not explicitly “showcase” the magnitude of the undergraduate student research through some sort of undergraduate student research day.

Recommendation 2: That the Department considers establishing an annual “undergraduate student research day” in order to “showcase” student research projects and promote the accomplishments of students involved in “capstone” experience courses.

Response: This is a great suggestion and will be a nice showcase for the research talent that is developed through the undergraduate program and the specific independent original research project courses. Minor Department expenses related to hosting the event portion of this suggestion will be a good investment.
considering the enhancement to the student experience. It is anticipated that the first “student research day” will occur in 2013-14.

The review team heard from many faculty members, staff members, and students that research and lab teaching space is very limited. An explicit concern was the fact that this shortage of research space might adversely affect the recruitment of top candidates for new faculty positions. An additional increased undergraduate complement of 20 students will add to the pressure for space, as these students will translate into additional lab groups in the courses involving labs, as well as increasing pressure on lab staff members. Collaborative use of research space has been the usual practice, but it will not be possible to accommodate the anticipated needs of new “hires”. A suggestion was made that a faculty-wide research space audit and subsequent reassignments of space might partially resolve this issue. The Dean assured reviewers that an extensive faculty-wide space audit has been initiated.

Human resources appear to be stretched to near-limit levels, with a teaching load that includes, but does not credit, research-based courses that provide undergraduates with research experience (KIN 391, 431, 432, 433, and 472). Some recognition needs to be given to the extra time involved in teaching such courses.

The issue of the use of research equipment for experiential undergraduate labs, and the future need for more equipment for undergraduate labs as student numbers increase, was raised by several groups to the reviewers.

The reviewers were told that technical support, particularly in the IT area, has not increased despite increasing need.

**Recommendation 3**: That the Department considers attempting to provide recognition to professors who provide research experiences for undergraduate students.

**Response**: Provision of research experiences to undergraduate students is one of the variables considered in performance reviews as a determinant of the teaching merit score. Through this mechanism, credit/recognition is given to professors who supervise undergraduate research experiences. This was clarified at an April 2012 Department Council meeting, and there was general awareness that this is clearly outlined in the annual performance review guidelines.

**Recommendation 4**: That the Department and Faculty conduct an in-depth analysis of the current and future research and teaching-lab space needs, with the generation of possible solutions.

**Response**: Requests for new space are coordinated with the Dean in order to be part of the overall Faculty space plan. The Department has pressing space needs that have resulted from real activity that has included large increases in undergraduate and graduate student enrolments and increased faculty research activity. Constructing a new addition/building for Kinesiology is the medium-term solution to this problem; shorter-term solutions would be to share space or occupy unused space on campus once identified. New construction will likely involve a combination of allocation of infrastructure funds from the graduate growth initiative, diversion of operating funds from the Department and fund-raising initiatives.

During the Summer of 2012, the Chair will compose a building plan for a 10,000 square foot addition to accommodate teaching and research laboratory activities. The reasonable scope of this proposal shortens the expected timeline for its construction, as there may already be sufficient graduate growth incentive
infrastructure funds in the Faculty to cover 50% of the anticipated cost of the project, and allow for immediate construction of the building after the project is approved by the university. This addition could be built in approximately two years.

**Recommendation 5:** That the Department and Faculty investigate potential sources of funding for the acquisition and maintenance of new, dedicated lab-teaching equipment to enhance the quality of the student experience in research-based courses.

*Response:* On a go forward basis teaching laboratory equipment maintenance and upgrades will be budgeted each year.

**Recommendation 6:** That the Department and Faculty investigate allocating a small additional pool of funds to enable staff members pursue continuing education initiatives in order to maintain and expand their skill set.

*Response:* Departmental funds have been made available for specific continuing education opportunities/professional development of staff on an *ad hoc* basis over the years. For 2012-13, the Department has requested a small budget line item specifically for this type of activity, from which funds can be allocated in response to specific requests that would be vetted by the Chair and/or the planning committee.

UW has established a goal for a student/faculty ratio of 20:1, by 2017. In Kinesiology the ratio is presently 42:1. This ratio could be reduced to 29.6:1 with the addition of eight new faculty members. This would also assist to maintain the vibrant and innovative teaching and research environment that is a defining characteristic of this Department.

**Recommendation 7:** That the University and Faculty support the Department’s request for eight new faculty positions and one staff position over the next two years.

*Response:* The Provost recently increased the faculty complement by two. This is a welcome step in the right direction, and those two positions will be filled as soon as possible. Realistically, the next step that the Department must take is to resolve the need for teaching and research space before any further faculty complement allocations are sought. The Department must discuss how its future will fit with the planned regulation of Kinesiology as a profession under the authority of the new College of Kinesiologists of Ontario, and take the appropriate actions.

**Recommendation 8:** That the Department undertakes discussions on the implications for the Department’s future course and program offerings as a result of the impending regulation of Kinesiology as a profession in Ontario.

*Response:* The Department agrees with this suggestion, and in fact discussions on this issue began long before this review. The recent publication of the competency profile produced by the Transitional Council of the College of Kinesiologists of Ontario will need to be evaluated and an exercise will need to be conducted in order to map these competencies onto the existing curriculum. If there are deficiencies in the current curriculum they will need to be addressed by offering new experiences/courses. Activities to address these issues will be a major focus of the undergraduate committee over the 2012-13 academic year, with a recommendation for implementation in 2013-14.
LIBERAL STUDIES

Review Process

This was the second program review of Liberal Studies. The first program review occurred in 2004, when the programs were still known as Non-major. The review team found the programs to be distinguished by providing:

- a degree option for a remarkably diverse group of students;
- educational opportunities for the professional who simply needs a degree;
- a degree option for the renaissance scholar, who is often a mature student, perhaps retired;
- a degree option for distance education students, many of whom fall into the category of those who need a degree to upgrade their credentials.

The review team also identified a number of areas in which improvement could be made, such as, the need to develop a program structure and generate a new identity for the programs. All of the recommendations have been implemented except the one that recommended the need to create co-op opportunities for student in the programs. This was not implemented since, at the University of Waterloo (UW), only Honours programs can have a co-op education stream.

The self-study was prepared by the academic advisors of the Arts Undergraduate Office and the Associate Deans for Undergraduate Studies and Special Programs. The results of an email survey of Liberal Studies students and recent alumni were also incorporated in the report.

The self-study was submitted 6 July, 2011; the site visit occurred 14 and 15 March, 2012; the review team’s report was received 22 March, 2012; and the program’s response was submitted 31 May, 2012.

Characteristics of the Program

Historical Overview

The Arts Non-major Three- and Four-year General BA degrees, which were renamed Liberal Studies degrees in 2004, require successful completion of a set number of courses from any Department in the Faculty of Arts, together with specific requirements of courses from set groups of Departments.

The Arts Non-major Three-year General BA was first introduced in 1970/71. Various changes to the requirements for the degree were made in 1971/72, 1978/79, 1979/80, 1980/81, and 1985/86.

The Arts Non-major Four-year General BA was first introduced in 1990/91. Changes were made to its requirements in 2003/04 and 2005/06.

Based on the recommendation made from the 2004 review process, the Non-major programs were renamed: Three-year General Liberal Studies and Four-year General Liberal Studies.

In 2008/09, the Group A and B Requirements, required by all Faculty of Arts students studying for a BA, were replaced by Breadth Requirements. During 2010/11 these were further modified.
Program Objectives

The Liberal Studies program of the Faculty of Arts seeks to equip students with the inquisitiveness and skills that will allow them to lead responsible and full lives. The program’s goals are to foster curiosity about the ideas and forces shaping civilization, while, at the same time, improving the ability to think clearly and critically, and to communicate in a sophisticated and thoughtful manner a deepening awareness of the world.

The learning outcomes for Liberal Studies are congruent with those inherent in the BA Breadth Requirements.

*Breadth and depth of knowledge.* By the end of the degree, students will be able to:

- demonstrate awareness of and engagement with their own or another culture;
- demonstrate awareness of issues facing society and humanity in the 21st century;
- demonstrate historical awareness.

*Research.* By the end of the degree, students will be able to:

- demonstrate competence in the use of library and online research resources such as databases or publication catalogues;
- gather, interpret, compare, summarize, and evaluate information from research sources, and make appropriate judgments about the appropriateness and quality of critical resources;
- demonstrate competence in the use of one or more professional writing guidelines.

*Writing and communication skills.* By the end of the degree, students will be able to:

- write fluently and effectively in English;
- present information in a variety of ways to a range of audiences, competently using a variety of media including digital media.

*Reasoning skills and reflective thinking.* By the end of the degree, students will be able to:

- form opinions, based on sound reasoning and judgment, on matters of the day or relating to the human condition.

Because all Liberal Studies programs lead to a General BA degree, there is no co-op stream in these programs. It should be pointed out that the majority of Arts students graduate from a regular program, not a co-op program. In 2010, 82.4% of Arts graduates completed a regular as opposed to a co-op degree; similar figures for 2007 were 88% and for 2003 it was 80.5%.

**Academic plans offered**

Two plans are offered in Liberal Studies: a Three-year General BA in Liberal Studies and a Four-year General BA in Liberal Studies. These programs are administered by the Arts Undergraduate Office.

The Arts Liberal Studies programs should be seen in the light of this Faculty’s and UW’s commitment to breadth of learning. One goal and purpose of Liberal Studies programs has always been to provide an opportunity for the student with a commitment to comprehensive learning, the true “renaissance”
individual. A significant number of the students registered in a Liberal Studies program have pursued it because it allows them maximum flexibility for focusing on courses which interest them. A large percentage of these are mature students. For individuals such as this, the requirements of a major program can be in some respects a constraint.

At the same time, the Liberal Studies programs serve another distinct and very different purpose for a body of students within the Faculty, a body which might be described as the “default” cohort. The Liberal Studies programs in any given term house a large number of students whose performance in their major subject has been unsatisfactory. If a student cannot remain in his or her major because the major average is too low, Arts Faculty regulations will transfer the student to the Liberal Studies program, provided that the student’s averages meet the minimum criteria of Liberal Studies (60% overall average, 65% Arts average). Some students are then able, while registered in the Liberal Studies program, to bring their grades up enough to allow them to re-register in their original major.

That the majority of students who pass through Liberal Studies do not return to their original major is not a surprising pattern, given that the difficulty with the original major subject is often the reason for the student’s poor performance in the first place. It is clear, however, that the move to Liberal Studies is often a matter of choice rather than compulsion.

The Liberal Studies program, therefore, functions as a sort of safety net for students who cannot perform well in a given subject, but who are still able to maintain a credible overall performance. It also provides a place for students to be while they explore other options once they discover that their original plans for a major no longer interest them. These purposes are very different from that of providing a liberal arts education, but the two distinct purposes are not necessarily mutually contradictory.

The Liberal Studies program also functions as an entry point for students who are not entering the Faculty straight out of the high school system: transfer students (whether internal, from another Faculty, or external, from another University of Community College) and mature students. These individuals may intend to declare a major; nevertheless, they will all begin in the Liberal Studies program.

Students

Students normally do not enter Liberal Studies until their second year. Over the period 2004 to 2010 inclusive, approximately 1,346 students, on average, annually enter the Faculty of Arts. Of these students, approximately 28.9% (389) enter Liberal Studies in the fall term of the second year. On average, 23.9% of the 389 are international students. Despite the growth in undergraduate student numbers in the Faculty of Arts over the last seven years, the numbers in Liberal Studies have been declining slightly.

Over the period 2004/05 to 2010/11 inclusive, the high school entrance grades of Liberal Studies students range from below 65% to 95% plus, with 61% of the students having entry averages in the range of 75% to 89%.

Between 2004 and 2009, a total of $34 million in scholarship monies was earned by students in the Liberal Studies programs.

The pattern of Liberal Studies students’ course choices does suggest that they do distribute themselves across the various departmental offerings in a way which is in keeping with statements made in the survey such as “I can take a variety of courses that interest me for from several disciplines” and I enjoy the
“freedom of choice of courses”. Although Liberal Studies students have the advantage of selecting courses from any Department, this can also be a disadvantage since many courses are filled early by majors from specific Departments.

Depending on the student’s level at the time they first “fall into” Liberal Studies, they may well have as many as seven courses in a particular major, even if they subsequently graduate in Liberal Studies. The higher the concentration of courses from a particular discipline, the likelier that either the student entered Liberal Studies very late in their undergraduate career, after some time pursuing a major; and/or that the student, after landing in Liberal Studies, was nonetheless pursuing a “shadow degree”, possibly without some of the more difficult required courses in that discipline. The most noticeable subjects of concentration are Psychology, Sociology, Economics, English, Social Work, History, Religious Studies, Political Science, and Accounting and Financial Management.

Few students from Liberal Studies participate in the many Study Abroad opportunities offered by the Faculty of Arts and the University. Either they do not know that they are eligible to participate in these opportunities, or they do not have the overall cumulative average, of at least 75%, which is required to be considered for any exchange program.

In fall 2000, over half the students in Liberal Studies were distance learners, yet by fall 2010 only 21.2% were studying solely via distance. The decline is made up primarily of part-time students; they left as they completed their degrees and were not replaced. Interestingly, the number of on-campus Liberal Studies students who take online courses has increased from 42% in fall 2004 to 55% in fall 2010.

Since the Liberal Studies group of students is a highly diverse and diffuse one, with students joining, remaining and graduating, or departing the cohort for a wide range of reasons, it is difficult to attribute causes with any precision to levels of attrition. However, it would appear that there are two primary reasons for leaving Liberal Studies, both related to academic success: they are able to return to their preferred major or they are requested to withdraw from the Faculty. Over the period 2002/03 to 2008/09 inclusive, the rate of attrition between second and third year averaged 12.9% which is below the norm for the Faculty as a whole.

On average, over the period 2004 to 2010 inclusive, 132 students graduate annually with a Liberal Studies degree. This accounts for 9.9% of students graduating annually from the Faculty of Arts. Only Psychology, English and Economics annually graduate a higher percentage at 14.4%, 11.2%, and 10.5% respectively.

Although many students are in the Liberal Studies programs because their academic progress in their major was unsatisfactory, there is clearly a solid core of high achievers within the Liberal Studies programs, especially since, on average, 9.8% of graduates from these programs are on the Dean’s Honours List.

**Faculty**

Liberal Studies students have access through the courses they choose to virtually every professor in the Faculty of Arts, a total of 256 full-time faculty members. There are another 55 full-time faculty members in the Federated University and Affiliated University Colleges who also teach in Arts’ disciplines.
As of 2011, 55 members of the Faculty of Arts have been recipients of UW’s Distinguished Teacher Award. In addition, over the period 2005 to 2010 inclusive, the student course evaluations in the Faculty of Arts averaged 4.00 in fall, 4.04 in winter and 3.97 in spring, where 5 is considered “excellent”.

**Concerns and Opportunities for Improvement**

The reviewers indicated that the Liberal Studies program is working well in terms of allowing freedom of choice that is available to students. Indeed the variety of courses available to the students by various units is impressive. However, some students felt that a more rigorous structure would serve the curriculum better.

Although the reviewers found strong administrative support for the program, especially with the permitting of minors in the Liberal Studies program as of fall 2012, there was a strong desire for specific educational and social space for the program.

The general impression of the reviewers is that Liberal Studies is a relatively successful program. The review team found that improvements could be made in three areas: identity, curriculum, and delivery and quality enhancement.

The Faculty’s proposed course of action in response to the recommendations below can be broadly summarizes as follows:

- Appoint a Director of Liberal Studies from the ranks of the Arts Faculty, to oversee the academic progress of students, and to investigate, propose and implement curriculum development and enhancement;
- Propose specific enhancements to increase the academic coherence of Liberal Studies as a flexible degree plan fully available online;
- Work with the Centre for Extended Learning (CEL) to increase the number of Arts courses available online, particularly at the third- and fourth-year level.

The program suffers from a lack of a clearly articulated identity. While the program serves a genuine need at the University, it is commonly identified as a “fallback” or “default” program, leading to a lack of pride.

**Recommendation 1:** That the Faculty changes the discourse about the program.

*Response:* We agree that this is desirable, but acknowledge that such an outcome is by nature organic, and will only come about based on the implementation of other recommendations as outlined below.

**Recommendation 2:** That a Faculty Advisor, either in a Director or Associate Dean capacity, oversees the existing administrative that is in place for the 1,200 students in the program.

*Response:* We recognize the importance of this recommendation and, cognizant of the resource challenges, will take steps to appoint a Faculty advisor with overall responsibility for the academic progress of the Liberal Studies cohort of students, as well as specific responsibility for curricular redevelopment and enhancement. This individual will work in conjunction with the Senior Academic Advisor in the Arts Undergraduate Office (AUO), given the large number of students and the accrued expertise of the incumbent.
**Recommendation 3:** That actual or virtual space be allocated to the Liberal Studies student body.

*Response:* Given the Faculty’s large and diverse nature, real or virtual space for students, and the associated sense of engagement with the Faculty of Arts that could be imparted, is a persistent challenge for all Arts programs. A virtual space is an interesting possibility, and would make an ideal initiative for the newly-appointed Faculty advisor, undertaken in conjunction with the ongoing redevelopment of Arts’ web presence overall.

**Recommendation 4:** That the Liberal Studies student body be encouraged to form a student organization specific to their program.

*Response:* While the Faculty recognizes the good intentions behind this recommendation, it is only feasible once recommendations 2 and 3 above have been fully implemented.

It is the opinion of the reviewers that greater depth should be a feature of the Liberal Studies curriculum. To this end the reviewers suggest:

**Recommendation 5:** That the Faculty considers the creation of courses specifically for Liberal Studies students. At least two new or modified existing courses should be added; one a “foundation course” focusing on the transition from high school to the world of ideas, while the other, a capstone course, could serve as a transition from University life to the professional world.

*Response:* The development of foundation and/or capstone courses, and/or new offerings such as those proposed in the Honours Liberal Studies plan, will be undertaken by the newly-appointed Faculty advisor.

Another identified issue was that of the “shadow” degrees. Students often complete enough courses for a major but do not fulfill the program requirements by avoiding certain required courses perceived as difficult. The reviewers have sympathy with this position but feel that such a “pseudo-major” seems contrary to the goals of breadth implicit in the concept of Liberal Studies. Therefore the review team suggests:

**Recommendation 6:** That students not normally be allowed to complete more than the maximum number of courses for a minor in any discipline.

*Response:* We agree in principle, but note the significant operational and communication challenges involved, particularly when it comes to the “default” student group, and especially at graduation time. Given the size of the cohort, the suggestion that they could be managed as exceptions by the Associate Dean does not seem feasible operationally; further investigation by the Faculty advisor will be needed.

The absence of any Science components in the Liberal Studies program struck the reviewers as highly unusual. As a result the review team suggests:

**Recommendation 7:** That the Liberal Studies program should require two courses from Mathematics or Science or at least one special inter-disciplinary course on Science and Society.

*Response:* We agree whole-heartedly with this recommendation and will seek a suitable course offering from groups such as Science, Technology and Values; or consider other courses in the Faculties of Science and/or Engineering. It is noted that the suitable online offering would have to be developed, as no such course exists right now.
The reviewers were of the opinion that there were certain administrative roadblocks in the existing program structure. The review team suggests:

**Recommendation 8:** That the Faculty should explore the possibility of reserving (sometimes additional) spaces in courses offered by the various units for students of Liberal Studies.

*Response:* The Faculty agrees in principle with this recommendation, but notes that it is part of a larger problem with University demand for Arts service courses, and our resource capacity to meet it. Careful analysis would need to be done on a course-by-course basis to determine those for which reserve caps would make sense.

**Recommendation 9:** That students should be granted electronic access to degree navigators in the QUEST system to check degree progress. This would have the added benefit of freeing up advising resources for more developmental work rather than the more mechanical and purely administrative checking of requirements.

*Response:* We agree in principle, and note the ongoing efforts of the Senior Academic Advisor in the AUO to promote and further utilize this potential within the Quest system for the Liberal Studies students.

**Recommendation 10:** That students should be informed in a timely manner at the end of first year about their acceptance into a traditional major or their placement in Liberal Studies. Similarly, students who have attained good results in second year and have accumulated significant number of credits in a discipline should be contacted by the appropriate discipline and provided with information on how to enter, or re-enter, the major.

*Response:* This recommendation refers to a number of distinct communication processes and agents; for example, by AUO advisors, regarding a student’s initial placement in either his/her desired major or Liberal Studies, typically at the end of his/her 1B term; or by Department advisors, regarding either a student’s completion of a minor and eligibility for a major; or when a student “defaults” out of the major and into Liberal Studies. The Faculty agrees in principle, but notes the significant resource and system challenges in implementing such a recommendation, beyond the considerable communication efforts already being made by the advising team.

Looking to the future, the reviewers considered the proposal for an Honours degree in Liberal Studies.

**Recommendation 11:** That the existing program be first strengthened with the proposed additional new (or modified existing) ARTS courses, piloted for two years, then, at that juncture, give consideration of extrapolating an Honours stream from a more rigorous General program.

*Response:* This will be undertaken as part of the broader initiative on the part of the Faculty advisor to develop a core curriculum for Liberal Studies.

See next page for implementation plan.
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<td>Academic Advisor</td>
<td>Progress reviewed annually throughout review cycle</td>
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<td>2. Appointment of a Faculty Advisor</td>
<td>Dean of Arts</td>
<td>Associate Dean - UG</td>
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<td>3. Actual or virtual student space</td>
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<td>4. Liberal Studies student organization</td>
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<td>5. Establish a foundation course and capstone course</td>
<td>Associate Dean – UG</td>
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<td>6. Restrict number of courses in a particular discipline to the minor</td>
<td>Associate Dean – UG</td>
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<td>7. Incorporate science course requirement into the curriculum</td>
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<td>Academic Advisor</td>
<td>By mid-point of review cycle (2016)</td>
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<tr>
<td>8. Reserve caps for Liberal Studies students in high demand courses</td>
<td>Associate Dean – UG</td>
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<tr>
<td>9. Grant electronic access to degree navigators in Quest</td>
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<td>11. Offer new courses in the short term, and reconsider the Honours program in the medium term</td>
<td>Associate Dean – UG</td>
<td>Academic Advisor</td>
<td>By mid-point of review cycle (2016)</td>
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RECREATION AND LEISURE STUDIES

Review Process

This was the second formal review of the undergraduate program of the Department of Recreation and Leisure Studies (RLS). The first was carried out in 2005. The review team at that time made a number of recommendations especially with regard to undergraduate recruitment, collaboration with other units within the Faculty and elsewhere on campus, and enhancing the learning experience for students.

In response, the Department developed a comprehensive plan for undergraduate recruitment. Also the number of cross-listed courses with a diverse range of other Departments expanded and the number of Joint Honours programs and Interdisciplinary programs and Minors grew and broadened in scope. The result is that students now have greater opportunities to design program plans with their RLS degrees that better meet their personal and professional educational needs.

The undergraduate section of the self-study for the present review was prepared by one faculty member with input from the Associate Chair, Undergraduate Studies of RLS. The Chair was regularly consulted and all faculty members had an opportunity to review a draft of the report. Their insights and suggestions were incorporated into the final report. Aspects of the report were also discussed at departmental meetings. In addition, student input was received from representatives at departmental meetings and selected sections were discussed with student leaders.

The self-study of the Department of Recreation and Leisure Studies was completed October 2011 as part of an augmented review of the Department whereby both graduate and undergraduate programs are reviewed together. The site visit was conducted 13 and 14 February, 2012; the review team’s report was received 12 March, 2012; and the Department’s and Dean’s responses were received 24 May, 2012.

Characteristics of the Program

Historical Review

In the spring of 1967, the Ontario Ministry of Education requested that both the University of Waterloo (UW) and the University of Ottawa initiate a degree program in recreation. Initially, the Department of Recreation was formed within the jurisdiction of the School of Physical and Health Education. In 1968, the Department of Recreation offered, for the first time, an academic
program combined with co-operative education (co-op), and in 1970, a regular stream of study was added. Since 1968, approximately 2,800 students have graduated with an undergraduate degree from RLS.

In the first decade of its existence, the Department of Recreation had to be moved off campus to a building on Phillip Street to accommodate the growth expected, both in the number of students and the number of faculty members. In 1984, the Department, now named Recreation and Leisure Studies, settled into its permanent home in Burt Matthews Hall.

In 1972, the Department offered four elective areas of concentration – leisure studies, therapeutic recreation, recreation administration, and outdoor recreation and education. In 1975, the Business Option was formed with the School of Business at Wilfrid Laurier University (WLU). Several Joint Honours degree programs followed, highlighting the emerging multidisciplinary approach of the Department. In 1985, the areas of concentration grew to include cultural recreation, leisure and the humanities, tourism and cultural recreation, and urban and municipal recreation. By early 1990s, three Options were developed in parks, therapeutic recreation, and recreation. In 2002, the Department elevated the two most popular Options to degree status. The Department in 2010 offered degrees in Recreation and Leisure Studies, Therapeutic Recreation, and Recreation and Business. A Four-Year General BA degree was added to assist in the retention of students who fell below the Honours level minimum requirements. In 2011, the Options in parks and tourism have been merged into a new degree in Tourism and Parks Management.

**Program Objectives**

The goal of RLS is to explore recreation and leisure’s impact on and interrelationships with key areas including health and well-being, community, service and policy, identity and diversity, and the environment.

The five learning outcomes related to RLS which also align with UW’s undergraduate degree level expectations are as follows: knowledge and understanding of the recreation and leisure studies field; critical and analytical thinking; research understanding and research skills; communication; professional development.

*Specific Learning Outcomes*

**Knowledge and Understanding of the RLS field:**
• knowledge of central concepts and theories in Leisure Studies and related discipline;
• an understanding of individual differences, economic and socio-cultural influences on leisure behaviour, meanings, constraints, outcomes, and resources;
• understanding the role of leisure in people’s lives, and its relationship to work, family, and community;
• the ability to apply concepts and theories to a variety of specific contexts and situations;
• an understanding of individual leisure in relation to larger societal issues such as travel, tourism, and business.

Critical and Analytical Thinking:

• the ability to think analytically and to develop logical arguments;
• the ability to think critically and to challenge taken-for-granted assumptions;
• the development of reflective thinking practices;
• the ability to resolve creatively problems with innovative solutions.

Research Understanding and Research Skills:

• an appreciation for different methodical approaches in Leisure Studies research and Social Science research more broadly;
• the ability to read and critique research in the Leisure Studies field;
• the development of research skills through exposure to designing and conducting research studies;
• the ability to collect information, analyse it, and offer innovative solutions based on sound interpretations.

Communication:

• oral communication skills, including the ability to present ideas, arguments, and research findings effectively;
• good writing skills and the ability to communicate effectively in written form;
• to foster interpersonal communication amongst peers.

Professional Development:

• the ability to work independently as well as in a group or collective setting;
• the ability to lead as well as to listen to others;
• the ability to think flexibly and to ask creative questions;
• the development of a sense of identity and commitment to the RLS profession;
• to expose and connect students to professionals and alumni;
• the ability to become leaders in the recreation and leisure field;
• the development of a commitment to lifelong learning and professional development within their profession.

In an effort to enhance the undergraduate learning experience, the Department is implementing a strategy to integrate graduate student resources into the undergraduate educational environment. For fall 2011, the Department created an undergraduate “writing lab” which will be staffed by selected graduate students as part of their teaching assistant responsibilities. The writing lab provides undergraduate students with such resources and workshops as the “Guerilla Grammar Project” developed in the Faculty of Arts, a priori advice on assignments and papers during the development process, and assistance on technical issues such as grammar and composition. The writing lab also is integrated whenever possible with various campus-wide student support programs. This initiative provides significant support to undergraduate students, enhances the teaching experiences of graduate students, and supplements the in-class activities of instructors.

Distinctiveness

The Department is the highest ranking Leisure Studies Department among the top 41 of 213 North American institutions offering similar programs by number of authorships in major peer-reviewed leisure journals, by the percentage of authorships, and by the average number of publications from data from 2003 to 2008. In addition, on a world ranking using data for the past five years, the Department has been judged 8th among 200 institutions based on publications in selected academic outlets.

Academic Programs Offered

The Department offers the following programs:

Four-Year General BA Recreation and Leisure Studies (regular);
Honours BA Recreation and Leisure Studies (co-op and regular);
Honours BA Recreation and Sport Business (co-op and regular);
Honours BA Therapeutic Recreation (co-op and regular);
Honours BA Tourism and Parks Management (co-op and regular);
Honours BA Recreation and Business and Therapeutic Recreation (co-op and regular);
Joint Honours BA Recreation and Leisure Studies and Department X¹;
Joint Honours BA Recreation and Sport Business and Department Y²;
Joint Honours BA Therapeutic Recreation and Psychology;
Parks Option;
Tourism Option.

X¹ - Drama; English; Environment and Resource Studies; Geography and Environmental Management; History; Music; Political Science; Psychology; Social Development Studies; Sociology and Legal Studies; Speech Communication.

Y² - Speech Communication; Environment and Resource Studies.

Students

From 2004 to 2010 inclusive, the annual average number of applicants to the Department was 547 of whom 340 applied to the co-op program. Of these 547, 87 formally registered in the Department and, of these, 70% were in co-op programs. During the same period, 61.5% of first-year students were female, and only 2% were international students. Over 70% and 60% of first-year registrants in co-op and regular programs respectively had entrance averages of between 75 and 84%.

The number of scholarships nearly tripled and the amounts nearly doubled from the 2005-06 academic year to the 2007-08 academic year. This increase was due to the implementation of a program at UW where students having specific entrance averages were automatically awarded a scholarship. In addition to the entrance scholarships, numerous other awards are available at the University, Faculty, and Department levels for students in all years of study in RLS. In 2009-10 there were 51 scholarships amounting to $37,000 granted to RLS students.

Among the undergraduates the most noticeable initiatives available to support them adjust to University life are the Living Learning Community in the residences and the Mentorship program, where senior students provide guidance and support.

A total of 53 courses in RLS is available to students – six core courses and the remainder as electives. Of the 53 courses, two are first-year courses; 11 are second-year courses; 18 are third-
year courses; and 22 are fourth-year courses. All 53 have been offered at least once in the last three years.

The average course enrolment for the six mandatory courses over the last three years was:

- REC 100 – 300 students;
- REC 101 – 186 students;
- REC 205 – 132 students;
- REC 220 – 99 students;
- REC 270 – 102 students;
- REC 371 – 86 students.

A total of 8,063 students have enrolled in RLS courses over the period 2008-09 to 2010-11 inclusive, and interestingly REC 280, an elective course entitled “Introduction to Tourism” has, at each offering, the largest enrolment - on average, 342 students. This course attracts students from all Faculties in the University.

Of the Universities with which UW has exchange agreements, three offer courses related to RLS, as well as electives in a variety of disciplines that may be transferred to a student’s degree at UW. These are:

- School of Leisure Studies at Griffith University, Brisbane, Australia;
- Department of Leisure Studies at Tilburg University, Tilburg, The Netherlands;
- Department of Sport, Coaching and Exercise Sciences, The University of Lincolnshire and Humberside, Lincoln, England.

The percentage of first-year students registered in the co-op program has steadily increased over the past seven years. In 2004-05, 60.9% of first-year students were enrolled in co-op and by 2010-11 this had risen to 87%.

Co-op students have to complete four acceptable work terms, write four acceptable work reports in addition to completing successfully four professional development courses.

In the past five years, for 10 of the 15 total work terms, no eligible co-op students were unemployed.
Both the employers of RLS students and the students themselves rate the work term experience very highly. On average, over the past five years, 66.1% of employers rated their co-op students as either “excellent” or “outstanding”. Over 93% of employers reported their co-op students as at least “very good” in quality. Co-op students worked in a variety of fields including marketing, athletics, and recreation.

Similarly co-op students rated their employers and work experiences extremely highly. Over the past five years, 80% of co-op students rated their employers as eight or higher on a 10-point scale where 10 equals “outstanding”.

In addition to co-op, experiential learning is most evident in the Therapeutic Recreation program where two courses, one a practicum and the other an internship, are available to students. Also REC 356, “Recreation and Community Development” has a mandatory volunteer placement embedded in the course requirements.

Over the period 2002-03 to 2008-09 inclusive, the percentage of students who did not continue onto second year averaged approximately 10 to 12% of the first-year class. Retention rates of students through to graduation over the past seven years have averaged about 80% for all students. The retention rates are slightly higher among co-op students (81.0%) than for regular students (77.7%).

Over the past three years the majority of courses and instructors were rated very highly by the students, with scores exceeding four on a five-point scale where five is deemed to be “excellent”. Core faculty members received an average of 4.5 over the three years and their courses a rating of 4.2. Adjunct faculty members and their courses scored on average 0.5 to 0.7 points lower. These lower ratings are a function of inexperience and the steep learning curve for new instructors.

In response, the Department has developed two strategies: (1) a memorandum of key messages for doctoral students appointed to teach undergraduate courses that highlights the main principles and practices associated with the learning experience; and (2) a mentoring protocol for definite-term Lecturers to assist them in their teaching responsibilities.

On average, over the period 2003 to 2009 inclusive, the annual number of undergraduate degrees granted by RLS was 83, with a high of 107 in 2007 and a low of 59 in 2005. Of an annual average graduate total of 83, 18.8% were on the Dean’s Honours List.
Post graduate activity of RLS graduates in recent years has included both professional employment in the recreation field (averaging 60.8% over the period 2003 to 2010 inclusive) as well as continued advanced education (averaging 33.0% over the 2003 to 2010 inclusive) in such areas as Business, Counselling, Education, Social Work, Human Resource Management, as well as Leisure Studies, Recreation and Tourism Management, Event Management, Outdoor Education, Tourism Policy and Planning.

Faculty

The Department, at the time of the self-study, had 15 faculty members of whom eight were Full Professors, four were Associate Professors, one was an Assistant Professor and two were Lecturers.

Since 2003, there have been five retirements and two more are scheduled in each of the next two years. More retirements are expected in the near future since about half of the faculty members are now over 55 years of age. Also since 2003, six faculty members have been hired.

From 2003 to 2011 inclusive, faculty members in RLS published 264 peer-reviewed journal articles, 85 books of book chapters, 147 refereed conference proceedings, 65 technical reports, and 44 other publications. This represents for each faculty member for the period 2003 to 2011, 20.3 per-reviewed journal articles, 6.5 books or book chapters, 11.5 conference proceedings, 5 technical reports, and 3.4 other types of publications. This averages 6.7 contributions per year by each faculty member.

Over the period 2000 to 2008 the Department has had 368 authorships in major peer-reviewed leisure journals, the highest in North America.

Faculty members have received the following awards and honours:

- Theodore and Franklin Roosevelt Research Excellence Award (two faculty members);
- Allen V. Sapora Research Award (two faculty members);
- Special recognition Award for Excellence in Research, Alzheimer Society of Canada;
- Fellow of the Academy of Leisure Sciences (four faculty members);
- Rose Dobrof Award, Best Article in *Journal of Gerontological Social Work*
• Fellow of the International Statistical Institute;
• Fellow of the International Academy for the Study of Tourism.

Several faculty members sit on the Boards and/or Advising Councils of a number of the most important scholarly and professional organizations related to leisure, for example: the Canadian Association for Leisure Studies; the Ontario Research Council of Leisure Studies; Canada Mental Health Association; Alzheimer Society of Canada; Canadian Parks and Recreation Association.

Every faculty member in RLS serves as either an Editor or an Associate Editor for a peer-reviewed scholarly journal. In total, faculty members currently serve on 23 Editorial Boards. Journals represented are *Leisure Science; Journal of Leisure Research; Leisure/Loisir; Annals of Tourism Research.*

Faculty members also act as reviewers for peer-reviewed scholarly journals both within Leisure Studies and in other areas such as Health, Geography, Gerontology, Sociology, Psychology, and Planning as well as all the Tri-Council Agencies of Canada.

Most (72.4%) of the $1.16 million in grants obtained by faculty members, over the period 2003-04 to 2009-10 inclusive, came from the Tri-Councils of Canada.

**Concerns/Opportunities for Improvement**

The reviewers were impressed with the quality of teaching within the Department, the level of community involvement of faculty members, and their level of research productivity.

The reviewers’ assessment revealed two inter-related challenges facing the Department, its staff and faculty members, and its programs:

- the sustainability of offering such a diversity of degree programs and by implication, curriculum options; and
- limitations associated with being under-resourced and their implications for the maintenance and enhancement of the quality of the programs.

The level of diversity in degree programs available to undergraduate students is impressive. However, reviewers were concerned that RLS, in its effort to serve the needs, may have too much diversity, resulting in too many courses (a total of 53 courses for five different degree
Specializations and three Options) and a limited core in recreation and leisure that is common to all RLS students (presently there are six core courses). In addition the self-study calls for new courses to be developed. As such, in the name of “diversification”, the RLS Department appears, with all good intentions, to be endeavouring to be all things for the marketplace of students. The Department may need to reconsider this strategy by focussing on a limited number of high quality programs, rather than many programs at an unsustainable level. Students interviewed stated that they were often challenged because courses were not always offered. The unavailability of certain courses was further exacerbated if they were in the co-op program.

A number of initiatives are underway or planned that will help to mitigate the above:

- A review of the curriculum using degree level expectations will help to identify overlaps in learning outcomes that could serve to identify repetition, substitutable course options, or even redundancies. The review will result in a reduction in the complexity and diversity of offering elective course offerings specific to each degree program and better provide foundational concepts applicable to all RLS students.
- Two new faculty members have been hired. These individuals will assist to offset difficulties associated with covering core courses as well as add strength to the key degree programs.

To address issues concerning co-op such as quality, diversity, and consistency of co-op experiences the Department will:

- Ensure more regular communication with the department of Co-operative Education and Career Action (CECA);
- Each term, request more data from CECA concerning those students on their work placements, including the types and nature of their positions, the context of their positions, and their salaries;
- Communicate better with co-op recruiters the nature of what RLS students are learning and capable of doing in the workplace;
- The Department will investigate the feasibility of conducting a survey of first-year students to develop a better sense of the types of positions that they are anticipating.

Furthermore, students expressed disappointment in the delivery of courses where these were taught by sessionals and/or doctoral students when these students expected the experts (i.e.,
faculty members) to teach the courses. In fact, the undergraduate program, in the opinion of the reviewers, appears to be dependent on doctoral students to cover courses.

As noted earlier, the introduction of selected new faculty resources already underway also will serve to alleviate student concerns about the number of sessional instructors being used to teach, especially, core courses.

The reviewers are of the opinion that some flexibility in the admission standards could be considered for high school students to make room for the ones with potential for academic success who have demonstrated important leadership qualities, but may not quite reach the required 80% average to be admitted. In order to achieve and maintain a truly diverse population of students qualities beside intellectual achievement should be appreciated suggest the reviewers.

The review team noted the need for more staff and faculty members. If the quality of programs, performance, and productivity of faculty members is to be sustained, let alone be expanded, there is a need to increase staff and faculty resources. Indeed, the single most frequently expressed concern in the self-study and throughout the review was the need for resources.

However, in addition to the overall visioning exercise listed in the report, in the short-term and medium-term the Department of Recreation and Leisure Studies proposes to take the following actions, as outlined above. In this table, short term means within one year, and medium term will be within 2 years.

<table>
<thead>
<tr>
<th>Short and Medium Recommendations</th>
<th>Time line</th>
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<tbody>
<tr>
<td>The Undergraduate Curriculum Committee will continue to monitor the level of applications and admissions by degree, and will document the retention and graduation rates by degree, in order to better evaluate the status of each degree.</td>
<td>Medium term.</td>
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<tr>
<td>The Undergraduate Curriculum Committee will undertake an overall curriculum review, including preparing a five year plan for course offerings.</td>
<td>Medium term.</td>
</tr>
<tr>
<td>The Undergraduate Curriculum Committee will undertake discussions with Co-operative Education and Career Action in regards to the issue of the relevance of co-operative employment opportunities to the curriculum.</td>
<td>Medium term.</td>
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<tr>
<td>RLS will request that the Associate Dean for Undergraduate Studies reconstitute the AHS Co-operative Education Advisory Group.</td>
<td>Medium term.</td>
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<tr>
<td>Specifically, the Undergraduate Curriculum Committee will address the challenges of offering and sequencing course in the spring term to address the co-op classes of 2B and 4A.</td>
<td>Medium term.</td>
</tr>
<tr>
<td>The Undergraduate Curriculum Committee will undertake in 2012 to survey first year students in regards to their expectations for co-op employment. This data can help better match expectations to outcomes of this program.</td>
<td>Short term.</td>
</tr>
</tbody>
</table>
In regard to the addition of new faculty resources to address sustainability issues the Department will evaluate the contribution of the new hire in Leisure Management to the course offerings, before requesting the second hire anticipated in the Strategic Plan.

| Medium term. |

**Conclusion**

The issues and concerns raised in this review should not obscure the unanimous impression that the Department of Recreation and Leisure Studies continues to uphold its tradition and reputation as one of the finest Departments of Recreation and Leisure Studies in the world. A tradition, however, is dynamic, and the Department shows strain in terms of how much it is attempting to achieve with insufficient resources. Therefore, concerted action is imperative, lest pressures become fissures in its hard-earned and well-deserved foundation of excellence.
RELIigious Studies

Review Process

This was the second formal review of the undergraduate program of the Department of Religious Studies (RS). The first review was in 2004. The self-study was written by the Chair with input from faculty members. Unfortunately no formal mechanism existed for consulting the undergraduate student body since this year the RS Students’ Society has not been active.

The self-study was submitted 4 August, 2011; the site visit occurred 12 and 13 December, 2011; the review team report was submitted 1 February, 2012; and the departmental and Dean’s responses were received 9 April 2012.

Characteristics of the Program

Historical Review

The Department of Religious Studies was created in 1976 by an agreement of the five agencies – the University of Waterloo’s (UW) Faculty of Arts and the four members of the Federated University and Affiliated University Colleges (FUAC), namely Conrad Grebel University College, Renison University College, St Jerome’s University and St Paul’s University College.

While the program at its inception tended to focus on Christianity and the religious development of the West, the last 15 years have seen an ambitious expansion of the scope of the discipline to include religions from Asia, Africa and South America.

In the 1990’s, the Department offered a Master’s degree, but it was withdrawn because of lack of enrolment.

In 2004, the first class of students was admitted to a joint (with Wilfrid Laurier University (WLU)) doctoral program in Religious Diversity in North America. Today, the combined UW/WLU faculty complement of 23 makes the joint doctoral program one of the largest graduate programs in RS in Canada.

In 2009-10, the Jewish Studies program at UW was fully integrated into the Department adding some administrative challenges. Since Jewish Studies was reviewed independently in 2009-10, it will not be reviewed again here.

The RS program has always been funded through a partnership between UW and the four FUAC agencies. Starting in the 2007-08 fiscal year, the FUAC assumed most of the costs of the undergraduate program, while the Faculty of Arts took on most of the costs of the graduate program, especially the funding for teaching assistants.

The evaluators of the previous program review in 2004 made five recommendations on the curriculum; two on faculty complement; two on administration matters; and three on the physical resources. All have been addressed except for the need for an incremental position in Islam.

With 15 (active) faculty members, the Department of Religious Studies at UW is among the largest of the 45 Departments/Programs dedicated to RS in Canada. It ranks with the Université de Montréal, the University of Calgary and McMaster University. Only the University of Toronto is larger.
The Chair is only directly responsible for two faculty members and one staff member. This is because the FUAC hire their own professors, develop their own courses and evaluate, promote and reward their own faculty members. This means that the Chair cannot assign courses, manage course offerings or schedules, evaluate performance or assign duties in a normal fashion. Moreover, most faculty members have administrative duties in their respective agencies, making it difficult sometimes to run the Department in a normal manner.

In order to understand the Department, its priorities, needs, and the means it uses to meet those needs, one must almost think of it as a Centre that uses existing resources that it does not itself control, rather than a traditional Department that controls its hiring, curricular development, scheduling and assignment of administrative duties.

**Program Objectives**

The goal of the Department is to foster the intellectual development of its students so that they have a broad knowledge of the world’s religious traditions as well as a deeper understanding of a particular tradition, issue or theoretical approach to the study of religion.

The following Undergraduate Degree Level Expectations have been adopted by the Department. Students will:

- acquire accurate information regarding the historical origins, development and geographical transmission of the world’s major religious traditions;
- explain religious doctrines, ethics and rituals from their historical origins in Asia, the Middle East and the West to their contemporary presence in Canada;
- demonstrate knowledge of religion with various historical and cultural contexts;
- analyse the issues, questions and ideas that arise within religious traditions and communities within multi-cultural settings and within the study of religion itself;
- demonstrate a critical approach to the study of religion;
- ask critical questions of religious phenomena as well as scholarly explanations of those phenomena;
- demonstrate their understanding by producing written documents and oral presentations that formulate approaches to current religious and social issues.

**Distinctiveness/Benchmarking**

RS is the only Department that involves all five agencies on UW’s campus. In addition, RS boasts one of the largest and strongest Departments of Religious Studies in Canada, both in breadth and depth.

**Academic Programs Offered**

RS is an interdisciplinary Department defined by its subject rather than its method. In modern Departments of Religious Studies one assumes that both professors and students will have a variety of religious beliefs, or none at all. However, all courses must be taught in a way that allows them to be accessible to all students.

In the Department of Religious Studies, students are exposed to the spectrum of the world’s religious traditions, including Hinduism, Buddhism, Sikhism, Japanese and Chinese religions, Judaism, Christianity,
Islam as well as the religions of the world’s indigenous peoples. Taught in a non-confessional perspective, courses reflect on religions from the historical, anthropological, cultural, psychological, social, artistic, theological and philosophical perspectives. In recent years, courses organized a theme (e.g. Evil, Love and Friendship, etc.) instead of a tradition or geographical area have introduced a more interdisciplinary as well as globalized approach to the study of religion.

The Department offers the following programs:

- Three-Year General BA in Religious Studies;
- Four-Year General BA in Religious Studies;
- Honours BA in Religious Studies;
- Honours BA in Religious Studies (co-op);
- Joint Honours BA in Religious Studies with Department X;
- Specializations in World Religions; Christian Traditions; and Religion, Culture and Society;
- Minor in Religious Studies;
- Minor in Jewish Studies;
- Diploma in Jewish Studies.

Students

Students enter the Department of Religious Studies in second year. During the period 2004-05 to 2011-11 inclusive, the annual average number of students registering in RS was 11, equally divided between the Honours and General programs. The dramatic increase to 15 and 16 students entering the program in 2005-06 and 2006-07 was due to the double cohort when grade 13 was eliminated in Ontario high schools. What is worrisome is the steady decline in Honours students entering the program from eight in 2005-06 to two in 2010-11.

Over the period 2004-05 to 2010-11 inclusive, the average grades from high school of students entering RS in their second year ranged from less than 65% to over 95% with the majority in the 80% to 89% range. The reviewers were impressed with the qualifications of the students.

The Department does not offer any upper-year scholarships.

In 2010-11, there were 1,670 student enrolments in RS courses. The average class size was 33 but ranged from a high of 272 to a low of one.

RS students rate their courses at the same level as those for the Faculty of Arts as a whole, with an average of 4.25 for all courses bases on a five-point scale where five is the highest rating. Course ratings are slightly lower for classes of more than 100 students and higher for classes of less than 30 students.

RS is one of the most internationalized academic units in UW. The program is structured to ensure that students learn about religious phenomena from every part of the globe. In addition, there are a number of specific courses or cluster of courses that give students an opportunity to travel, study and work abroad. Examples of these are: studying at the Lessing Institute in Prague; the field course to India; the field trip through Germany, Poland and the Czech Republic to visit the major sites important in the life of the German theologian, Dietrich Bonhoeffer.
Students regularly complain that there are not enough 300- and 400-level courses offered in RS. Because the FUAC need to concern themselves with the teaching equity levels (this is related to the equity funding formula between the FUAC and UW) both in RS and at an institutional level, the agencies are often reluctant to offer small-enrolment, specialized courses.

The Department is actively involved in extended learning through online courses. It offers 18 courses across a variety of areas and specializations. At present, the Faculty of Arts offers no RS online courses. By contrast St Jerome’s University offers four courses, some of which are offered several times a year. Conrad Grebel University College offers three online courses and St Paul’s University College offers nine online courses. From spring term 2008 to winter term 2011 inclusive, 45 online courses were offered averaging 85 students per course and ranging from a high of 225 students to a low of 26 students.

Of the class cohorts from 20001-102 to 2004-05 inclusive, 83.3% of students graduated from RS, most graduating within four years, while 92.9% graduated from some University Department.

While students in RS may participate in the co-op program, few do. Over the last seven years, only four RS majors have graduated from the co-op program compared to 170 from the regular program. Over the period from 2003 to 2009 inclusive, an average of 25 students graduated annually from RS; of those 20.7% were on the Dean’s Honours List.

RS graduates do not typically go into careers associated with “religion”, that is, the professional ministry, administration of religious communities or institutions, or the academic study of religion. A significant number do become religious teachers in the Ontario Separate (i.e. Roman Catholic) School system.

**Faculty**

The Department at the time of the review consisted of 19 members of whom 15 were active in the Department. Four members are administrators at the FUAC and have little or no responsibility for teaching or service in the Department. The 19 consisted of seven full professors; seven associate professors; three assistant professors; one lecturer; and one adjunct faculty member. Of these 19, six are listed at St Jerome’s University; four at Conrad Grebel University College; four at St Paul’s University College; two at Renison University College; and two at UW.

There has been one resignation and one retirement in 2011 and another retirement is expected in 2012. Two of these positions will not be replaced.

Faculty members from the FUAC normally teach five courses per academic year while those from UW teach four.

Since 2005 faculty members in the Department of Religious Studies have published 20 authored books; 13 edited books; 63 book chapters; 71 refereed journal articles; 23 refereed articles in conference proceedings; and 104 conference presentations. In addition, faculty members have received $200,000 in grants from such organizations as SSHRC and the Department of Canadian Heritage.

Faculty members are heavily involved with academic journals – they edit seven journals and sit on 16 editorial boards. In addition faculty members are involved at the executive level with many professional societies, e.g. the American Academy of Religion; the International Bonhoeffer Society; the Shastri Indo-Canadian Institute; the Canadian Theological Society; the Frieberg Genizah Project; the Association for the Sociology of Religion; and the Canadian Society for the Study of Religion.
Concerns/Opportunities for Improvement

The Department has identified three areas of specialization that are reasonable within the scope of their research strengths and teaching abilities.

The first area, World Religions, is important within the discipline of Religious Studies but is probably the weakest of the Department’s three areas. Although they aim for “depth and breadth” of knowledge, this is limited by the lack of consistency in teaching particular courses, especially at the upper level, in two key areas: Hinduism and Islam. The former area is represented in the research interests of a few faculty members but seems not to be taught very often as these faculty members are engaged in administrative work. More problematic is the lack of a full-time specialist in the study of Islam on the Waterloo campus as a whole, and it is a glaring lacuna for a Religious Studies Department in the twenty-first century.

RECOMMENDATION 1: That the Dean of Arts immediately gives Religious Studies a position to hire someone in the area of modern Islam who can also teach in other Departments.

Response: The Department strongly supports the creation of a full-time, tenure-track position in the study of Islam. In the past five years, it has presented the Dean of Arts with three proposals for such a position, the last of which was shared with the Department of History. Indeed, it is embarrassing, as the assessors note, that the University of Waterloo does not now boast a single expert in the area of Islam. This position should be rooted in the RS Department but could be shared with History, Political Science, Philosophy or Women’s Studies. The possibility of sharing this appointment with Women’s Studies could help the Department address its gender imbalance.

The Department will approach the Dean of Arts as well as the heads of the other agencies about securing a position in Islam and will develop with the Dean of Arts a proposal to submit to the Provost/VP Academic. Deadline: June 1, 2012.

In the University’s mission statement there is an emphasis on the UW’s “distinctive” and “innovative” approach to student learning through “co-operative education, distance education, technology transfer and research partnerships.” Other than offering a healthy number of online courses, the reviewers did not find a lot of evidence for this in the Religious Studies Department. That said, the Department mounted a striking and successful experiential learning opportunity last year with their study abroad course in India.

The reviewers encourage more such experiential opportunities would enhance the program.

RECOMMENDATION 2: that the Department explore the integration into the program of experiential learning and engagement with the wider community through co-op placements and/or internships, either volunteer (for credit) or for pay (e.g., NGOs; media outlets; school chaplains).

Response: The Department supports the idea of a greater integration of experiential and community-based learning opportunities for our students. That being said, only a small number of RS majors are interested in co-op education. The RS Department offers the semester-in-India program (RS 495) but lacks the resources to provide additional experiential learning opportunities. Consequently, we rely on the

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1 Since then, Renison University College has established a program in Studies in Islam, a program that has as its director a Contract Academic Staff member, who is now more than half-way through a three-year contract. The program is not sustainable under these conditions. Students may find themselves halfway through a minor without any means of acquiring the necessary credits.

2 The current director of the Studies in Islam program has a degree in Library and Information Science.
agencies to provide such experiences. For example, any student at UW can participate in the Beyond Borders program at St. Jerome’s. The Department will request that each agency offer at least one experiential learning opportunity open to all RS students.

Students are not admitted into Religious Studies until their second year of their undergraduate program. This latter practice helps to ensure that incoming students know what will be expected of them in order to complete their undergraduate programs and is thus conducive to a greater degree of success. The Department has taken a number of steps to facilitate student success. To further these endeavours the reviewers recommend the following:

RECOMMENDATION 3: That the Department of Religious Studies considers producing a handbook for undergraduate students outlining the procedures established by the Department. Examples would include information on how to select classes, and how to progress through the program, etc. It could also include information on frequently asked questions.

Response: The Department members felt that a handbook was not necessary. Instead, the important matters at the heart of this recommendation should be dealt with by rethinking and updating the departmental website. All of the issues outlined in this part of the report – and a host of others – could be dealt with through renewing and rethinking the website.

RECOMMENDATION 4: That the Department gives special attention to creating a more navigation-friendly website.

Response: The Department will engage a person with website design experience to make its website more accessible to undergraduate students. It has undertaken securing the funding to hire an undergraduate student to assist in this review and revision the web site as well as in the exploration of the use of social media in keeping students connected to the program and department. Website review and revision deadline: September 1, 2012. Addition of social media to RS communications deadline: November 1, 2012.

Students, the reviewers met, were very enthusiastic outlining various ways in which the program met with their expectations and whetted their appetites for further knowledge in the field. This focus is due in large measure to the major overhaul of the curriculum that the Department completed in 2008.

RECOMMENDATION 5: That the Department continues to review and revise their course offerings by considering the following:

- articulating more clearly their curriculum philosophy, particularly in terms of learning outcomes for the program and the affiliated outputs (particular attention should be given to articulating what students must do to demonstrate these outcomes);
- reconsidering the relationship between their 100, 200 and 300 level courses especially in light of their requirements for upper level courses for their majors, but also in terms of the sequencing of these courses;
- giving more attention to articulating /establishing course prerequisites;
- raising the RS 121 (Evil) course to a 200 level; and rethinking 260;
- being more attentive to which courses serve as gateways to the Religious Studies major and minor and how they do so;
- developing more 300 and 400 level courses (the reviewers note that the Department is well aware of the dearth of offerings at the 300 and 400 levels and they concur);
• better integrating all traditions across their upper year thematic courses;
• deleting some courses from their curriculum.

Response: While the external assessors have identified some important distortions in the undergraduate program, one would not want to exaggerate its problems. While inelegant in theory, it works in practice. That being said, the Department has long been aware that a number of distortions of the undergraduate program have been introduced because of the decentralized nature of the Department. The curriculum problems identified in the report have two sources, one which can be addressed relatively easily and internally and a second which must be the subject of a broader and more complicated conversation (i.e., among the five agencies).

On its own, the Department can work towards defining learning outcomes more clearly, integrating all traditions across upper-year thematic courses and cleaning up the number of dormant courses (courses not offered in the last five years). Deadline: April 1, 2013.

However, the most important distortions are tied to the attempts of the agencies to meet their equity level teaching requirements (see Recommendation 6 below). This has meant that various agencies need to offer large-enrollment classes. Since most students who take our courses do so as electives, it means offering courses at the first and second year levels. It also means that agencies are reluctant to impose prerequisites on upper year courses since this negatively affects numbers. This accounts for a variety of problems that the assessors note above, including difficulty in integrating the program in a coherent manner, covering all traditions (some topics draw fewer numbers than others), refusal to impose or enforce course prerequisites, offering courses at inappropriate levels (e.g. offering RS 121 Evil at the 100 level instead of the 200 level), difficulty in organizing gateway courses (RS 100 and 260), and scheduling upper level classes (which tend to be low-enrolment). Consequently, it is impossible to address these curricular matters without addressing Recommendation 6.

Given the teaching load of the faculty members and the service load many of them carry in their home institutions within the FUAC, the reviewers recommend the following:

RECOMMENDATION 6: That the University considers revisiting the equity document in light of the uniqueness of the Department of Religious Studies as a unit at the University and renegotiate how equity is met in the case of RS.

Response: The Department welcomes the idea of more flexibility in terms of how the agencies meet their equity level teaching requirements. As noted above, the equity agreement has had the unintended effect of distorting the RS undergraduate program. However, reconsidering the equity teaching requirements in RS may not require a renegotiation of the entire equity agreement.

It is proposed that the agencies sign a letter of understanding that current equity level teaching requirements in RS be rethought and that a fair and equitable distribution of teaching be achieved through other means. Without some such informal agreement, the equity level teaching requirements will continue to undermine all efforts to fashion a more rational and coherent undergraduate program. Deadline December 1, 2012.

There is a clear and obvious sense of camaraderie and collegiality among departmental members. Given their diffuseness across multiple Departments and the FUAC, this collective ethos is admirable. This
same diffuseness, however, also suggests that there does not exist a clear sense of how the Department as a whole is assessing student learning.

**RECOMMENDATION 7:** That for each course taught in the program the instructor articulates how the student outputs in each course are connected to one or more of the overall program outcomes.

*Response:* The Department welcomes the opportunity to reflect on its curricular philosophy. This seven-year review has allowed us to re-examine the extent to which the current course offerings and program structure allow students to meet the goals set out in that program review. The Department can now ask faculty members to articulate how their courses are connected to the program goals.

The Chair will approach the Centre for Teaching Excellence (CTE) regarding the organization of a departmental study-day on its curriculum and the place of their courses in the context of the program objectives. Deadline: December 1, 2012.

Given that the Department has spent a few years working on and implementing a fully revised curriculum, the next step is to establish clearly articulated learning expectations (outcomes) specifically tied to the program and the types of evidence that would demonstrate student progression toward the outcomes (the “outputs”).

**RECOMMENDATION 8:** That the Department establishes clear, focused program-specific learning outcomes linked to specific types of student engagements within the program. These should be linked to the outputs of the required courses and some frequently offered electives so as to establish that all students in majors and minors are engaging with the outcomes.

*Response:* The self-study – along with the curriculum review of 2008 -- has already resulted in clearly articulated “focused program-specific learning outcomes.” The Department does need to do more thinking about how to connect required courses, as well as its overall course structure, to the program goals.

The reviewers noted that UW prides itself on diversity. However, this diversity is not lived in the Department of Religious Studies, either in terms of race or gender.

**RECOMMENDATION 9:** that the University, the Department and the FUAC address this imbalance in diversity in the Department of Religious Studies.

*Response:* The Department recognizes the serious imbalances in term of diversity among its members. Ongoing.

One problematic area that was noted, particularly in conversations with current undergraduate students and with graduate student teaching assistants was the lack of a clear sense of community among undergraduate Religious Studies majors and minors. The Department’s student association is currently inactive and students in the major identify one another only after noticing each other in multiple classes, sometimes over a few semesters. There exists a small but adequate undergraduate student lounge, but the undergraduate students with whom the reviewers spoke seemed not to know that it exists for their use.

**RECOMMENDATION 10:** In order to foster a better sense of community among RS students the Department should consider using half of a Teaching Assistantship to have a graduate student focus on
organizing undergraduate student events to connect students with one another (e.g., social gatherings) and with professors (e.g., informal presentations and discussions; film nights).

Response: The Department enthusiastically supports this recommendation and is working on implementing it immediately. It will explore various means of ensuring that a senior student has a mandate to encourage student engagement. Half of this student’s time would be spent organizing and publicizing Department events for students along with developing social media tools to coordinate our outreach to undergraduates more effectively.

The Department must also rethink the way it uses its newly acquired physical space. The Department now has access to a conveniently located student society office and reading room, both of which could be put to better use in terms of promoting student engagement in the program. Deadline: ongoing.

Finally, student engagement in the UW Department of Religious Studies is complicated by the fact that most majors, like most professors, have a connection with one of the FUAC institutions. Consequently, it is important that the Department not compete with these agencies for the loyalties and commitments of RS students. The Department will encourage partnerships with the various agencies in organizing and hosting RS-related events.

It was also striking that undergraduate students did not have a voice or vote on any departmental committees or in the operations of the Department as a whole. Involvement in such would give students a better sense of connection to the Department and strengthen their identity as RS majors.

RECOMMENDATION 11: That the Department includes student representation in structural discussions whenever possible, including discussions of curriculum and course offerings.

Response: The Department will explore how to encourage student participation and representation in structural discussions. The options include having student representatives on departmental committees and at the monthly meetings of the Department itself. Deadline: December 1, 2012.

By its own admission, “the Department does not systematically track its graduates and lacks the administrative resources to do so” (Self-Study, p. 64), although they do offer some brief anecdotal evidence.

RECOMMENDATION 12: That the Dean allocates resources for an initial survey of graduates of the RS program at the University of Waterloo and that the Department hires someone (perhaps even a graduate student) to design and undertake this initial survey.

Response: The Department supports the idea of periodic surveys of its graduates, in cooperation with the Faculty of Arts.

The Administrative Assistant of the Department provides invaluable service to the undergraduate programming as well as the graduate studies program, including formal and informal support.

RECOMMENDATION 13: That the Administrative Assistant’s job grade be raised from its current level to a 6 or even a 7.
Response: The University’s Human Resources did a review of the Administrative Assistant position in 2011 and raised it from a level USG4 to a level USG5. Whatever the merits of this recommendation, the Department feels that this discussion does not belong in a review of its undergraduate program.

The reviewers were concerned that the one-course release granted to the current Undergraduate Advisor for his service is being covered at the expense (and good will) of his affiliated college during this year rather than being paid for by the Department. There is not necessarily a commitment to cover this cost by that College. Given that the one-course release is appropriate for this level of service and that it is service to the University, the reviewers recommend the following:

RECOMMENDATION 14: That the University of Waterloo, through the Department of Religious Studies, funds the cost of a sessional instructor to teach a course to cover the course release of the Undergraduate Advisor. This is an important issue to have resolved before the coming fiscal year, since the current Undergraduate Advisor is pre-tenure and at risk if asked to continue in the role of Undergraduate Advisor but not compensated in a fair manner.

Response: It is important that the Department, along with the five agencies, have an open discussion on compensation for departmental officers.

Implementation Plan Summary: Response to External Review Report

The following action items emerged out of the response of the Religious Studies Department to its internal review and the external reviewers’ report of January 2012. The chart explains who approved the action item, who will provide resources for it, who has responsibility for overseeing it, and what the deadlines are for completion.

1. **Action:** The Department will analyze why the number of majors has dropped so dramatically in the last two years and then develop a study of this problem including recommendations to increase the number of majors. Deadline September 1, 2012 for analysis; November 1, 2012 for final report.

2. **Action:** The Department will approach the Dean of Arts as well as the heads of the other agencies about securing a position in Islam and will develop with the Dean of Arts a proposal to submit to the Provost/VP Academic. Deadline: June 1, 2012.

3. **Action:** The Department will engage a person with website design experience to make its website more accessible to undergraduate students. It has undertaken securing the funding to hire an undergraduate student to assist in this review and revision the website as well as in the exploration of the use of social media in keeping students connected to the program and department. Website review and revision deadline: September 1, 2012.

4. **Action:** Addition of social media to RS communications deadline: November 1, 2012.

5. **Action:** On its own, the department can work towards defining learning outcomes more clearly, integrating all traditions across upper-year thematic courses and cleaning up the number of dormant courses (courses not offered in the last five years). Deadline: April 1, 2013.

6. **Action:** We propose that the agencies sign a letter of understanding that current equity level teaching requirements in RS be rethought and that a fair and equitable distribution of teaching be achieved through other means. Without some such informal agreement, the equity level teaching requirements
will continue to undermine all efforts to fashion a more rational and coherent undergraduate program. Deadline December 1, 2012.

7. **Action:** The Chair will approach the Centre for Teaching Excellence regarding the organization of a departmental study-day on its curriculum and the place of their courses in the context of the program objectives. Deadline: December 1, 2012.

8. **Action:** The Department Chair will explore the Wabash Center’s Consultants Program (a highly regarded program paid for by the Wabash Centre) as one way to undertake this task. Deadline: September 1, 2012.


10. **Action:** The Department enthusiastically supports this recommendation and is working on implementing it immediately. It will explore various means of ensuring that a senior student has a mandate to encourage student engagement. This may take the form of a graduate student TA or a co-op student placement. Half of this student’s time would be spent organizing and publicizing department events for students along with developing social media tools to coordinate our outreach to undergraduates more effectively.

11. **Action:** The Department will explore how to encourage student participation and representation in structural discussions. The options include having student representatives on departmental committees and at the monthly meetings of the department itself. Deadline: December 1, 2012.

12. **Action:** The Department supports the idea of periodic surveys of its graduates, in cooperation with the Faculty of Arts.

13. **Action:** It is important that the Department, along with the five agencies, have an open discussion on compensation for departmental officers. In the past, department members have undertaken these roles without any compensation. We now follow the Faculty of Arts guidelines. However, no stipend is offered for director of the Joint PhD program. Moreover, this raises the question of compensation for graduate supervision. At present, faculty members supervise doctoral candidates without compensation or teaching release. Deadline: November 1, 2012.

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<th>Action</th>
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<th>Resources from</th>
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<tr>
<td>1. Study why majors have declined</td>
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<td><strong>3. Website review and revision</strong></td>
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<td><strong>4. Addition of social media to RS communications</strong></td>
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<td><strong>5. Curriculum review and deleting dormant courses.</strong></td>
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<td><strong>6. Renegotiate equity teaching levels for RS.</strong></td>
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<td><strong>7. Approach CTE for study workshop on curriculum</strong></td>
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<td><strong>8. Explore Wabash Center’s Consultants Program.</strong></td>
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<td><strong>9. Address gender and equity issues in departmental personnel.</strong></td>
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<td>Ongoing. Establish equity committee: Nov. 1, 2012</td>
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<td><strong>10. Employ senior student to encourage student engagement.</strong></td>
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<td><strong>11. Explore student participation in structural discussions.</strong></td>
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<td><strong>12. Undertake five-agency discussion on duties of departmental officers.</strong></td>
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Two Year Progress Report of Independent Studies, Faculty of Arts

The self-study for Independent Studies (IS) was submitted 7 October, 2009, and the review team’s report was received 5 January, 2010. The report on IS was approved by Senate Undergraduate Council on 13 April, 2010, and was submitted to Senate on 17 May, 2010. This document reports on actions taken in the subsequent two years.

Key goals of self-study and recommendations of site visit team:

1. Admission requirements and enrolment

IS continues to evaluate and benchmark the newly-introduced Honours plan as well as the Three-year General plan, for quality, student experience, and retention. We are particularly interested in the perceived value of IS 100, 200, and 330, now required of students in the Honours stream, and we will continue to adjust these courses or supplement them as a result of student outcomes.

The review team suggested recruiting only students with at least one year of University education. A minimum entry average reflective of an “elite” program was recommended. The rationale for these recommendations was two-fold: to better differentiate IS from other “interdisciplinary” programs like the Knowledge Integration (KI) (which does recruit from high school) and programs like Liberal Studies (which, like IS, is regrettably perceived by some as a “when all else fails” program). In response, IS is scrutinizing its applicants more carefully with a view to excellence: all must now meet Honours-level standards for entrance as they are placed automatically in the new Honours IS plan. As well, direct high-school entry will be discontinued beginning in 2013, aligning the IS recruitment strategy with those of the bulk of the other Arts plans.

Underlining the above points is the overall enrolment goal of 50 students by 2016. At this writing, the program has actually dipped from its decadal average of about 27-30 students to 18-20. It is believed that via the new recruitment strategy developed in conjunction with Arts, further promotion and marketing within the University (as most students are internal transfers), higher retention of existing students, and improved messaging in social media and other venues, this target can be met.

2. Program structure and curriculum

The key recommendations were to tighten the program’s structure by requiring Honours students complete IS 100, IS 200, and IS 330 (we are indeed committed to this sequence and offer these courses regularly) and to provide more mandatory small-group courses and/or to require students pursuing studies in existing disciplinary formations to take foundational courses in the appropriate Faculty. The IS position on the latter point is that the close relationship of student to IS advisor ensures that, in effect, disciplinary “grounding” does occur in the pre-thesis phase. Students work with advisors each term to create a formal “term plan,” which specifies the courses to be taken with a view to
preparing the student to write his or her thesis. No additional structure, then, is deemed necessary to qualify students for their thesis project.

3. Mode of delivery

Reviewers suggested IS develop online materials and web-based tools that could help facilitate both true distance students and on-campus students to achieve their learning goals. There is great interest in doing so. IS intends to avail itself of the new LEARN platform to streamline the delivery of all its required courses, and to use the e-portfolio feature to keep track of students’ work products. This remains an aspirational goal at present, pending adequate training of key advisors and staff. One recommendation—to recruit Faculty-specific advisors to match student interests better—may be difficult to implement, given the IS budget realities and the equity issues of requiring a great number of other academic units (whose investment in IS students at the level of occasional mentoring and supervising is already much appreciated) to expand their workloads to do IS advising.

4. Student progress

The main issue here was to eliminate the pass/fail mode and move to numerical grades exclusively. We have done so—with some exceptions. As a program, IS does now default to the numerical mode. We do retain the option of pass/fail for those situations in which a student needs to acquire competency in an area related to thesis work but which is otherwise peripheral to their developing expertise. Another recommendation was to reformulate the weighting of the thesis (reducing it to 40% of the final year rather than 100%). The IS Board and the Director strongly believe, however, that the thesis is the centerpiece of the program, and that to reduce its weighting would be to undermine the core principles of the program itself. As well, the rationale of the recommendation was in part to ensure that the thesis project was benchmarked more nearly like theses in other Departments. But to do so would de-differentiate IS in a way that would decrease its ability to attract students who want to be fully immersed in a true self-directed research experience. At present, then, we have no plans to change the thesis weighting.

5. Human, physical, and financial resources

The report recommended a cross-appointed faculty position with 40% time allotted for administrative duties. A new Director (Andrew McMurry) was installed, though not precisely under those terms: 20% from Arts plus 10% from the Provost, i.e., a three course teaching release, with one of the releases going to student advising, not administration. Integration of “well-qualified UW instructional staff into the program’s advising and teaching functions” was also suggested. In response, a new advisor (Linda Carson) was added to the unit. Carson also teaches in KI, and her exemplary skill set in alternative modes of learning is well-matched to the IS program.
A physical move from Modern languages (ML) to East Campus Hall (ECH) occurred shortly after the review team’s report was submitted, and the new facilities proved to be relatively comfortable and well-designed for IS needs.

6. Effectiveness in planning

Three longer term goals in both the self-study and the site review were to 1) increase the hours of the administrative position from 20 hours per week to full-time by 2016, 2) increase gradually the number of advisors from three to five as enrolment increases, and 3) consider a graduate program. The first two goals continue to be priorities (though they hinge, as with much else, on increasing enrolment as noted in item 1. above), but plans for a graduate program are on hold. The next few years will determine how well IS can differentiate itself from its nearest competitors (Liberal Studies and KI), and whether its self-conception as a small, elite, niche program will continue to attract a sufficient number of students. There continues to be interest from former students and those in the wider community for a graduate program, but the priority is to ensure that the new Honours program succeeds before beginning to explore the need for an IS Masters.

7. Other issues, new issues

Joint majors: currently, IS students may pursue concurrent degrees with the Bachelor of Independent Studies (BIS). We are in discussion with Arts about the possibility of a compressed “Discipline X and Independent Studies BA.” Such a plan would allow students to receive a traditional disciplinary major and pursue an independent research program within the timeframe of a regular Honours degree.

Faculty renewal: retired faculty members seem both experientially and practically well-suited to IS advising roles. They bring a wealth of pedagogical insight and wide-ranging knowledge to our unit (indeed, our most senior advisor, Anne Dagg, recently signed a book contract with Cambridge University Press). Discussions are ongoing with recent retirees to consider continuing their relationships with the University of Waterloo through a role in IS.

Academic Board appointments: we will acknowledge better faculty members’ contribution in this regard by ensuring that Chairs and Deans understand the service commitment of faculty members associated with IS.

Alumni development: in conjunction with Arts Advancement, a reunion is planned for the fall of 2012. A co-op student was hired to help plan and develop an alumni network.
Two Year Progress Report of Mennonite Studies

The self-study for Mennonite Studies was submitted 4 June, 2009, and the internal review team’s report was received 7 December, 2009. The report on Mennonite Studies was approved by Senate Undergraduate Studies on 9 March, 2010, and was presented to Senate 19 April, 2010. This report outlines the actions taken in response to the 2010 University of Waterloo undergraduate program review of Mennonite Studies.

1. As an initial step to follow up on the review team’s recommendations, Dr. Hildi Froese Tiessen did an extensive audit of Mennonite Studies activities at Conrad Grebel University College (CGUC). In spring 2011 she presented recommendations that built upon the program review.

2. Structural-organizational changes:
   a. A new committee was established in fall 2011. The Institute of Anabaptist and Mennonite Studies (IAMS) Advisory Group brings together the research and teaching emphases in Mennonite Studies at CGUC. The mandate of the IAMS Advisory Group is to promote research and community education on Mennonites and to oversee the Mennonite Studies academic plans within the Faculty of Arts.
   b. CGUC policy documents related to Mennonite Studies were revised and approved to reflect the new committee structure, to define guidelines for the directorship of the program, to identify the activities of the IAMS Advisory Group, and to create guidelines for funding the program.

3. Curricular changes:
   a. In keeping with overall changes within the Faculty of Arts, the Mennonite Studies Option was eliminated and the Minor was reduced to eight courses and modified accordingly (September 2011).
   b. The IAMS Advisory Group updated and revised the list of courses for the Minor and recommended the inactivation of the Mennonite Studies Diploma. These changes were approved by the Faculty of Arts Undergraduate Affairs Group (UGAG) in April 2012.
   c. A new introductory course, ARTS 125 Who are the Mennonites?, was approved by UGAG in April 2012. The course will be offered for the first time in the 2012-13 academic year.
   d. The review team recommended a capstone course in Mennonite Studies. We do not consider this to be viable at the present time. We are considering a new upper-year course on “Global Mennonites”, but will monitor program interest before introducing such a course.
   e. We will strengthen our current community education activities and develop a community education certificate, with no academic credit, that will respond to the interest in and need for education about Mennonites in various non-University constituencies.

4. Marketing strategy:
The program review recommended a stronger marketing strategy. In winter 2012 the College presented 13 public lectures and literary readings that were very well attended. Such initiatives and the new ARTS 125 Who are the Mennonites? will strengthen community participation and increase visibility on campus.
Two Year Progress Report of the School of Optometry & Vision Science

Introduction

The Accreditation Council on Optometric Education (ACOE) and the University of Waterloo assessed the Doctor of Optometry (OD) program through consideration of a written self-study and site visit in November 2009. There are eight ACOE standards:

- Standard I. Mission, Goals and Objectives
- Standard II. Curriculum
- Standard III. Research and Scholarly Activity
- Standard IV. Governance, Regional Accreditation, Administration and Finances
- Standard V. Faculty
- Standard VI. Students
- Standard VII. Facilities, Equipment and Resources
- Standard VIII. Clinic Management and Patient Care Policies

From that review, the program maintained its “accredited” status with the next full evaluation and site visit scheduled to occur in November 2017. Annual ACOE reports are submitted each May. ACOE evaluation reports include both “recommendations”—items that have the potential to jeopardize accreditation if corrective action is not taken—and “suggestions”—items that would enhance the potential for excellence in the program. The evaluation report included no recommendations and nine suggestions. The latter items and the School’s response to them will be addressed in this two year progress report in one of the next three sections.

Completed activity regarding evaluation report suggestions:

The program should consider increasing its use of outcome measures for assessment and program improvement

- In addition to continuing to monitor graduation rates and optometric licensure examination success rates of Waterloo Doctor of Optometry students, the School developed an online exit survey for graduating Optometry students
  - The class of 2011 was the first to be surveyed (33 of 90 students participated); these results were shared with School administrators and the Curriculum Heads of Biomedical Sciences, Vision Sciences and Clinical Sciences
  - The class of 2012 are currently being surveyed

The program should continue to investigate possible implementation of a promotional system that would recognize clinical faculty, i.e., clinical lecturers, for exemplary performance and program contributions

- After three years of work within the Schools of Optometry and Pharmacy, the Faculty Relations Committee, and a Faculty Association of the University of Waterloo (FAUW) Task Force that included representation from Optometry and Pharmacy, a process was brought forward for approval to the University Senate
- UW Policies 76 (Faculty Appointments) and 77 (Tenure and Promotion of Faculty Members) were revised (April 2011) to create the clinical professoriate ranks, and describe the tenure and promotion considerations for clinical assistant professors, clinical associate professors and clinical professors
UW Senate approved (June 2011) a process for clinical lecturers with continuing appointments to apply for the rank within the clinical professoriate without risk of losing their current Waterloo faculty position
  
  Clinical lecturers recently hired who have not yet had the chance to earn a continuing appointment were subsequently afforded the same opportunity, once they obtain a continuing appointment

Of the 12 full-time clinical lecturers in Optometry & Vision Science:
  
  Seven are currently under review in the transitional tenure and promotion process,
  Two will apply at a future date, and
  Three have chosen not to challenge the transitional tenure and promotion process

The program should consider increasing the exchange between faculty and administration regarding clear delineation of [individual] short-term goals

Consistent with evolving University practice regarding faculty performance evaluation, the following changes have been implemented within the School:
  
  School administrators, in consultation with several School faculty members, added a “Personal Statement” section to the annual activity report. In this section, faculty members can include contextual information relevant to their performance during the evaluation year and plans for the future
  
  Faculty members voted to increase the membership of the Faculty Performance Evaluation Committee (FPEC) in Optometry & Vision Science to include two members-at-large (MAL). The FPEC is advisory to the School Director and includes the following four faculty members:
    - Associate Director, Academics and Research
    - Associate Director, Clinical Programs
    - Two elected School MAL with tenure or continuing appointments (one clinical stream and one non clinical stream)
  
  The annual faculty performance evaluation comments for faculty members are now written by the School Director, in consultation with all members of the FPEC (formally, not all committee members contributed to the Director’s comments); these comments include recommendations for future activity

The program should continue with its plans for clinic renovation

Draft architectural plans have been commissioned to assist fund-raising and further planning efforts

Senior School administrators and the School’s Associate Director of Development and Alumni Affairs attend professional national and association meetings (normally, three per year) and meet individually with potential and realized alumni and corporate partners

To-date, fund-raising efforts have raised $1.1 million toward the $8 million dollar project.

The program should consider collecting more comprehensive materials relating to credentials of its clinical faculty

The newly appointed Interim Associate Director, Clinical Programs and Interim Clinic Director (February 2012) are re-evaluating the current “credentialing” system for regular and adjunct faculty members with activity in our teaching clinics
  
  Advice from other ACOE-accredited Schools and Colleges of Optometry has been sought regarding their credentialing processes
The program should continue the planned transition into Electronic Health Records

- An electronic medical record (EMR) was developed by P&P Data Systems, in consultation with clinic administrators, the clinic committee and the School’s informatics specialist
  - The test EMR was implemented at the Kitchener Health Sciences Campus Optometry Clinic in 2010
  - Evaluation of the limited EMR implementation revealed the interface was not user friendly to students and supervising optometrists; this problem was exacerbated by the limited experience users obtained with the software
  - Requests for improvements have not been addressed by the vendor in a timely fashion
  - Use of the EMR at the Kitchener site was suspended for the Winter 2012 term until the enhanced version of the EMR has been provided by the vendor and tested by our informatics specialist (the updated version is expected during the Spring 2012 term)
  - The vendor has been told that without timely enhancements, the School will begin work with a new vendor

Planned activity regarding evaluation report suggestions:

The program should consider including faculty activities related to research and service in its goals and objectives

- To date, the School’s Curriculum Heads of Biomedical Sciences, Vision Sciences and Clinical Sciences, in consultation with faculty members, have developed educational objectives for the Doctor of Optometry program that address seven abilities deemed necessary in effective optometrists:
  - Optometric proficiency
  - Scholarship and education
  - Interpersonal skill and communication
  - Collaboration
  - Health advocacy
  - Management
  - Professionalism
- A next step will include broadening the program’s goals and objectives to include relevant School activities that occur in addition to and in support of educational activities

The program could benefit from additional patient care experiences for students prior to the fourth year

- Doctor of Optometry students gain clinical experience in third (approximately 200 hours) and fourth year (approximately 1,200 hours)
- The current curriculum renewal process includes the goal of introducing clinical experience earlier in the program; the current plans support this goal being met

The program should consider publishing more extensive outcome measures of performance

- The School’s web-site includes links to the optometric licensure organizations for Canada (Canadian Examiners in Optometry [CEO]) and the United States (National Board of Examiners in Optometry [NBOE]) where aggregate institutional data are published
- The School’s Administrative Council is currently considering whether to incorporate the following additions to the School’s web-site:
  - Aggregate Waterloo success rates for the two national licensure examinations taken by Doctor of Optometry graduates (i.e., CEO and NBEO)
  - Executive summary of exit survey of graduating Optometry students
Suggestions no longer considered appropriate:

- All ACOE suggestions were appropriate and have or will be addressed

New ideas or initiatives not included in the 2009 report:

Curriculum Renewal

- Three Curriculum Heads of Biomedical Sciences, Vision Sciences and Clinical Sciences were appointed in 2010 and are leading a significant curriculum renewal of the Doctor of Optometry program that includes goals to introduce clinical experience earlier, eliminate redundant or non-contemporary curriculum, and improve sequencing
  - A database of current course content has been completed
  - Program educational objectives have been developed
  - Progress in the past year has been slowed by changes in curriculum head positions

Optometrist Scope of Practice

- Since April 2011, Ontario optometrists, who have completed approved training, may manage eye disease with certain therapeutic pharmaceutical agents (TPA). This change has had several implications:
  - Optometrists in the teaching clinic must demonstrate regulator-specified proof of TPA training to the clinic administration in order to prescribe TPAs
  - Enhanced on-call service policies have been developed to manage the increased scope of practice
  - Increased access to after-hours care requires development (this issue is being addressed by two pilot projects during the Spring 2012 term in which after-hours patient calls are being triaged by an optometrist and Saturday hours at the Kitchener clinic have been introduced)

School Orientation Week

- In past years, first-year Optometry students participated in orientation activities, largely administered by second-year Optometry students; there was recognition by faculty member and students that School administered events were needed to address:
  - certain gaps in the student-administered activities for first-year Optometry students
  - advanced orientation events for second- and third-year Optometry students
- The School, led by its Undergraduate Studies Committee, developed and administered the inaugural Waterloo OD Orientation Week (September 6 to 9, 2011) for years one through three; activities included:
  - Program and educational expectations for each year
  - Identification photos and locker assignments for first-year students
  - School tours and introduction to course instructors for first-year students
  - Experience in the pre-clinic and on-site teaching clinic (as patients or examiners, depending on student year)
  - Library and EMR tutorials
  - Student, faculty and staff social events (e.g., lunches, wine and cheese)
  - Orientation to School research activity
  - Student-led orientation social events for first-year students
- The School Orientation Week will occur again in September 2012 with enhancements like an opportunity to complete standard first aid and CPR training (a milestone in the Doctor of Optometry program)
Other relevant issues:

Regular Faculty Census

- Faculty Total (current): 30
  - Professors: 11
  - Associate Professors: 4
  - Assistant Professors: 1
  - Clinical Associate Professors: 1
  - Clinical Lecturers: 14 (1 @ 0.6 FTE; 1 @ 0.5 FTE)

- Faculty Changes Since 2009 Report
  - Departures (e.g., retirement, resignation, tenure denial):
    - 2 professors
    - 1 assistant professor
    - 1 clinical lecturer (0.6 FTE)
  - Hires
    - 1 clinical associate professor
    - 3 clinical lecturers (1 @ 0.6 FTE)

School Name

- In recent years, there had been discussion of how to better represent the varied activities within the School with its name. An indication of graduate program and research activity had not been described by the original School’s name – School of Optometry. Initially, the School's graduate program was very small (e.g., in the 1980s, the graduate student complement typically involved less than six students at one time). Since then, the graduate program has grown substantially. Currently, there are over 50 optometry graduate students in MSc or PhD programs.
- Before a faculty vote was taken, discussions were held at Optometry faculty meetings and input from staff and students (both undergraduate and graduate) were considered. In June 2011, Optometry faculty members supported changing the School’s name to “School of Optometry and Vision Science”. The name change was subsequently approved in the Fall at Science Faculty Council and University Senate. The School name change became official when it was reported at Waterloo’s February 2012 Board of Governor’s meeting.

Competing Resource Demands

- There were significant administrative changes at the School of Optometry & Vision Science in 2011 that resulted in an interim School and clinic administration. A University-appointed review of School operations was commissioned to help identify key issues and priorities as well as desired skills for the next Director; these perspectives were collected from the School's faculty, staff and students. The internal/external University search for a School Director began in July 2011. Teaching, scholarship and service activities continue at the School, although some time has been needed to help facilitate numerous administrative transitions.
- The School’s International Optometric Bridging Program (IOBP) offers bridging education to internationally trained optometrists who seek to challenge national licensure examinations and practice Optometry in Canada. IOBP began in 2004 and has attracted increasing scrutiny from optometric regulators and associations in Canada as concerns about supply and demand of optometrists in urban centres and quality of IOBP training have increased. Addressing these concerns and facilitating a University review of IOBP have consumed significant faculty and staff time at the School, Faculty and University levels.
FOR INFORMATION

Recognition and Commendation
The UK Institute and Faculty of Actuaries has awarded the Finlaison Medal to Professor Mary Hardy of the Department of Statistics and Actuarial Science in recognition of “her service to the Profession, both within the UK and internationally, in education, research, transition of research into practice and governance in furthering these aims.” Hardy’s research focuses on solvency and risk management for life insurance and pension plans. She is a Fellow of the Society of Actuaries and of the Institute of Actuaries, and is a Chartered Enterprise Risk Analyst. “The Finlaison medal is named after John Finlaison, inaugural president of the Institute of Actuaries from 1848 until his death in 1860,” reads the announcement. “The medal is awarded from time to time, in recognition of service to the actuarial profession in furtherance of one or more of the various objects set out in Institute and Faculty of Actuaries’ Royal Charter.” The award ceremony will be held in October at the Staple Inn Hall, London. [Aug. 14/12 Daily Bulletin]

Professor Robert Sproule of the School of Accounting and Finance has won one of three Desire2Excel Awards. The awards, established by learning solutions provider Desire2Learn, were announced at the Fusion 2012 Desire2Learn user’s conference in San Diego, California in July. The Desire2EXCEL Awards “recognize organizations and institutions that have used Desire2Learn technology to deliver learning experiences that are innovative, collaborative, or have a significant impact on education.” Sproule won in the Innovation Award category. Finalists for the award included entries from Daytona State College, USFQ Universidad San Francisco de Quito, and the Colorado Community College System. His winning course entry was AFM 131: An Introduction to Business in North America, which uses the Desire2Learn platform. He is the course author and instructor, with instructional design and development support coming from the Centre for Extended Learning. The awards committee stated that “Sproule was hailed as a ‘dedicated and creative teacher who is using technology in innovative ways to engage students.’” The committee added that “the course is offered in a blended model as well as a fully online format and has over 1,000 students who take the course. While high engagement in an online course is difficult to achieve, that is exactly what Sproule has achieved in AFM131.” [Aug. 17/12 Daily Bulletin]

Greg Michalenko, professor emeritus of the Department of Environment and Resources Studies, has received the Niagara Escarpment Commission’s (NEC) Lifetime Achievement Award for his outstanding contribution to the promotion of education and scientific research in the Niagara Escarpment Biosphere Reserve. With Michalenko’s input, a third-year environmental monitoring course was established at the University of Waterloo in 1996. The annual, week-long course studies forest biodiversity change in the Escarpment’s protected areas. Under Waterloo and NEC staff leadership, course participants assess an Escarpment study plot, collecting tree, shrub/sapling, ground cover and forest health data. Data are compiled and analyzed to evaluate trends and report on the state of Escarpment forests. The course has received worldwide attention as an academic-government collaborative success story. “Greg has brought the Niagara Escarpment to life for hundreds of students over sixteen years,” said NEC’s Senior Strategic Advisor Lisa Grbinicek. “We are delighted to acknowledge his efforts to further our understanding of the Niagara Escarpment with this award.” [Aug. 1/12 Daily Bulletin]

Ten graduate students have received prestigious Vanier Canada Graduate Scholarships. The awards recognize top academic achievement and leadership skills. The awards include Vanier scholarships from the Natural Sciences and Engineering Research Council of Canada (NSERC), the Social Sciences and
Humanities Research Council of Canada (SSHRC) and Canadian Institutes of Health Research (CIHR). There are 156 scholars at 29 universities across Canada this year. The awards are open to Canadian and international doctoral students, and are worth $50,000 per year for three years. The following Waterloo students received Vanier scholarships:

- **Ahmed Abdel Aziz**, NSERC Vanier: He is in his second year of his doctoral program conducting research in nano electro-mechanical system. He has demonstrated excellence in the areas of applied engineering and theoretical and experimental physics. Aziz’s research has been published in top journals and conference proceedings such as IEEE MEMS conference.

- **Wilson Brenna**, NSERC Vanier: He is pursuing a master’s degree in the Department of Physics and Astronomy. When he begins doctoral studies in the fall, his research will involve the study of modifications to Einstein’s theory of relativity.

- **John Doucette**, NSERC Vanier: He is currently completing his master’s degree at the David R. Cheriton School of Computer Science. He will begin his doctoral program in the fall and begin his research on resource allocation in multi-agent systems. He began his post-secondary education at Dalhousie University at the age of 15. He is a recipient of the NSERC Canada Graduate Scholarship, an Ontario Graduate Scholarship and a David R. Cheriton Graduate Scholarship.

- **Kent Fisher**, NSERC Vanier: He is near completion of his master’s program in the Department of Physics and Astronomy. He is researching linear optics quantum channels at the Institute of Quantum Computing, and he plans to begin doctoral studies in the fall. Fisher has published and submitted papers in peer-reviewed journals, including in *Nature Physics*, a top physics journal.

- **Tanya Jonker**, NSERC Vanier: She is pursuing her PhD in the area of cognitive neuroscience in the Department of Psychology. She completed her master’s program in only nine months and received the NSERC Canada Graduate Scholarship. Her degree of volunteerism shows an exceptional and deep commitment to helping others in need.

- **Laura Sauder**, NSERC Vanier: She is pursuing her PhD in the Department of Biology. Her research involves investigating the ecology of microorganisms responsible for ammonia detoxification in sewage treatment plants. Her work will help improve efficiencies in wastewater treatment. She has received the NSERC Canada Graduate Scholarship, an Ontario Graduate Scholarship and several other awards.

- **Paul Seli**, NSERC Vanier: His research involves investigating the behavioural instability that accompanies sustained attention failures with the goal of providing better understanding of the basic cognitive mechanisms underlying such failures. He is currently involved in a number of research projects spanning a wide range of areas in psychology.

- **Lana Vanderlee**, CIHR Vanier: She is pursuing her PhD in health studies and gerontology. She is conducting groundbreaking research on the impact of nutrition labeling on menus. She has in the past received the Ontario Graduate Scholarship and the CIHR Banting and Best graduate scholarships.

- **Mohit Verma**, NSERC Vanier: As he begins his pursuit of his PhD in the Department of Chemical Engineering in May 2012, he will conduct research involving engineering nanoparticles for enhancing drug delivery to the back of the eye. He has held three NSERC grants as an undergraduate student.

- **Tracey Wagner-Rizvi**, SSHRC Vanier: She is in a doctoral program in global governance. Her research examines the dimensions of the power of transnational advocacy networks and transnational corporations with regard to global social policy development. She is a recipient of the SSHRC Canada Graduate Scholarship, the Balsillie Master’s Fellowship, and is currently receiving a Balsillie Doctoral Fellowship. [July 4/12 Daily Bulletin]

The University of Waterloo’s **Faculty of Engineering** is the best Canadian engineering school, according to a recent survey by Business Insider, a respected US-based website. Of the 723 survey respondents to the survey, 91 per cent reported having a computer science, engineering or equivalent degree. Most engineers who responded were research scientists, mobile developers or mechanical engineers. Most respondents said the two most important criteria that went into choosing an engineering school were the skills and knowledge that they acquired in school and the brand value of the school. The same survey
placed Waterloo engineering 29th in the world. The other Canadian engineering schools to make the list of the world’s top 50 engineering schools were the University of Toronto at 35th place, and the University of Ottawa ranked 44th. According to the survey, the top engineering school in the world is the California Institute of Technology, followed by the Massachusetts Institute of Technology and Stanford University. The Business Insider website was launched in February 2009 and is based in New York City. Founded by DoubleClick founder and former CEO Kevin P. Ryan, the site provides and analyzes business news and acts as an aggregator of top news stories from around the web. [July 19/12 Daily Bulletin]

The Academic Ranking of World Universities (ARWU) has again named the University of Waterloo among the top 200 universities in the world, with results that place it seventh among 22 Canadian institutions. Waterloo is within the 151-200 range of ranked institutions. After the top 100, the next 400 universities appear in groups, and are not assigned a specific number. The Centre for World-Class Universities at Shanghai Jiao Tong University releases the ARWU. It ranks more than 1,000 universities around the world based on the following criteria: number of alumni and university personnel who have won Nobel prizes and Fields medals; number of highly cited researchers; number of articles published in the journals Science and Nature; number of articles indexed in the Science Citation Index; and per-capita performance with respect to the institution’s size. Waterloo gained ground in several areas. It is ranked 43rd in the world in the Engineering/Technology and Computer Science category, and its ranking puts it second in Canada. This year, the university also appears in categories where it was unranked in 2011. Waterloo is within the 76-100 range for chemistry, the 101-150 range for mathematics, and the 151-200 range for physics. It remained in the 76-100 range for computer science, unchanged from last year. [Aug. 16/12 Daily Bulletin]
TENURE & PROMOTION OF FACULTY MEMBERS
The 2011/12 tenure and promotion cycle carried out under Policy 77 has resulted in the following individuals being awarded tenure and/or promoted, effective July 1, 2012.

Awarded Tenure and Promoted to Associate Professor
Britt Anderson, Psychology
Lois Anderson, Fine Arts
Carole Bernard, Statistics & Actuarial Science
Alexander Brenning, Geography & Environmental Management
Anton Burkov, Physics & Astronomy
Changling Chen, Accounting & Finance
Shojaeddin Chenouri, Statistics & Actuarial Science
Andrew Childs, Combinatorics & Optimization
Vivian Choh, Optometry & Vision Science
Simon Chuang, Biology
Karen Collins, Drama & Speech Communication
James Craig, Civil & Environmental Engineering
Shannon Dea, Philosophy
Catherine Dubeau, French Studies
Doreen Fraser, Philosophy
Bruce Frayne, Environment, Enterprise & Development (SEED)
Lora Giangregorio, Kinesiology
Jingjing Huo, Political Science
Kaan Inal, Mechanical & Mechatronics Engineering
James Craig, Civil & Environmental Engineering
Shannon Dea, Philosophy
Catherine Dubeau, French Studies
Doreen Fraser, Philosophy
Bruce Frayne, Environment, Enterprise & Development (SEED)
Lora Giangregorio, Kinesiology
Jingjing Huo, Political Science
Kaan Inal, Mechanical & Mechatronics Engineering
James Craig, Civil & Environmental Engineering
Shannon Dea, Philosophy
Catherine Dubeau, French Studies
Doreen Fraser, Philosophy
Bruce Frayne, Environment, Enterprise & Development (SEED)
Lora Giangregorio, Kinesiology
Jingjing Huo, Political Science
Kaan Inal, Mechanical & Mechatronics Engineering
James Craig, Civil & Environmental Engineering
Shannon Dea, Philosophy
Catherine Dubeau, French Studies
Doreen Fraser, Philosophy
Bruce Frayne, Environment, Enterprise & Development (SEED)
Lora Giangregorio, Kinesiology
Jingjing Huo, Political Science
Kaan Inal, Mechanical & Mechatronics Engineering
Elizabeth Nilsen, Psychology
Kevin Purhoo, Combinatorics & Optimization
Pavle Radovanovic, Chemistry
Julia Roberts, History
Martin Ross, Earth & Environmental Sciences
Lola Sheppard, Architecture
J. David Spafford, Biology
Alex Statić, History
Hongping Tan, Accounting & Finance
James Taylor, Physics & Astronomy
Bryan Tolson, Civil & Environmental Engineering
Scott Walbridge, Civil & Environmental Engineering
Jonathan Witt, Biology
Serhiy Yarusevych, Mechanical & Mechatronics Engineering

Awarded Tenure
Zoya Leonenko, Physics & Astronomy
Susan Lolle, Biology
Eric Prouzet, Chemistry
Luigina Sorbara, Optometry & Vision Science
Larry Swatuk, Environment, Enterprise & Development

Promoted to Professor
Joanne M. Atlee, Computer Science
Hany Aziz, Electrical & Computer Engineering
Mark Giesbrecht, Computer Science
Andrew Hunt, History
Eric Jervis, Chemical Engineering
Alejandro López-Ortiz, Computer Science
David McKinnon, Pure Mathematics
Elizabeth Meiering, Chemistry
B. Doug Park, Pure Mathematics
Leonardo Simon, Chemical Engineering
John Watrous, Computer Science
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointments

LEE, Joonwu, Assistant Professor, School of Public Health and Health Systems, September 1, 2012 to June 30, 2015. [BASc, University of Waterloo, 2005; PhD, University of Toronto, 2009; postdoctoral appointment, Massachusetts Institute of Technology, October 2009 to present.] Dr. Lee’s background and experience in health system informatics is an excellent fit with the direction of the School of Public Health and Health Systems and its new field in public health and health systems for the Master of Health Informatics degree.

MOCK, Steven, Assistant Professor, Department of Recreation and Leisure Studies, January 1, 2013 to June 30, 2016. [BA, University of Waterloo, 1999; MA, Cornell University, 2002; PhD, Cornell University, 2005.] Dr. Mock’s background in social psychology and social sciences will make a strong contribution to the department.

NIECHWIEJ-SZWEDO, Ewa, Assistant Professor, Department of Kinesiology, September 1, 2012 to June 30, 2015. [BSc, University of Waterloo, 1999; MSc, University of Toronto, 2003; PhD, University of Toronto, 2008; postdoctoral appointment, The Hospital for Sick Children, Toronto, 2008 to present]. Dr. Niechwiej-Szewdo’s interest between movement, vision and the aging is novel and will help advance the department in this area and contribute to the existing neuroscience research bridging basic mechanistic to social aspects of neuroscience and potential collaborations with the School of Optometry.

PERLMAN, Christopher, Assistant Professor, School of Public Health and Health Systems, September 1, 2012 to June 30, 2015. [BSc, Trent University, 2001; MSc, University of Waterloo, 2005; PhD, University of Waterloo, 2009.] Dr. Perlman has most recently been the associate director of research at Homewood Health Centre. His primary research in health evaluation and health services and performance measurement will help support the new online master’s degree in health program evaluation.

POTWARKA, Luke, Assistant Professor, Department of Recreation and Leisure Studies, August 1, 2012 to June 30, 2015. [BA, University of Waterloo, 2002; MA, Brock University, 2004; PhD, University of Waterloo, 2011.] Dr. Potwarka’s expertise in recreation and sport business will be a good fit with the new sport business degree.

Adjunct Appointments

Research

COSTA, Andrew, Lecturer, School of Public Health and Health Systems, January 1, 2013 to December 31, 2013.

Graduate Supervision and Research

BOSCART, Veronique, Assistant Professor, School of Public Health and Health Systems, June 1, 2012 to May 31, 2017.
PARKINSON, Robert, Assistant Professor, Department of Kinesiology, July 1, 2012 to June 30, 2015.

Graduate Supervision
KNOPPER, Loren, Assistant Professor, School of Public Health and Health Systems, June 1, 2012 to May 31, 2017.

NELSON, Aimee, Assistant Professor, Department of Kinesiology, July 1, 2012 to June 30, 2013.

THRASHER, James, Associate Professor, School of Public Health and Health Systems, June 1, 2012 to May 31, 2015.

Graduate Instruction
REBELATTO, Steven, Lecturer, School of Public Health and Health Systems, September 1, 2012 to December 31, 2012.

Undergraduate Instruction
GASTON, Anca, Lecturer, Department of Kinesiology, September 1, 2012 to December 31, 2012.

RAFFERTY, Zara, Lecturer, Department of Recreation and Leisure Studies, May 1, 2012 to August 31, 2012.

Adjunct Reappointment
Graduate Supervision
DESMARAIS, Genevieve, Assistant Professor, Department of Kinesiology, July 1, 2012 to June 30, 2015.

Cross Appointments
MIDDLETON, Laura, Assistant Professor, Department of Kinesiology to School of Public Health and Health Systems, August 1, 2012 to July 31, 2015.

ROY, Eric, Professor, Department of Kinesiology to School of Public Health and Health Systems, June 1, 2012 to June 30, 2015.

Joint Appointments
HALL, Peter, Associate Professor, Department of Kinesiology, joint appointment with School of Public Health and Health Systems, effective September 1, 2012.

MIELKE, John, Assistant Professor, School of Public Health and Health Systems, joint appointment with the Department of Kinesiology, September 1, 2012 to June 30, 2014.

Postdoctoral Fellow to Research Reappointment
SILVA, Veronica, Department of Kinesiology, June 1, 2012 to September 30, 2012.

B. ADMINISTRATIVE APPOINTMENTS
ARAI, Sue, Director, Master of Therapeutic Recreation Program, Department of Recreation and Leisure Studies, July 1, 2012 to June 30, 2015.

FERRIES, Leann, Associate Chair, Undergraduate Studies, Department of Recreation and Leisure Studies, July 1, 2012 to April 30, 2015.
HANNING, Rhona, Associate Dean, Graduate Studies, Faculty of Applied Health Sciences, September 1, 2012 to August 31, 2013.

RILEY, Barbara, Executive Director, Propel Centre for Population Health Impact, Faculty of Applied Health Sciences, November 1, 2011 to June 30, 2015.

C. SABBATICAL
   EAGLES, Paul, Professor, Department of Recreation and Leisure Studies, January 1, 2013 to June 30, 2013 at full salary.

D. RESIGNATION
   NELSON, Aimee, Assistant Professor, Department of Kinesiology, effective July 1, 2012.

E. RETIREMENT
   GILBERT, Adrienne, Continuing Lecturer, Department of Recreation and Leisure Studies, effective November 1, 2012.

Susan J. Elliott
Dean, Applied Health Sciences
FOR INFORMATION

A. APPOINTMENTS

Change to Tenured Appointment

ELIASMITH, Christopher, Professor, from Department of Philosophy (1.0 FTE) to Department of Philosophy (.67 FTE) and Department of Systems Design Engineering (.33 FTE), effective May 1, 2012.

Probationary-term Appointments

SINGH, Rashmee (BSc London School of Economics and Political Science 1998, MA University of Toronto 2000, PhD University of Toronto expected 2012), Assistant Professor, Department of Sociology and Legal Studies, July 1, 2012 to June 30, 2015. Ms Singh will be taking up a new position in women and the law, strengthening department offerings in both legal studies and criminology. Drawing on theoretical and methodological insights from postcolonial feminism and feminist legal scholarship and socio-legal studies, her research examines the role of philanthropic groups in the criminal justice system and citizen building. She was a law and social science dissertation fellow at the American Bar Foundation in Chicago. Ms Singh is a skilled ethnographer with an excellent knowledge of theory, and she will be working to bring additional breadth and depth to the legal studies program.

GALLUPE, Owen (BA University of Guelph 2004, MA Queen’s University 2006, PhD Simon Fraser University 2012), Assistant Professor, Department of Sociology and Legal Studies, September 1, 2012 to August 31, 2015. Dr. Gallupe recently held a Joseph-Armand Bombardier Canada Graduate Scholarship from SSHRC at Simon Fraser University, where he was completing his PhD in the premier program of criminology in Canada. He has published eleven referred articles in high quality journals and has cutting edge expertise in statistics, quantitative methods, and social network analysis. Dr. Gallupe’s research involves the application of restrictive deterrence, situational action theory, and strain theory to arrest data and field data on youth and youth gangs with reference to a variety of types of drug, health, sexual, and criminal activities. He will be teaching required methods courses at the undergraduate and graduate level and expanding the department’s significant expertise in criminology.

Probationary-term Reappointments

BROWN, Kareen (BSc University of the West Indies 1990, MBA University of Illinois at Urbana Champaign 2001, PhD State University of New York at Buffalo 2008), Assistant Professor, School of Accounting and Finance, July 1, 2012 to June 30, 2015.

EIBACH, Richard (BA Cornell University 1997, PhD Cornell University 2003), Assistant Professor, Department of Psychology, July 1, 2012 to June 30, 2015.

ITIER, Roxane (BSc Joseph Fourier University 1998, MSc University Paris VIII – E.P.H.E. 1999, PhD University Paul Sabatier 2002), Assistant Professor, Department of Psychology, July 1, 2012 to June 30, 2015.

PHILLIPS, Blake (BSc University of British Columbia 1996, MForestry and MBA University of Alberta 2004, PhD University of Alberta 2009), Assistant Professor, School of Accounting and Finance, July 1, 2012 to June 30, 2015.
WOLFE, Mindy (BSc University of Utah 2000, MSc and MBA Arizona State University 2002, PhD University of Utah 2009), Assistant Professor, School of Accounting and Finance, July 1, 2012 to June 30, 2015.

**Change to Probationary-term Appointment**

DOUCET, Mathieu, Assistant Professor, Department of Philosophy, from September 1, 2009 to June 30, 2012 to September 1, 2009 to June 30, 2013.

**Definite-term Reappointments**

BERBERICH, Greg, Lecturer, School of Accounting and Finance, July 1, 2012 to June 30, 2013.

BIRD, Frederick, Research Professor, Department of Political Science, July 1, 2012 to June 30, 2014.

DUSAIGNANT-FERNANDES, Valerie, Lecturer, Department of French Studies, September 1, 2012 to August 31, 2013.

GEOFFREY, Craig, Lecturer, School of Accounting and Finance, July 1, 2012 to June 30, 2013.

HAYES-BENNESCH, Nicole, Lecturer, Department of Anthropology, July 1, 2013 to June 30, 2014.

KRAFT, Deborah, Lecturer, School of Accounting and Finance, July 1, 2012 to June 30, 2013.

**Adjunct Appointments**

*Instruction*

ALLEN, Wayne, Lecturer, Department of Religious Studies, September 1, 2012 to April 30, 2013.

CAMPBELL, Patricia, Lecturer, Department of Religious Studies, September 1, 2012 to December 31, 2012.

CARVER, Matthew, Lecturer, Department of Fine Arts, September 1, 2012 to December 31, 2012.

CHAPMAN, Debra, Lecturer, Department of Political Science, September 1, 2012 to December 31, 2012.

DELAMERE, D’Arcy, Lecturer, Dean of Arts Office, September 1, 2012 to December 31, 2012.

KUMASE, Wokia-Azi, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

LAKEN, Stan, Professor, School of Accounting and Finance, July 1, 2012 to July 31, 2012.

LAVIGNE, Stephen, Lecturer, Department of Fine Arts, September 1, 2012 to December 31, 2012.

LICHTI, Shirley, Lecturer, Dean of Arts Office, September 1, 2012 to December 31, 2012.

MORTAZAVI, Houman, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

OKENS, Nina, Lecturer, Department of Drama and Speech Communication, September 1, 2012 to November 14, 2012.

RIVA, Lori, Lecturer, Department of Fine Arts, September 1, 2012 to December 31, 2012.
ROBINSON, Ian, Lecturer, Department of Fine Arts, September 1, 2012 to December 31, 2012.

ROLLER, Johanna, Lecturer, Department of Germanic and Slavic Studies, September 1, 2012 to April 30, 2013.

SEHRING, Katharina, Lecturer, Department of Germanic and Slavic Studies, September 1, 2012 to April 30, 2013.

SRINIVASAN, Arun, Lecturer, Department of Drama and Speech Communication, September 1, 2012 to November 14, 2012.

STEWART, Adam, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

STUBBS, Andy, Lecturer, Department of English Language and Literature, September 1, 2012 to December 31, 2012.

Graduate Supervision

BOASE, Jeffrey, Assistant Professor, Department of Sociology and Legal Studies, May 1, 2012 to April 30, 2015.

O'GRADY, William, Associate Professor, Department of Sociology and Legal Studies, July 1, 2012 to June 30, 2015.

Adjunct Reappointments

Instruction

ADAMS, Russell, Assistant Professor, Department of Anthropology, September 1, 2012 to December 31, 2012.

AFROS, Elena, Lecturer, Department of English Language and Literature, September 1, 2012 to December 31, 2012.

AMARSINGAM, Amarnath, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

BLOEMHOF, Barbara, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

BRIGGS, Catherine, Assistant Professor, Department of History, September 1, 2012 to December 31, 2012.

DE ROOIJ-MOHLE, Margreet, Lecturer, Department of Germanic and Slavic Studies, September 1, 2012 to December 31, 2012.

DEMAN, Andrew, Lecturer, Department of English Language and Literature, September 1, 2012 to December 31, 2012.
DIGNAN, Paul, Lecturer, Department of Fine Arts, September 1, 2012 to December 31, 2012.

DONOVAN, Anne Marie, Lecturer, Department of Drama and Speech Communication, September 1, 2012 to December 31, 2012.

DOWLER, Ken, Associate Professor, Department of Sociology and Legal Studies, September 1, 2012 to December, 31, 2012.

DUCHARME, Robert, Lecturer, School of Accounting and Finance, September 1, 2012 to December 31, 2012.

FATIMA, Nafeez, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

FLERAS, Augie, Professor, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

GEORGE, Ryan, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

GINGRICH, Nadine, Lecturer, Department of English Language and Literature, September 1, 2012 to December 31, 2012.

HILL, Heather, Lecturer, Department of Drama and Speech Communication, September 1, 2012 to April 30, 2013.

HOOD, Kevin, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

IRVING, Michelle, Lecturer, Department of Fine Arts, September 1, 2012 to December 31, 2012.

JAIMES-DOMINGUEZ, Luis, Lecturer, Department of Spanish and Latin American Studies, September 1, 2012 to December 31, 2012.

JEFFERSON, Robert, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

KHIMJEE, Husein, Assistant Professor, Department of Religious Studies, September 1, 2012 to December 31, 2012.

KOROVKIN, Tanya, Professor, Department of Political Science, September 1, 2012 to December 31, 2012.

KRELLER, Paul, Lecturer, Department of English Language and Literature, September 1, 2012 to December 31, 2012.

KROEKER, Ronald, Assistant Professor, Department of Classical Studies, September 1, 2012 to December 31, 2012.

LIN, David, Lecturer, School of Accounting and Finance, September 1, 2012 to December 31, 2012.

MACKINNON, Ernie, Associate Professor, Department of Psychology, May 1, 2012 to August 31, 2012.

MAES, Nick, Assistant Professor, Department of Classical Studies, September 1, 2012 to December 31, 2012.
MAITRA, Srabani, Lecturer, Women’s Studies, September 1, 2012 to December 31, 2012.

MANN, Shari, Lecturer, School of Accounting and Finance, September 1, 2012 to December 31, 2012.

MANNING, Thomas, Lecturer, School of Accounting and Finance, September 1, 2012 to December 31, 2012.

MATTE, Nicholas, Lecturer, Women’s Studies, September 1, 2012 to December 31, 2012.

MCARTHUR, Kathryn, Lecturer, Department of English Language and Literature, September 1, 2012 to December 31, 2012.

MCCARLEY, Bruce, Lecturer, School of Accounting and Finance, May 1, 2012 to August 31, 2012.

MESTA, Olivia, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

MOTA, Fatima, Lecturer, Department of Spanish and Latin American Studies, September 1, 2012 to December 31, 2012.

NABERT-CHUBB, Rebecca, Assistant Professor, Department of Political Science, September 1, 2012 to December 31, 2012.

NEEDHAM, Brent, Lecturer, Department of Political Science, January 1, 2013 to April 30, 2013.

NG, Sharmistha, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

NUNEZ, Camelia, Lecturer, Department of Spanish and Latin American Studies, September 1, 2012 to December 31, 2012.

PRIORESCHI, Alessandra, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

RAHMAN, Fiona, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

RAINVILLE, Janelle, Lecturer, Department of Drama and Speech Communication, September 1, 2012 to April 30, 2013.

ROGOZYNISKI, Daniel, Lecturer, School of Accounting and Finance, September 1, 2012 to December 31, 2012.

ROTH, Wendy, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

SIEBEL-ACHENBACH, Sebastian, Department of History, September 1, 2012 to December 31, 2012.

SHARMA, Ajay, Lecturer, Department of Political Science, September 1, 2012 to December 31, 2012.

THARMALINGAM, Pirapa, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

TUCKER, Thomas, Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.
WALKER VADILLO, Monica, Lecturer, Department of Fine Arts, September 1, 2012 to December 31, 2012.

WATSON, Patrick, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

WILSON, Lee, Lecturer, Department of Drama and Speech Communication, September 1, 2012 to December 31, 2012.

Miscellaneous (research, consultations, etc.)
BAINS, Navdeep, Lecturer, Department of Political Science, July 1, 2012 to June 30, 2013.

BROX, James (Distinguished Professor Emeritus), Professor, Department of Economics, September 1, 2012 to August 31, 2014.

CAIRNS, Alan, Professor, Department of Political Science, July 1, 2012 to June 30, 2015.

HOWARD, Michael (Distinguished Professor Emeritus), Professor, Department of Economics, July 1, 2012 to June 30, 2013.

KERTON, Robert (Distinguished Professor Emeritus), Professor, Department of Economics, July 1, 2012 to June 30, 2013.

KUMAR, Ramesh, Professor, Department of Economics, July 1, 2012 to August 31, 2015.

NEWCOMBE-WELCH, Patricia, Assistant Professor, Department of Sociology and Legal Studies, September 1, 2012 to August 31, 2015.

Cross Appointments
CAMERON, A.J. Roy, Professor, School of Public Health and Health Systems, to Department of Psychology, September 1, 2011 to August 31, 2014.

HIRDES, John, Professor, School of Public Health and Health Systems, to Department of Sociology and Legal Studies, July 1, 2012 to June 30, 2015.

JOHNSON, Laura C., Professor, School of Planning, to Department of Sociology and Legal Studies, July 1, 2012 to June 30, 2015.

MIELKE, John G., Assistant Professor, School of Public Health and Health Systems, to Department of Psychology, September 1, 2012 to August 31, 2015.

Postdoctoral Fellow to Research/Part-time Lecturer Appointment
O’HOGAN, Cillian, Department of Classical Studies, July 1, 2012 to June 30, 2013.

Staff to Faculty Appointments
ARMSTRONG, Marie (Secretariat), Lecturer, Department of Political Science, September 1, 2012 to December 31, 2012.

MEMON, Kashif (Dean of Science Office), Lecturer, Department of Economics, September 1, 2012 to December 31, 2012.

RUTTAN, Tom (Counselling Services), Lecturer, Department of Psychology, May 1, 2012 to August 31, 2012.
Graduate Student to Part-time Lecturer Appointments
AMERY, Behnoush, Department of Political Science, September 1, 2012 to April 30, 2013.

CAXAJ-RUIZ, Paula, Department of French Studies, May 1, 2012 to August 31, 2012.

CLAPPERTON, Robert, Department of English Language and Literature, September 1, 2012 to December 31, 2012.

UMMING, Sara, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

NICKERSON WHITE, Sara, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

OYSTRAKH, Mykhaylo, Department of Economics, September 1, 2012 to December 31, 2012.

SHAKESPEARE, David, Department of English Language and Literature, September 1, 2012 to December 31, 2012.

B. ADMINISTRATIVE APPOINTMENTS
BLATHERWICK, David, Associate Chair, Graduate Studies, Department of Fine Arts, July 1, 2012 to December 31, 2014.

DANISCH, Robert, Associate Chair, Undergraduate Studies (Speech Communication), Department of Drama and Speech Communication, September 1, 2012 to August 31, 2013.

DEVIDI, David, Interim Chair, Department of Philosophy, July 1, 2012 to June 30, 2013.

FERNANDES, Myra, Associate Chair, Undergraduate Studies, Department of Psychology, July 1, 2012 to June 30, 2014.

GORMAN, Dan, Associate Chair, Graduate Studies, Department of History, July 1, 2012 to June 30, 2013.

HARDIMAN, Craig, Associate Chair, Graduate Studies, Department of Classical Studies, September 1, 2012 to August 31, 2013.

HAYES, Geoffrey, Associate Chair, Undergraduate Studies, Department of History, September 1, 2012 to August 31, 2013.

KENYON, Tim, Associate Dean, Research, Faculty of Arts, July 1, 2012 to June 30, 2016.

LIEBSCHER, Grit, Chair, Department of Germanic & Slavic Studies, July 1, 2012 to June 30, 2016.

O’NEILL, Daniela, Associate Chair, Graduate Studies, Department of Psychology, July 1, 2012 to December 31, 2013.

OREND, Brian, Associate Chair, Graduate Studies, Department of Philosophy, July 1, 2012 to June 30, 2015.

NGUYEN, Trien, Associate Chair, Undergraduate Studies, Department of Economics, September 1, 2012 to August 31, 2014.

SIMPSON, Jennifer, Chair, Department of Drama & Speech Communication, September 1, 2012 to August 31, 2016.

VESTER, Christina, Associate Chair, Undergraduate Studies, Department of Classical Studies, September 1, 2012 to August 31, 2013.

CHANGES TO ADMINISTRATIVE APPOINTMENTS
BARNETT, James, Director, School of Accounting and Finance, from August 1, 2010 to July 31, 2014 to August 1, 2010 to June 30, 2012.

WALKER, James, Associate Chair, Graduate Studies, Department of History, from September 1, 2011 to August 31, 2012 to September 1, 2011 to June 30, 2012.

C. RESIGNATIONS
ROFF PERKINS, Heather, Assistant Professor, Department of Political Science, effective May 31, 2012.

VANCE, Thomas, Assistant Professor, School of Accounting and Finance, effective June 14, 2012.

D. LEAVE OF ABSENCE
WEINSTEIN, Steven, Associate Professor, Department of Philosophy, September 1, 2012 to August 31, 2013, unpaid.

Douglas M. Peers
Dean, Arts
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointments

GANESH, Vijay, Assistant Professor, Department of Electrical & Computer Engineering, September 4, 2012 – June 30, 2016. PhD Stanford University 2007; MS Stanford University 2007; MS Stanford University 1998; B-Tech College of Engineering, Trivandrum, Kerala, India 1994. Since 2007, Dr. Ganesh has been a research scientist at Massachusetts Institute of Technology. His main areas of research include constraint solvers for software reliability and security. He has published papers in highly selective venues and received an ACM SIGSOFT Distinguished Paper award in 2009. Dr. Ganesh’s work has been cited by many and he has received a Google Research Award 2012.

GOLAB, Wojciech, Assistant Professor, Department of Electrical & Computer Engineering, September 4, 2012 – June 30, 2016. PhD University of Toronto 2010; MA University of Waterloo 2004; BSc University of Toronto 2002 and was awarded a Governor General’s Silver Academic Medal. Dr. Golab’s main areas of research include distributed storage and shared memory multiprocessors. He has published papers in highly selective venues and received the best paper award at the International Symposium of Distributed Computing 2008. Currently, he is a research scientist with Hewlett-Packard Labs, Silicon Valley.

WILSON, Christopher, Associate Professor, Department of Electrical & Computer Engineering, October 1, 2012 – June 30 2015. PhD Yale University 2002; BSc Massachusetts Institute of Technology 1996. Dr. Wilson is an internationally renowned researcher in superconducting nanocircuits for quantum computation and quantum information processing. He is unique in the sense that he is a theoretician and at the same time a hands-on experimentalist. His contributions to the field include development and testing of superconducting nano-circuits, fabrication of GHz regime microwave components, nanolithography, quantum interaction of light and matter in engineered quantum systems, and quantum capacitance measurement of single electron dynamics. Dr. Wilson has published over 35 peer-reviewed journal papers in top venues. He has also given about 10 invited seminars in Europe and North America. He brings in new knowledge and expertise to the emerging collaborative directions of IQC and ECE.

Probationary-term Reappointments

FIDAN, Baris, Assistant Professor, Department of Mechanical & Mechatronics Engineering, July 1, 2013 – June 30, 2016. PhD University of Southern California 2003; MS Bilkent University, Turkey 1998; BS Middle East Technical University, Turkey 1996; BS Middle East Technical University 1996.


GZARA, Fatma; Assistant Professor, Department of Management Sciences; July 1, 2012 – June 30, 2015. PhD McGill University 2003; MSc Bilkent University, Turkey 1997; BSc Bilkent University 1995.

MACVICAR, Bruce, Assistant Professor, Department of Civil & Environmental Engineering, July 1, 2012 – June 30, 2015. PhD University of Montreal 2006, MASc University of British Columbia 1999; BSc University of Guelph 1996.

MANTIN, Binyamin (Benny), Assistant Professor, Department of Management Sciences, July 1, 2012 – June 30, 2015. PhD University of British Columbia 2008; MSc Tel-Aviv University, Israel
NIELSEN, Christopher, Assistant Professor, Department of Electrical & Computer Engineering, July 1, 2012 – June 30, 2015. PhD University of Toronto 2009; MASc University of Toronto 2004; BASc University of Waterloo 2002.

Definite-term Appointment
ALMEHDAWE, Eman, Lecturer, Department of Management Sciences, September 1, 2012 – August 31, 2013. PhD Candidate University of Waterloo (expected 2012); Certificate in University Teaching University of Waterloo 2011; Canadian Operational Research Diploma in Operations Research CORS 2008; MASc University of Waterloo 2007; BA University of Jordan 2000.
Ms Almehdaw’s research area is in supply chain management and health care operation management. She has worked as an accreditation engineer and as a quality assurance engineer in Jordan. Ms Almehdaw has taught one undergraduate course and one graduate course and has received excellent evaluation from students.

Visiting Appointments

ALTAMIRANO GARCIA, Liliana, Scholar, Department of Chemical Engineering, June 18, 2012 – October 15, 2012.


CHATTHAMMANAT, Songphon, Scholar, Department of Chemical Engineering, June 15, 2012 – September 15, 2012.


CHOKPUTTANAWUTTILERD, Nuttawa, Scholar, Department of Chemical Engineering, January 1, 2013 – April 30, 2013.

DENG, Ruilong, Scholar, Department of Electrical & Computer Engineering, September 1, 2012 – August 31, 2013.

DERICHE, Mohamed, Scholar, Department of Mechanical & Mechatronics Engineering, May 20, 2012 – September 1, 2012.


FARAJI-DANA, Reza, Professor, Department of Electrical & Computer Engineering, September 1, 2012 – August 31, 2013.

FERGANI, Khalil, Scholar, Department of Systems Design Engineering, September 1, 2012 – February 28, 2013.

HU, Bing, Researcher, Department of Electrical & Computer Engineering, June 1, 2012 – May 31, 2013.

INWONG, Nantiya, Scholar, Department of Chemical Engineering, September 1, 2012 – August 31, 2013.

LAKOWITZ, Antonia, Scholar, Department of Chemical Engineering, October 1, 2012 – June 30, 2013.


LI, Wenjuan, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – August 31, 2014.

LUO, Hongbing, Scholar, Department of Mechanical & Mechatronics Engineering, October 1, 2012 – September 30, 2013.

MI, Chengji, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – February 28, 2014.

MOTAHERI, Ahmad, Scholar, Department of Chemical Engineering, January 1, 2013 – October 15, 2013.

NAVARCHIAN, Amir, Scholar, Department of Chemical Engineering, September 1, 2012 – August 31, 2013.

NEGULESCU, Radu, Scientist, Department of Electrical & Computer Engineering, May 1, 2012 – April 30, 2013.

POUR KHIABANI, Nahid, Scholar, Department of Chemical Engineering, October 1, 2012 – December 31, 2012.


SALLEH, Intan Suhairi binti, Scholar, Department of Chemical Engineering, June 1, 2012 – August 31, 2012.

SHAFIZAND, Shahed, Scholar, Department of Chemical Engineering, May 1, 2012 – August 31, 2012.

SOLTANI, Amir, Scholar, Department of Mechanical & Mechatronics Engineering, October 1, 2012 – September 30, 2013.

TAN, Caiwang, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – August 31, 2013.

ULESIE, Sebastien, Scholar, Department of Mechanical & Mechatronics Engineering, August 27, 2012 – January 18, 2013.

WANG, Xiaodong, Scholar, Department of Chemical Engineering, September 15, 2012 – December 15, 2012.

WEN, Mi, Researcher, Department of Electrical & Computer Engineering, May 9, 2012 – May 8, 2013.

WONG, Eugene, Scholar, Department of Mechanical & Mechatronics Engineering, May 29, 2012 – August 31, 2012.

YAZDI, Jafar, Scholar, Department of Civil & Environmental Engineering, October 1, 2012 – March 31, 2013.

ZHANG, Xiaoling, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – August 31, 2014.

ZHU, Jing Wei, Scholar, Department of Electrical & Computer Engineering, June 8, 2012 – August 1, 2012.

ZOU, Ray, Scholar, Department of Chemical Engineering, May 1, 2012 – August 31, 2012.

Visiting Reappointments

ZHANG, Wei, Scholar, Department of Chemical Engineering, September 1, 2012 – September 30, 2012.

Adjunct Appointments

Instruction
BALBAA, Taymoore, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

BANERJEE, Suryapratim, Professor, Department of Civil & Environmental Engineering, January 1, 2012 – April 30, 2012.

BETTIO, Walter, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

BYRNE, Fionn, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

DAULT, Gary, Associate Professor, School of Architecture, May 1, 2012 – August 31, 2012.

DOUGLAS, Supaporn, Associate Professor, Department of Chemical Engineering, July 1, 2012 – June 30, 2015.

FIROOZ, Abdolhamid, Assistant Professor, Department of Chemical Engineering, September 1, 2012 – December 31, 2012.

FADER, Christina, Associate Professor, Department of Management Sciences, September 1, 2012 – December 31, 2012.
KEATS, Brian, Lecturer, Department of Electrical & Computer Engineering, May 1, 2012 – August 31, 2012.

LEVITT, Janna, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

LUZAR, Brigitte, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.


MCNAIR, Robert, Lecturer, School of Architecture, May 1, 2012 – August 31, 2012.

RAYMOND, Darrell, Associate Professor, Department of Management Sciences, September 1, 2012 – December 31, 2012.

SCHMIDT, Philip, Lecturer, Department of Civil & Environmental Engineering, September 1, 2012 – December 31, 2012.

SCOTT, Tim, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

SHAMS EL-DEIN, Mohamed, Lecturer, Department of Electrical & Computer Engineering, September 1, 2012 – December 31, 2012.

SHELLEY, Elise, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

SORLI, Scott, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

SPREMULLI, Matthew, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

SUGDEN, Kevin, Lecturer, School of Architecture, May 1, 2012 – August 31, 2012.

SYME, Paul, Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

THOMPSON, Hugh, Lecturer, School of Architecture, May 1, 2012 – August 31, 2012.

VAZQUEZ, Jorge, Assistant Professor, Department of Chemical Engineering, September 1, 2012 – December 31, 2012.

WOODWORTH, William, Lecturer, School of Architecture, May 1, 2012 – August 31, 2012.

Graduate Supervision and Research

BERRY, Richard, Assistant Professor, Department of Chemical Engineering, July 1, 2012 – June 30, 2015.

KONTOGIANNIS, Kostas, Associate Professor, Department of Electrical & Computer Engineering, April 1, 2011 – March 31, 2012.

MORALEJO, Carol, Assistant Professor, Department of Chemical Engineering, May 1, 2012 – April 30, 2015.
**Adjunct Reappointments**

*Instruction*

**BLAKE, Clifford.** Lecturer, Department of Management Sciences, September 1, 2012 – December 31, 2012.

**GRIFFITHS-FULTON, Karl.** Lecturer, Department of Systems Design Engineering, September 1, 2012 – December 31, 2012.

**HULLS, Carol.** Lecturer, Department of Mechanical & Mechatronics Engineering, May 1, 2012 – August 31, 2012.

**ROSS, Barbara.** Assistant Professor, School of Architecture, May 1, 2012 – August 31, 2012.

*Graduate Supervision*

**DE, Mitali.** Professor, Department of Systems Design Engineering, September 1, 2011 – August 31, 2014.

*Research*

**GREEN, Roger.** Professor, Department of Civil & Environmental Engineering, July 1, 2012 – June 30, 2014.

*Cross Appointments*

**AL-MAYAH, Adil.** Assistant Professor, Department of Civil & Environmental Engineering to Department of Mechanical & Mechatronics Engineering, June 1, 2012 – May 31, 2015.

**FOLDVARI, Mariana.** Professor, School of Pharmacy to Department of Chemical Engineering, May 1, 2012 – April 30, 2015.

**INGALLS, Brian.** Associate Professor, Department of Applied Mathematics to Department of Chemical Engineering, May 1, 2012 – April 30, 2015.

**SLAVCEV, Roderick.** Assistant Professor, School of Pharmacy to Department of Chemical Engineering, May 1, 2012 – April 30, 2015.
WEN, John Z., Assistant Professor, Department of Mechanical & Mechatronics Engineering to Department of Chemical Engineering, August 1, 2012 – July 31, 2015.

WETTIG, Shawn, Assistant Professor, School of Pharmacy to Department of Chemical Engineering, May 1, 2012 – April 30, 2015.

Cross Reappointments

DUSSEAULT, Maurice, Professor, Department of Earth & Environmental Sciences to Department of Civil & Environmental Engineering, July 1, 2012 – June 30, 2014.

PARKER, Wayne, Professor, Department of Civil & Environmental Engineering to Department of Chemical Engineering, September 1, 2012 – August 31, 2015.

Graduate Student to Part-time Lecturer Appointments

AL-HAMMOUD, Rania, Department of Civil & Environmental Engineering, September 1, 2012 – December 31, 2012.


SHAH, Muhammad, Department of Management Sciences, September 1, 2012 – December 31, 2012.

B. ADMINISTRATIVE APPOINTMENTS

BORDELEAU, Anne, Associate Director, Undergraduate Studies, School of Architecture, July 1, 2012 – December 31, 2012.

FOWLER, Michael, Associate Chair, Undergraduate Studies, Department of Chemical Engineering, May 1, 2012 – April 30, 2014.

FULLER, David, Associate Chair, Graduate Studies, Department of Management Sciences, July 1, 2012 – June 30, 2014.

HE, Qi-Ming, Associate Chair, Undergraduate Studies, Department of Management Sciences, August 1, 2012 – June 30, 2014.

HUISSOON, Jan, Deputy Chair, Department of Mechanical & Mechatronics Engineering, May 1, 2012 – April 30, 2013.

IOANNIDIS, Marios, Associate Chair, Curriculum & Accreditation, Department of Chemical Engineering, May 1, 2012 – April 30, 2015.


ADMINISTRATIVE REAPPOINTMENTS

CLAUSI, David, Associate Chair, Graduate Studies, Department of Systems Design Engineering, January 1, 2012 – December 31, 2012.

DUIMERING, Robert, Associate Chair, Undergraduate Studies, Department of Management Sciences, July 1, 2012 – July 31, 2012.
FENG, Xianshe, Associate Chair, Graduate Studies, Department of Chemical Engineering, July 1, 2012 – August 31, 2012.

SACHDEV, Manoj, Associate Chair, Department of Electrical & Computer Engineering, July 1, 2012 – June 30, 2016.

C. RESIGNATION
BARLATT, Ada, Assistant Professor, Department of Management Sciences, effective June 30, 2012.

D. RETIREMENT
SEVIORA, Rudolph, Associate Professor, Department of Electrical & Computer Engineering, effective May 1, 2012.

E. SABBATICALS
Approved by the Board of Governors
ESMAEILI, Shahrzad, Associate Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – June 30, 2013, at 85% salary.

For Approval by the Board of Governors
GRACIE, Robert, Assistant Professor, Department of Civil & Environmental Engineering, January 1, 2013 – June 30, 2013, at 100% salary.

NARASIMHAN, Sriram, Associate Professor, Department of Civil & Environmental Engineering, January 1, 2013 – June 30, 2013, at 85% salary.

KULIC, Dana, Assistant Professor, Department of Electrical & Computer Engineering, January 1, 2013 – June 30, 2013, at 100% salary.

PENLIDIS, Alexander, Professor, Department of Chemical Engineering, September 1, 2013 – February 28, 2014, at 100% salary.

ZHUANG, Weihua, Professor, Department of Electrical & Computer Engineering, March 31, 2013 – August 30, 2013, at 100% salary.

F. SPECIAL LEAVE
EPLING, William, Associate Professor, Department of Chemical Engineering, September 1, 2012 – April 30, 2013, unpaid.

Pearl Sullivan
Dean, Engineering
FOR INFORMATION

A. APPOINTMENTS

Definite-term Appointment

SQUIRE, Jeffrey, Assistant Professor, School of Environment, Enterprise and Development, July 1, 2012 to June 30, 2013: PhD (Urban and Environmental Planning), Waterloo, 2012; MES, York University, 2006; BA (Honours, Political Science & African Studies), York University, 2003. The primary duties associated with this appointment are to present courses in the international development undergraduate program and in the Master’s of Development Practice.

Definite-term Reappointment

FELTMATE, Blair, Associate Professor, School of Environment, Enterprise and Development, October 1, 2012 to September 29, 2014.

Change to Probationary-term Appointment

NAYAK, Prateep, Assistant Professor, School of Environment, Enterprise and Development, first probationary term changed from July 1, 2012 to June 30, 2015 to May 1, 2014 to June 30, 2017.

Adjunct Appointments

Instruction

DERKSEN, Christopher, Lecturer, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

FERGUSON, Philip, Lecturer, School of Planning, September 1, 2012 to April 30, 2013.

JOHANNSON, Lynn, Lecturer, School of Environment, Enterprise and Development, September 1, 2012 to December 31, 2012.

KRAMER, Anna, Lecturer, School of Planning, September 1, 2012 to December 31, 2012.

MARTIN, Lori, Planner-in-Residence, School of Planning, January 1, 2013 to April 30, 2013.

MOORE, Paul, Lecturer, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

PUOPOLO, Paul, Lecturer, School of Planning, September 1, 2012 to December 31, 2012.

RATCLIFFE, William, Assistant Professor, School of Environment, Enterprise and Development, September 1, 2012 to December 31, 2012.

SOUTH, George, Lecturer, School of Planning, September 1, 2012 to December 31, 2012.

WOOD, Michael, Lecturer, School of Environment, Enterprise and Development, September 1, 2012 to December 31, 2012.

YATES, Colin, Lecturer, Faculty of Environment, September 1, 2012 to December 31, 2012.
Graduate Committee Membership

CAREY, Sean, Associate Professor, Department of Geography and Environmental Management, June 1, 2012 to May 31, 2015.

JACOBS, Merle, Assistant Professor, School of Planning, November 1, 2011 to July 31, 2013.

KLENK, Nicole, Postdoctoral Fellow, Department of Environment and Resource Studies, May 1, 2012 to April 30, 2015.

NAYAK, Prateep, Postdoctoral Fellow, Department of Geography and Environmental Management, August 1, 2012 to April 30, 2014.

VAN PROOSDIJ, Danika, Associate Professor, Department of Geography and Environmental Management, July 1, 2012 to June 30, 2015.

Graduate Supervision

GUTHRIE, Richard, Professor, Department of Geography and Environmental Management, May 1, 2012 to April 30, 2013.

PLUMMER, Herbert, Professor, Department of Environment and Resource Studies, July 1, 2012 to June 30, 2015.

SLOCOMBE, Scott, Professor, Department of Environment and Resource Studies, July 1, 2012 to June 30, 2015.

SUFLING, Roger, Professor (Emeritus), Department of Geography and Environmental Management, July 1, 2012 to June 30, 2015.

Research

ATKINSON, Elizabeth, Assistant Professor, Department of Geography and Environmental Management, July 1, 2012 to June 30, 2015.

Cross Appointments

FELTMATE, Blair, Associate Professor, School of Environment, Enterprise and Development to the School of Planning, October 1, 2012 to September 29, 2014.

MITCHELL, Clare, Associate Professor, Department of Geography and Environmental Management to the School of Planning, May 1, 2012 to April 30, 2015.

STONE, Micheal, Professor, Department of Geography and Environmental Management to the School of Planning, May 1, 2012 April 30, 2015.

Staff to Faculty Appointment

GURUSAMY, Vadivel, Lecturer, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

Staff to Faculty Reappointment

McKENZIE, Ian, Associate Professor, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

Postdoctoral Fellow to Part-time Lecturer Appointment

DESJARDINS, Ellen, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.
Graduate Student to Part-time Lecturer Appointments

HOICKA, Christina, School of Environment, Enterprise and Development, September 1, 2012 to December 31, 2012.

HOYKKAAS, Amanda, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

JOAKIM, Erin, Department of Geography and Environmental Management and the Faculty of Environment, September 1, 2012 to December 31, 2012.

KASURAK, Andrew, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

KETCHESON, Scott, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

McGRATH, Darby, Faculty of Environment, September 1, 2012 to December 31, 2012.

SILVER, Amber, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

B. ADMINISTRATIVE REAPPOINTMENTS

FEICK, Robert, Undergraduate Officer, School of Planning, July 1, 2012 to June 30, 2015.

SHIPLEY, Robert, Associate Director-Graduate Studies, School of Planning, July 1, 2012 to June 30, 2015.

C. CHANCE TO SABBATICAL LEAVE

For Approval by the Board of Governors

WESTLEY, Frances, Professor, School of Environment, Enterprise and Development, previously approved sabbatical at 85% salary changed from July 1, 2012 to June 30, 2013 to January 1, 2013 to December 31, 2013.

[Signature]

André Roy
Dean, Environment
FOR INFORMATION

A. APPOINTMENTS

Tenured

BELL, Jason (BMath, 1997, University of Waterloo; MSc, 1999, McGill University; PhD, 2002, University of California), Professor, Dept. of Pure Mathematics, January 1, 2013. After three years as an assistant professor at the University of Michigan, Dr. Bell joined the faculty at Simon Fraser University in 2005 where he currently holds the rank of professor. He is one of Canada’s top young mathematicians. Dr. Bell is a prolific researcher who has been described as one of the leading algebraists of his generation. His work is both deep and very broad with applications to other fundamental areas of mathematics including number theory and geometry. Dr. Bell also has a reputation as an outstanding teacher, and has been very successful in graduate supervision.

Probationary-term Reappointment

COTTON, Cecilia (BMath, 2002 and MMath, 2003, both from the University of Waterloo; MS, 2005 and PhD, 2009, both from the University of Washington), Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2012 – June 30, 2015.

Definite-term Appointments

AKHUNDOV, Ilham (BS, 1981 and PhD, 1988, both from St. Petersburg University), Lecturer, Dept. of Statistics and Actuarial Science, September 1, 2013 – August 31, 2016. Dr. Akhundov will teach six undergraduate courses per year and participate in service activities such as academic advising and course coordination, as assigned by the associate dean, undergraduate studies.

CHAMPAIGN, John (BSc, 2000, Queen’s University; MMath, 2004 and PhD, 2008, both from the University of Waterloo), Lecturer, David R. Cheriton School of Computer Science, August 1, 2012 – August 31, 2014. Dr. Champaign will teach six courses per year and participate in activities of the school.

KONDA, Sreenivas (BE, 1992, Osmania University; MS, 1995, University of Miami; MS, 2001 and PhD, 2006, both from Case Western Reserve University), Lecturer, Dept. of Statistics and Actuarial Science, July 1, 2012 – August 31, 2013. Dr. Konda will teach six courses and participate in departmental activities.

FAHMY, Hany (BSc, 1999, University of Helwan; MA, 2004, The American University; PhD, 2011, Concordia University), Lecturer, Office of the Dean of Mathematics, September 1, 2012 – August 31, 2015. Dr. Fahmy’s duties will include teaching six courses per year, academic advising and other duties as assigned by the director relating to the general operation of the math business and accounting programs.

MOLKARAIE, Mehdi (BS, 1999 and MS, 2002, both from the University of Tehran; PhD, 2007, Ecole Polytechnique Federale de Lausanne), Lecturer, Office of the Dean of Mathematics, August 1, 2012 – August 31, 2013. Dr. Molkaraie will teach six courses per year and participate in departmental activities at the discretion of the department.

Definite-term Reappointments

ALI, Javid, Lecturer, Dept. of Statistics and Actuarial Science, September 1, 2012 – August 31, 2013. Mr. Ali will teach six courses and participate in departmental activities as required.
FORREST, Barbara, Lecturer, Office of the Dean of Mathematics, September 1, 2012 – August 30, 2014. Ms Forrest will teach six courses per year.

PORTH, Lysa, Assistant Professor, Dept. of Statistics and Actuarial Science, September 1, 2012 – December 31, 2012. Ms. Porth will teach three courses assigned by the chair and engage in research and scholarly activities as well as participate in the service activities of the department.

SAFAYENI, Suzanne, Lecturer, David R. Cheriton School of Computer Science, September 1, 2012 – August 31, 2014. Ms Safayeni will teach four courses and advise undergraduate students.

Visiting Appointments
AHMED, Reaz, Researcher, David R. Cheriton School of Computer Science, May 1, 2012 – April 30, 2013.


MARZOUK, Mirette, Research Associate, David R. Cheriton School of Computer Science, July 1, 2012 – June 30, 2013.


NESTEROV, Yurii, Professor, Dept. of Combinatorics and Optimization, July 1, 2013 – June 30, 2018.

RAMAN, Venkatesh, Scholar, David R. Cheriton School of Computer Science, September 1, 2012 – August 31, 2013.

Adjunct Appointments
Instruction


WALGATE, Jon, Lecturer, Dept. of Combinatorics and Optimization, September 1, 2012 – December 31, 2012.

Research

EISENBRAND, Friedrich, Professor, Dept. of Combinatorics and Optimization, July 1, 2012 – June 30, 2015.

YE, Yinyu, Professor, Dept. of Combinatorics and Optimization, July 1, 2012 – June 30, 2017.

Adjunct Reappointments
Instruction

CELMINS, Uldis, Lecturer, Dept. of Combinatorics and Optimization, September 1, 2012 – December 31, 2012.

CHEN, Helen, Lecturer, David R. Cheriton School of Computer Science, September 1, 2012 – December 31, 2012.

GAO, Pu, Lecturer, Dept. of Combinatorics and Optimization, September 1, 2012 – December 31, 2012.

HSU, Wei-Shou, Lecturer, David R. Cheriton School of Computer Science, September 1, 2012 – December 31, 2012.

IVKOVIC, Igor, Lecturer, David R. Cheriton School of Computer Science, September 1, 2012 – December 31, 2012.

KOU, Tian, Lecturer, David R. Cheriton School of Computer Science, September 1, 2012 – December 31, 2012.


PETRICK, Mark, Lecturer, David R. Cheriton School of Computer Science, September 1, 2012 – December 31, 2012.

SAKHNINI, Victoria, Lecturer, David R. Cheriton School of Computer Science, September 1, 2012 – December 31, 2012.


Research


THOMPSON, Mary, Professor, Dept. of Statistics and Actuarial Science, September 1, 2012 – August 31, 2015.

Postdoctoral Fellow to Part-time Lecturer Appointment

Graduate Student to Part-time Lecturer Appointment

Graduate Student to Part-time Lecturer Reappointment

B. ADMINISTRATIVE APPOINTMENTS

BROWN, Steve, Associate Chair, Undergraduate Affairs - Statistics, Dept. of Statistics and Actuarial Science, September 1, 2012 – August 31, 2013.

CHENOURI, Shojaeddin, Director, Statistical Consulting Services, Dept. of Statistical and Actuarial Science, September 1, 2011 – August 31, 2014.


HARDY, Mary, Director, Master of Actuarial Science, Dept. of Statistical and Actuarial Science, July 1, 2012 – August 31, 2012.

KESHAV, Srinivasan, Director, Graduate Studies, David R. Cheriton School of Computer Science, July 1, 2012 – June 30, 2014.


MORRIS, Kirsten, Associate Chair, Graduate Studies, Department of Applied Mathematics, July 1, 2012 – June 30, 2014.

ORCHARD, Jeffrey, Director, Student Experience, David R. Cheriton School of Computer Science, July 1, 2012 – June 30, 2014.


STORJOHAN, Arne, Associate Director, Graduate Studies, David R. Cheriton School of Computer Science, July 1, 2012 – June 30, 2014.


ADMINISTRATIVE REAPPOINTMENT
VAVASIS, Stephen, Associate Chair, Graduate Studies, Dept. of Combinatorics and Optimization, September 1, 2012 – August 31, 2013.

C. RETIREMENT
CUNNINGHAM, William, Professor, Dept. of Combinatorics and Optimization, effective July 31, 2012.

D. SABBATICALS
For Approval by the Board of Governors
DUBIN, Joel, Associate Professor, Dept. of Statistics and Actuarial Science, January 1, 2013 – June 30, 2013 with 100% salary.

BUSS, Jonathan, Associate Professor, David R. Cheriton School of Computer Science, September 1, 2012 – August 31, 2013 with 85% salary.

GHODSI, Ali, Associate Professor, Dept. of Statistics and Actuarial Science, November 1, 2012 – April 30, 2013 with 100% salary.

HARE, Kathryn, Professor, Dept. of Pure Mathematics, July 1, 2013 – June 30, 2014 with 85% salary.

Ian P. Goulden
Dean, Mathematics
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointments

DALTON, Kristine, Assistant Professor, School of Optometry and Vision Science, January 1, 2013 to June 30, 2016. [OD, University of Waterloo (2007); Cornea and Contact Lens Residency, University of Waterloo (2009); M.Sc., University of Waterloo (2010); Ph.D., Aston University (expected 2012).] Ms Dalton will be appointed as assistant professor after completing her Ph.D. at Aston University (Health Sciences) in the area of eye movement in sport. She meets the school’s need for an academic capable of developing a strong research program in sports vision and making a strong teaching contribution in the areas of eye movements, sports vision and contact lenses. The school is enthusiastic about welcoming her to the faculty.

MARIANTONI, Matteo, Assistant Professor, Department of Physics and Astronomy (Institute for Quantum Computing), December 1, 2012 to June 30, 2016. [B.Sc., Politecnici di Milano (2001); M.Sc., Chalmers University of Technology, Sweden (2003); Ph.D., Walther-Meissner-Institut and Technical University Munich (2009).] Dr. Mariantoni is currently an Elings Prize Fellow and postdoctoral fellow in the Department of Physics at the University of California (from 2009). His research interests include: strongly correlated photonic systems and quantum chemical/biological phenomena. Long term research goals are surface code quantum computing based on resonator gates. This appointment is one of the nine faculty members planned seven or eight years ago by the department.

Probationary-term Reappointment

NEKKAR, Praveen Rao Perampalli, Assistant Professor, School of Pharmacy, July 1, 2014 to June 30, 2015. [B. Pharm., University of Mangalore (1995); M. Pharm., University of Mangalore (1998); Ph.D., University of Alberta (2004).]

SLAVCEV, Roderick A.E., Assistant Professor, School of Pharmacy, July 1, 2013 to June 30, 2016. [B.Sc., University of Toronto (1995); Ph.D., University of Saskatchewan (2002); MBA, University of Saskatchewan (2006).]

Change to Probationary-term Appointment

DOXEY, Andrew, Assistant Professor, Department of Biology, change from January 1, 2013 to June 30, 2016 to October 1, 2012 to June 30, 2016.

Change to Definite-term Appointment

MANSOUR, Firas, Lecturer, Department of Physics and Astronomy, changed to Continuing, effective September 1, 2012.

Adjunct Appointments

Undergraduate Instruction

BARRETT, Brett, Assistant Professor, School of Pharmacy, December 1, 2011 to December 31, 2012.

FARRELL, Barbara Jeanne, Assistant Professor, School of Pharmacy, June 1, 2012 to May 31, 2013.

Graduate Supervision

MARIANTONI, Matteo, Assistant Professor, Department of Physics and Astronomy, June 15, 2012 to November 30, 2012.
McDONALD, Allison E., Assistant Professor, Department of Biology, May 1, 2012 to April 30, 2015.

RICHTER, Doris, Associate Professor, School of Optometry and Vision Science, June 1, 2012 to May 31, 2015.

TAYLOR, Valerie H., Associate Professor, Department of Biology, June 1, 2012 to May 31, 2015.

Research
SEMPLE, John C., Professor, Department of Biology, September 1, 2012 to August 31, 2015.

Graduate Supervision and Research
DeWITTE-ORR, Stephanie J., Assistant Professor, Department of Biology, July 1, 2012 to June 30, 2015.

Graduate Instruction and Graduate Supervision
FOTAKI, Nikoletta, Assistant Professor, School of Pharmacy, June 1, 2012 to May 31, 2016.

Graduate Instruction, Graduate Supervision and Research
GAIOTTO, Davide, Assistant Professor, Department of Physics and Astronomy, June 1, 2012 to May 31, 2017.

GESHNIZJANI, Ghazal, Assistant Professor, Department of Physics and Astronomy, December 1, 2011 to November 30, 2016.

WEN, Xiao-Gang, Professor, Department of Physics and Astronomy, May 1, 2012 to April 30, 2017.

Undergraduate Instruction, Graduate Instruction and Research
TSUYUKI, Ross T., Professor, School of Pharmacy, May 1, 2012 to April 30, 2013.

Adjunct Reappointments
Undergraduate Instruction
PARKS, Jennifer, Lecturer, Department of Earth and Environmental Sciences, May 1, 2012 to August 31, 2012.

SCHILL, Cathy Marie, Assistant Professor, School of Pharmacy, January 1, 2012 to December 31, 2012.

Graduate Supervision
GILLHAM, Robert W. (Distinguished Professor Emeritus), Professor, Department of Earth and Environmental Sciences, September 1, 2012 to August 31, 2015.

IMHOF, Jacob G.A., Professor, Department of Biology, August 1, 2012 to July 31, 2015.

JOHNSTON, John, Assistant Professor, Department of Earth and Environmental Sciences, October 1, 2011 to September 30, 2014.

Graduate Supervision and Research
GRAPENTINE, Lee C., Assistant Professor, Department of Biology, May 1, 2012 to April 30, 2015.

Graduate Instruction, Graduate Supervision and Research
TUROK, Neil, Professor, Department of Physics and Astronomy, October 1, 2012 to September 30, 2017.
VIEIRA, Pedro G.M., Assistant Professor, Department of Physics and Astronomy, September 1, 2012 to August 31, 2017.

Staff to Faculty Appointments
MISKOVIC, Dragana, Lecturer, Department of Biology, September 1, 2012 to December 31, 2012.

WOLFF, Bruce, Lecturer, Department of Biology, September 1, 2012 to December 31, 2012.

Graduate Student to Part-time Lecturer Appointment
STUDHOLME, Catherine, Lecturer, Department of Biology, September 1, 2012 to December 31, 2012.

Cross Reappointments
CHOU, C. Perry, Professor, Department of Chemical Engineering to Department of Biology, October 1, 2012 to September 30, 2015.
EDGINTON, Andrea N., Assistant Professor, School of Pharmacy to Department of Biology, October 1, 2012 to September 30, 2015.
LU, Qing-Bin, Associate Professor, Department of Physics and Astronomy to Department of Biology, May 1, 2012 to April 30, 2015.

B. ADMINISTRATIVE APPOINTMENTS
DIECKMANN, Thorsten, Director, Institute of Biochemistry and Molecular Biology, Departments of Biology and Chemistry, July 1, 2012 to June 30, 2015.

FORREST, James, Director, Nanotechnology Graduate Program, Faculties of Engineering and Science, July 1, 2012 to June 30, 2014.

POWER, William, Associate Dean, Graduate Studies, Faculty of Science, July 1, 2012 to June 30, 2015.

ADMINISTRATIVE REAPPOINTMENTS
ROSE, David, Chair, Department of Biology, January 1, 2013 to December 31, 2016.

SPAFFORD, Marlee, Interim Director, School of Optometry and Vision Science and Interim Associate Dean, Optometry and Vision Science, Faculty of Science, July 1, 2012 to December 31, 2012.

C. RETIREMENT
SEMPLE, John, Professor, Department of Biology, effective September 1, 2012.

D. SABBATICAL
For Approval by the Board of Governors
LIU, Juwenn, Assistant Professor, Department of Chemistry, July 1, 2013 to December 31, 2013, 100% salary arrangement.

T.B. McMahon
Dean, Science
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointment

AUSTEN, Veronica (BA, University of Guelph, 1997; MA, University of Waterloo, 2001; PhD, University of Waterloo, 2007), Assistant Professor, Department of English, St. Jerome’s University, July 1, 2012 to June 30, 2015. Dr. Austen’s specialty in contemporary Canadian and Post-Colonial literatures helps to solidify a focus on contemporary literature at St. Jerome’s University. Having previously won the University of Waterloo’s inaugural Certificate in University Teaching Prize (2006) and completed definite-term appointments at Brock University (2006-07) and St. Jerome’s (2010-12), Dr. Austen brings with her a broad range of teaching experience. Her research specialty is contemporary Canadian literature and the literature of the Caribbean diaspora in Canada and elsewhere. In particular, with a background in the visual arts as well as English literature, Dr. Austen explores the intersections between the visual arts and contemporary writing, including a focus on visual poetry but also a focus on the visual arts as a theme in the writing of, for instance, Dionne Brand and Roy Kiyooka. Her work with the St. Jerome’s ‘Reading Series’ allows the department to bring a range of contemporary Canadian writers to the St. Jerome’s community.

Probationary-term Reappointment

CHAPMAN, Frances. Assistant Professor, Department of Sociology and Legal Studies, July 1, 2012 to June 30, 2015.

Definite-term Appointments

DE SANTIS, Carm, Lecturer, Department of Sexuality, Marriage, and Family Studies, August 1, 2012 to May 31, 2013.

RUKHOLM, Vanessa, Lecturer, Department of Italian and French Studies, September 1, 2012 to April 30, 2013.

Sessional Appointments

Undergraduate Instruction

AFROS, Elena, Lecturer, Department of English, January 1, 2013 to April 30, 2013.

BRIGGS, Catherine, Lecturer, Department of History, September 1, 2012 to April 30, 2013.

BURROWS, Kevin, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to April 30, 2013.

CHALEN, Paul, Lecturer, Department of English, September 1, 2012 to December 31, 2012.

CHANDLER, Siobhan, Lecturer, Department of Religious Studies, September 1, 2012 to December 31, 2012.

DEMAN, Andrew, Lecturer, Department of English, September 1, 2012 to April 30, 2013.

GINGRICH, Nadine, Lecturer, Department of English, September 1, 2012 to December 31, 2012.
GRANICK, Marcella, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to April 30, 2013.

GREENWOOD, John, Lecturer, Human Sciences Program, September 1, 2012 to April 30, 2013.

HEIDT, Daniel, Lecturer, Department of History, January 1, 2013 to April 30, 2013.

HUTTER, Daniel, Lecturer, Department of History, September 1, 2012 to December 31, 2012.

IAROCCHI, Andrew, Lecturer, Department of History, January 1, 2013 to April 30, 2013.

JACOBS, Stacey, Lecturer, Department of Sexuality, Marriage, and Family Studies, September 1, 2012 to December 31, 2012.

LAVIGNE, Paul, Lecturer, Department of History, September 1, 2012 to December 31, 2012.

LOBB, Diana, Lecturer, Department of English, September 1, 2012 to April 30, 2013.

MCGEE, Ted, Professor, Department of English, September 1, 2012 to December 31, 2012.

NEWFIELD, Timothy, Lecturer, Department of History, September 1, 2012 to December 31, 2012.

ORLANDO-NICCOLI, Francesca, Lecturer, Department of Italian and French Studies, September 1, 2012 to April 30, 2013.

PACI, Timothy, Lecturer, Department of English, September 1, 2012 to April 30, 2013.

PITMAN, Robyn, Lecturer, Department of Sexuality, Marriage, and Family Studies, January 1, 2013 to April 30, 2013.

PRIORESCHI, Alessandra, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to April 30, 2013.

READ, Jamie Anne, Lecturer, Department of Religious Studies, January 1, 2013 to April 30, 2013.

REIMER, Christina, Lecturer, Department of Sexuality, Marriage, and Family Studies, September 1, 2012 to December 31, 2012 and Department of Religious Studies, January 1, 2013 to April 30, 2013.

RESCH, Janelle, Lecturer, Department of Mathematics, September 1, 2012 to April 30, 2013.

SCOTT, Susan, Lecturer, Department of English, January 1, 2013 to April 30, 2013.

SHRUBSOLE, Nicholas, Lecturer, Department of Religious Studies, September 1, 2012 to April 30, 2013.

STEWART, Adam, Lecturer, Department of Religious Studies, September 1, 2012 to April 30, 2013.

STUMPF, Andrew, Lecturer, Department of Philosophy, September 1, 2012 to April 30, 2013.

SVENSON, Stephen, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.
TACON, Claire, Lecturer, Department of English, September 1, 2012 to April 30, 2013.

VINETTE, Francine, Lecturer, Department of Mathematics, September 1, 2012 to April 30, 2013.

WALKER, Katherine, Lecturer, Department of History, January 1, 2013 to April 30, 2013.

WENDELBORNE, Thomas, Lecturer, Department of Sexuality, Marriage, and Family Studies, September 1, 2012 to December 31, 2012.

WHelan, Susan, Lecturer, Department of Sociology and Legal Studies, September 1, 2012 to December 31, 2012.

WHITNEY-BROWN, Carolyn, Lecturer, Department of Religious Studies, September 1, 2012 to December 31, 2012.

ZETTEL, Patrick, Lecturer, Department of English, September 1, 2012 to April 30, 2013.

B. TENURE AND/OR PROMOTION

Awarded Tenure and Promoted to Associate Professor, effective July 1, 2012
PENNY LIGHT, Tracy, Department of Sexuality, Marriage, and Family Studies.

Awarded Tenure, effective July 1, 2012
ROURKE, Lorna, Librarian.

C. SABBATICALS

Approved by the St. Jerome’s University Board of Governors
BEDNARSKI, Steven, Associate Professor, Department of History, July 1, 2012 to June 30, 2013.

CHARBONNEAU, Benoit, Assistant Professor, Department of Mathematics, January 1, 2013 to June 30, 2013.

KLINE, Scott, Associate Professor, Department of Religious Studies, January 1, 2013 to June 30, 2013.

NICCOLI, Gabriel, Professor, Department of Italian and French Studies, July 1, 2012 to June 30, 2013.

ROURKE, Lorna, Librarian, August 1, 2012 to January 31, 2013.

STRUTHERS, Cynthia, Associate Professor, Department of Mathematics, July 1, 2012 to December 31, 2012.

D. ADMINISTRATIVE LEAVE OF ABSENCE
PERRIN, David, Professor, Department of Religious Studies, August 1, 2012 to July 31, 2013.

James S. Frank
Vice-President and Academic Dean
Senate Undergraduate Council met on June 12, 2012 and agreed to forward the following items to Senate for approval. Council recommends that these items be included in the regular agenda. Items recommended for inclusion in the consent agenda are contained within a separate report.

Further details may be obtained at: www.secretariat.uwaterloo.ca/Committees/senate/ugc.htm.

FOR APPROVAL

NEW ACADEMIC PLAN  [effective January 1, 2013]

▶ Faculty of Arts
Economics
Honours Mathematical Economics (Co-op)

1. Motion: To approve the new plan as described below.

   The requirements for the Honours Mathematical Economics (Co-op) will be identical to those for the regular system of study.

   In addition, students will be required to complete the following co-operative education requirements, currently required by Honours Economics (Co-op) students:

   - Minimum number of work-terms: 4
   - Minimum number of work report credits: 3 (in addition to PD 2)
   - Minimum of number of PD credits: 4

   Students pursuing the Honours Mathematical Economics (Co-op) will follow the same study/work sequence as those pursuing the Honours Economics (Co-op) plan:

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Rationale: Honours Mathematical Economics is a popular plan at the University of Waterloo in both the Faculty of Arts (BA) and the Faculty of Mathematics (BMath). Students in the Faculty of Mathematics can choose a regular or co-op version of this plan. At the moment, students in the Faculty of Arts can pursue only the regular version of this plan, and the only way they can access a co-op version is through Honours Mathematical Economics (Arts and Business). In light of the problems mentioned in the rationale for the inactivation of Honours Mathematical Economics (Arts and Business Co-op and Regular) below, and the demand by many arts students for a co-operative education version of Honours Mathematical Economics, the faculty proposes creation of Honours Mathematical Economics (Co-op). A co-op feasibility study was conducted at the time the Honours Mathematical Economics (Arts and Business Co-op and Regular) plan was approved. If this proposal is accepted, students could be enrolled formally in Mathematical Economics as early as 1 January 2013 and the Economics Department will so advise those students currently at the end of their first year.
ACADEMIC PLAN INACTIVATIONS  [effective September 1, 2013]

▶ Faculty of Arts
   Economics
   Honours Mathematical Economics (Arts and Business Co-op and Regular)

2. Motion: To approve the inactivation of the above plans.

   Rationale: The requirements for Honours Mathematical Economics are very demanding. It has all of the requirements of Honours Mathematical Economics and adds the requirements for Arts and Business. Many of the students who have attempted the Arts and Business version of Honours Mathematical Economics have foundered. In addition, many of those who were trying to complete all the requirements were doing so because of the co-op feature since a co-op version of Honours Mathematical Economics did not exist outside of Arts and Business; creating a new plan addresses this problem. If this proposal and the proposal above are accepted, the Economics Department will begin advising students that Mathematical Economics (Co-op and Regular) will be open to them in the near future.

Geography and Environmental Management
Three-Year General Geography and Environmental Management (BA); Honours Geography and Environmental Management (BA); Honours Geography and Environmental Management (Arts and Business Regular) (BA); Joint Honours Geography and Environmental Management (BA); Development and Environment Specialization (BA); Earth Systems Science Specialization (BA); Geomatics Specialization (BA)

3. Motion: To approve the inactivation of the above plans.

   Rationale: The faculty proposes that all Bachelor of Arts programs in Geography and Environmental Management be inactivated. Geography, in one form or another, has been part of the Faculty of Arts for 50 years, and in many universities, the discipline is located within a faculty of Arts (or Arts & Sciences). At Waterloo, a BES degree in Geography has been offered, as well as the BA, starting in 1970, with the establishment of the Division (and later, Faculty) of Environmental Studies. The Masters in geography has always been offered as an MA since its introduction in 1964.

   The Department of Geography and Environmental Management has been consulted and has approved Arts’ proposal and direction. The decision to inactivate the BA has been further discussed and given express approval within the Faculty of Environment. It is being proposed due to low enrollment numbers, as well as the increasing technical and administrative difficulties for arts in managing curricular changes in the calendar for an academic program that is entirely directed and housed elsewhere. Not only do the vast majority of undergraduate students study geography within the BES degree, but there is no evidence to suggest that the success of the MA in geography is impacted in any way by this fact. The faculty also now offers an MES and MSc in geography and environmental management. Administrative challenges may arguably not be sufficient in and of themselves to warrant making an academic decision to inactivate; in this case, however, they have been repeatedly demonstrated to be considerable, cumbersome, and persistent, despite the best efforts on the part of both faculty administrations. The effort involved has been judged by both faculties to be excessive, given the low enrollment numbers.
Students in the Faculty of Arts will still be able to pursue studies in geography and environmental management in the following ways (specific text regarding the requirements for these plans can be found in the Faculty of Environment section of the calendar):

- Geography and Environmental Management Minor (10 courses)
- BA Joint Honours with the Faculty of Environment (similar to joint honours arrangements with biology in the Faculty of Science)

As a social sciences subject, “GEOG” will remain in the social sciences category of the Faculty of Arts Breadth Requirements. This is due to the pronounced popularity of (especially introductory) courses in geography among Arts students.

Mennonite Studies

Diploma in Mennonite Studies

4. Motion: To approve the inactivation of the above plan.

Rationale: In the decade since the diploma was introduced, no students have completed it. Based on this, the Institute for Anabaptist-Mennonite Studies (IAMS) Advisory Group does not regard the five-course diploma viable as a UW non-degree/post-degree plan. IAMS will explore whether there is sufficient public interest in a non-credit, continuing education certificate in Mennonite studies.

/kjj Geoff McBoyle
August 27, 2012 Associate Vice-President, Academic
FOR APPROVAL

Office for Persons with Disabilities Name Change

Motion: That Senate recommends to the Board of Governors the following name change: “Office for Persons with Disabilities” to “AccessAbility Services.”

Rationale: The mission of the Office for Persons with Disabilities (OPD) was revised in 2009 to reflect its primary purpose to support the potential and academic “Ability” of students with disabilities. Since 2010, the Office for Persons with Disabilities has sought feedback from students, staff and faculty with the intention to change the name of the department to reflect the new mission with the planned launch of the department’s new website in Fall 2012. The draft website reads:

To support the academic potential, ability and success of students with disabilities, AccessAbility Services will promote accessibility, work to remove barriers and lead campus initiatives to ensure equitable access to programs, services and facilities for students, faculty, staff and campus visitors with disabilities. We will provide academic accommodations and support services in collaboration with all academic units and student service departments in partnership with Counselling Services, Health Services and the Student Success Office.

As part of a larger university plan to encourage students to access services and resources available to them to support their academic goals, the shift from “OPD” to “AccessAbility Services” reinforces this value to students. The new name incorporates the principles of inclusivity, aligns with feedback from student ambassadors and will help to remove the stigma that may accompany registration with the department for students.

The motion reflects the University of Waterloo’s direction to promote and support student success initiatives and is supported by the recommendations of the Mental Health Review. The proposed name change would be implemented during the Fall 2012 academic term.

Rose Padacz
Director
Office for Persons with Disabilities

Chris Read
Associate Provost, Students