Date: Monday 15 October 2012
Time: 3:30 p.m.
Place: Needles Hall, Room 3001

OPEN SESSION

Consent Agenda

Motion: To approve or receive for information by consent items 1-6 below.

1. Minutes of the 17 September 2012 Meeting
   Decision

2. Report from Graduate & Research Council
   Information

3. Report of the President
   a. Recognition and Commendation
      Information

4. Report of the Vice-President, Academic & Provost
   a. Call for “University Professor” Nominations
      Information

5. Reports from the Faculties and Renison University College
   Information

6. Other Business
   a. Undergraduate Council Appointment
      Decision

Regular Agenda

7. Business Arising from the Minutes

8. Reports from Committees and Councils
   a. Executive Committee
      First Reading

3:40
   b. Graduate & Research Council
      Decision

4:00
   c. Long Range Planning Committee
      First Reading

4:10
   9. Teaching Presentation: Donna Ellis, Director, Centre for Teaching Excellence
      Information

4:20
   10. Report of the President
          Information

4:35
   11. Q & A Period with the President
       Information

12. Other Business

4:50
   a. Approval of Degrees, Diplomas and Certificates [lists of graduands to be available at Senate]
      Decision

CONFIDENTIAL SESSION

5:00
   13. Minutes of the 17 September 2012 Meeting
       Decision

5:05
   14. Business Arising from the Minutes

Logan Atkinson
Secretary of the University
Senate Graduate & Research Council met on September 10, 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

CURRICULAR MODIFICATIONS
On behalf of Senate, council reviewed and approved curricular modifications and minor program revisions for the Faculties of Applied Health Sciences (public health and health systems) and Mathematics (statistics and computer science).

SCHOLARSHIPS AND AWARDS
On behalf of Senate, Council approved the creation of 11 scholarships: Masters of Arts in Global Governance Internship Award (operating); Master of Taxation Graduate Entrance Scholarship (operating); Graduate Scholarship for Master of Digital Experience Innovation (operating); Isaac Newton Chair Graduate Research Scholarship (trust); Barbara Hayes-Roth Award for Women in Math and Computer Science (trust); The Conrad Family MBET Scholarship (trust); MBET Awards (trust); Innovation Showcase MBET Award (trust); Fong Computational Mathematics Graduate Award (endowment); Conrad Grebel University College – TS Award (operating); and Conrad Grebel University College – MPACS (operating).

NEW AND CONTINUING MEMBERSHIPS
Council approved the revised membership recommendations for the Human Research Ethics Committee and the Clinical Research Ethics Committee and the Animal Care Committee on behalf of Senate. These changes have been made to: ensure membership complies with TCPS/CCAC requirements; broaden out the base of expertise within the Office of Research Ethics in the human clinical research area; and provide additional expertise to the Clinical Research Ethics Committee to deal with applications involving “controlled acts”.

Council also approved on behalf of Senate the revised terms of reference for both the Clinical and Human Research Ethics Committees to operationalize the changes in membership.

PROGRAM REVIEW
Senate Graduate & Research Council met on September 10, 2012 and Senate Undergraduate Council met on June 12, 2012 and agreed to jointly forward the following item to Senate for information.

Faculty of Applied Health Sciences
Augmented Program in Kinesiology
On behalf of Senate, both councils approved an Augmented academic review of the programs in Kinesiology offered by the Kinesiology department 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 found to be of good quality.

/Sue Horton
Associate Provost, Graduate Studies

Georgie Dixon
Vice President, University Research
KINESIOLOGY: AUGMENTED PROGRAM REVIEW, SEPTEMBER 2012

KINESIOLOGY

Review Process
This was the second undergraduate review of the Department, the first having occurred in 2005. The previous OCGS review of the graduate programs also occurred in 2004-05. The self-study for the present review was completed August 2011 as 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, the Department’s response was submitted along with the Dean’s letter 30 May 2012. The final assessment report was discussed at Senate Undergraduate Council June 12 2012, at Senate Graduate and Research Council on September 2012, and included in the consent agenda of Senate in October 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. Kinesiology also participates in two collaborative PhD programs within the Faculty, which were the subject of a separate review report earlier in 2012. 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. At the graduate level, the three fields are biomechanics, neuroscience (previously psychomotor behavior), and physiology and nutrition (previously work physiology).

**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
- MSc
- PhD

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**

**Undergraduate**

The annual average number of undergraduate 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.

Graduate

At the time the self-study was written, there were 42 Masters students, 44 doctoral students and 10 postdoctoral fellows being supervised by the core faculty.

Graduate students receive about $22,000/year in financial support on average, and doctoral students about $28,000. Average time to completion for Masters students over the last seven years has been just over 2 years, and for doctoral students around 4.7 years. All PhD graduates over the last seven years have published research papers from their thesis work, and over half of all Masters graduates.

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.
The faculty are supported by 11.6 full-time equivalent staff, comprised of 5.1 teaching positions, 5 administrative staff, and 1.5 technical staff.

At the last appraisal, the reviewers ranked the Department among the top in North America, based on the productivity of faculty and graduate students, and reputation. Departmental research was ranked in the top five in North America.

**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. At the graduate level, they felt that the Department demonstrates excellence and leadership in graduate education, on an international scale.

However there are some issues that would benefit from some consideration; there are 8 regarding the undergraduate programs, and 9 regarding the graduate programs.

**Recommendations and Responses: Undergraduate**

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 2011-13 academic year, with a recommendation for implementation in 2013-14.

**Recommendations and Responses: Graduate**

**G-1.** That the Department consider clarifying/refining the stated objectives of the MSc and PhD programs, with the view to harmonizing the wording with the objectives of the Department and the University as a whole;

**G-2.** That the Department be permitted to change the name of the field of study from “work Physiology” to “Physiology and Nutrition”;

**G-3.** That the Department address the issue of Kin 631, in order to ensure appropriate statistical training for graduate students in Kinesiology;

**G-4.** That the Department consider attempting to provide recognition to professors who provide research experiences for UG students;
G-5. 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 that might include the rental and/or construction of facilities;

G-6. That the Department and Faculty investigate potential sources of funding for the acquisition and maintenance of new, dedicated lab-teaching equipment in order to enhance the quality of the student experience in research-based courses;

G-7. That the Department and Faculty consider allocating a pool of funds to enable staff to pursue continued education initiatives in order to maintain and expand their skill set;

G-8. That the Department increase technical support in the IT area for departmental researchers; and

G-9. That the department obtain tracking data on the employment/further education outcomes of the masters and doctoral students.

The Department responded as follows (summarized from the original):

G-1. The Department agrees to produce a new harmonized statement of objectives for the two graduate programs, for approval Fall 2012.

G-2. The changed field name was approved by Senate May 2012.

G-3. The Department has assigned the statistics course to a new faculty member, who will teach it first in Winter 2014 (since she has course reliefs in academic year 2012-2013).

G-4. The Department does include supervision of undergraduate research projects in faculty performance evaluations, and provides a modest fund ($50/project) to support lab costs for these projects. The Department will add a description of availability of these funds, to the application forms for the research project courses, starting in fall 2012.

G-5. The Dean is engaged in examining the possibilities for additional space in the short run. The Chair is developing a building plan for a ten thousand square foot addition to the current building. In the next two years, planning and fundraising will occur, for this more medium-long term solution.
G-6. In the past, teaching laboratory needs were funded from carryforward. With the new budget model, these will be included as an ongoing budget line, and a process of identifying priority items has been put in place.

G-7. In the past, staff development activities have been funded on an ad-hoc basis. The new budget model will provide a budget line for this purpose, and the Department will institute a procedure for application for these funds by staff.

G-8. The Department has an unfilled technical staff position, left vacant due to budget cuts in 2010. In fall 2012, the Department plans to strike a small committee to develop a job description, which can then be submitted to the Provost for mission critical approval.

G-9. The tracking of employment of graduates will be explored by the Associate Chair, Graduate Studies, to either use an existing mechanism, or to see what it would take to develop a mechanism for tracking this information.

Two-Year Implementation Plan

The Department will provide a report to Senate Graduate and Research Council on the progress in response to these recommendations. At the undergraduate level, progress on recommendations 2, 4, 5, 6 and 8 is expected by September 2014, and at the graduate level with respect to all except recommendation G-5 (additional space); although planning with respect to space will occur, it seems unlikely that a new building will be in place at that point.
Recognition and Commendation

Professor Claudio Cañizares of the Department of Electrical & Computer Engineering has received one of Canada’s highest academic honours by being named a Fellow of the Royal Society of Canada. Cañizares was among the recipients of 11 medals and awards, which recognize outstanding achievements in several fields of research and scholarship. Founded in 1882, the Royal Society of Canada is the senior national body of distinguished Canadian scholars, artists and scientists. “Claudio Cañizares has done pioneering work in the field of voltage stability analysis of power systems, which has helped electric utilities worldwide, understand and prevent voltage collapse,” reads the Royal Society’s citation. “He is currently working on various aspects of power system analysis, control and optimization in the context of Smart Grids, renewable resources, energy systems and competitive electricity markets. He is considered one of the top power engineering researchers in Canada.” The medals and awards will be presented at the Society’s Induction and Awards Ceremony on 17 November 2012 at the Ottawa Convention Centre.

Two-year, $70,000 Banting Postdoctoral Fellowships have been awarded to Waterloo researchers James Bergstra, Eduardo Martin-Martinez and Prateep Nayak. Bergstra and Martin-Martinez have received the fellowships from the Natural Sciences and Engineering Research Council of Canada. Nayak was awarded a Banting fellowship by the Social Sciences and Humanities Research Council. “We are delighted to attract these three world-class young scholars to the University of Waterloo,” said Sue Horton, associate provost, graduate studies. “The Banting fellowships enable us to compete internationally for these extraordinarily talented individuals.” The Banting Postdoctoral Fellowships Program is designed to attract and retain top-tier postdoctoral talent, both nationally and internationally, to develop their leadership potential and to position them for success as research leaders. Seventy new fellowships are awarded each year.
MEMORANDUM

September 24, 2012

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

Copy: Daily Bulletin

From: Sallie Ann Keller, Vice-President Academic & Provost

Re: Call for “University Professor” Nominations

To date, Waterloo has awarded this distinction to nineteen individuals: Garry Rempel (chemical engineering), Mary Thompson (statistics & actuarial science) and Mark Zanna (psychology) in 2004; Terry McMahon (chemistry), Cam Stewart (pure mathematics) and Robert Jan van Pelt (architecture) in 2005; Phelim Boyle (accountancy) and Ian Munro (computer science) in 2006; Ken Davidson (pure mathematics), Keith Hipel (systems design engineering) and Jake Sivak (optometry) in 2007; Roy Cameron (health studies & gerontology) and Flora Ng (chemical engineering) in 2008; Ellsworth LeDrew (geography & environmental management) and Ming Li (computer science) in 2009; Stuart McGill (kinesiology) and Janusz Pawliszyn (chemistry) in 2010; Robert Le Roy (chemistry) in 2011; François Paré (french studies) in 2012.

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

UNIVERSITY PROFESSOR

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

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

Selection Process

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

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

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

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

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

Definite-term Appointments

DANILA, Oana, Research Assistant Professor, School of Public Health and Health Systems, August 1, 2012 to March 31, 2013. BSc (Applied Statistics and Economic Computer Science), Bucharest, Romania, 1997; MMath (Statistics), University of Waterloo, 2005; PhD (Statistics), University of Waterloo, 2011.

SATVAT, Elham, Assistant Professor, School of Public Health and Health Systems, September 1, 2012 to August 30, 2014. BA (Psychology), Wilfrid Laurier University, 2003; MSc (Psychology, Brain and Cognition), Wilfrid Laurier University, 2004; PhD (Psychology, Behavioural Neuroscience), Wilfrid Laurier University, 2009.

Definite-term Reappointment

WARD, Glenn, Lecturer, School of Public Health and Health Systems, September 1, 2012 to April 30, 2013. HBSc (Psychology), Lakehead University, 1981; MA (Biopsychology), University of Waterloo, 1985; PhD (Biopsychology), University of Waterloo, 1988.

Visiting Appointments

HUANG, Xiu-Juan, Professor, Department of Recreation and Leisure Studies, September 1, 2012 to February 28, 2013.

COREY, Johnson, Associate Professor, Department of Recreation and Leisure Studies, September 1, 2012 to December 31, 2012.

Adjunct Appointments

Research

SEHL, Michael, Assistant Professor, Department of Kinesiology, September 1, 2012 to August 31, 2015.

Undergraduate Instruction

FREEMAN, Shannon, Lecturer, School of Public Health and Health Systems, September 1, 2012 to December 31, 2012.

MINAKER, Leia, Lecturer, School of Public Health and Health Systems, September 1, 2012 to December 31, 2012.

NEUFELD, Eva, Lecturer, School of Public Health and Health Systems, September 1, 2012 to December 31, 2012.

Adjunct Reappointment

Graduate Supervision

DESMARAIS, Genevieve, Associate Professor, Department of Kinesiology, July 1, 2012 to June 30, 2015.
Cross Appointment
MOCK, Steven, Associate Professor, Department of Recreation and Leisure Studies to the School of Public Health and Health Systems, January 1, 2013 to December 31, 2015.

Graduate Student to Part-time Lecturer Appointment
ELLIOTT, Jacobi, School of Public Health and Health Systems, September 1, 2012 to December 31, 2012.

Postdoctoral Fellow to Part-time Lecturer Appointment
VANCE, Vivienne, School of Public Health and Health Systems, August 1, 2012 to June 30, 2014.

Postdoctoral Fellow to Research Appointments
BOMBARDIER, ERIC, Department of Kinesiology, September 1, 2012 to August 31, 2014.

LEMIEUX, Christopher, Department of Recreation and Leisure Studies, July 1, 2012 to June 30, 2014.

VILLAR, Rodrigo, Department of Kinesiology, August 1, 2012 to June 30, 2013.

B. SABBATICAL LEAVE
HALL, Peter, Assistant Professor, Department of Kinesiology, January 1, 2013 to June 30, 2013 at full salary.

SABBATICAL LEAVE CANCELLATION
MCCARVILLE, Ronald, Professor, Department of Recreation and Leisure Studies, September 1, 2012 to August 31, 2013 at 100% salary.

C. RETIREMENT
CAMERON, Roy, Professor, School of Public Health and Health Systems, effective September 1, 2012.

Susan J. Elliott
Dean, Applied Health Sciences
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Reappointment

RIVERA-AYALA, Sergio (BA, Universidad Nacional Autónoma de México, 1988; PhD, Syracuse University, 1999), Assistant Professor, Department of Spanish & Latin American Studies, July 1, 2012 to June 30, 2015.

Definite-term Reappointment

SANTESSO, Diane, Research Assistant Professor, Department of Drama & Speech Communication, July 1, 2012 to June 30, 2013.

Adjunct Appointments

Instruction

MALAMET, Elliott, Lecturer, Department of Religious Studies, September 1, 2012 to December 31, 2012.

Graduate Supervision

MCINTYRE-SMITH, Alexandra, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

MIKAIL, Samuel, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

Adjunct Reappointments

Instruction

ABBOTT, William, Associate Professor, Independent Studies, September 1, 2012 to December 31, 2012.

BASHIR, Mohsin, Lecturer, School of Accounting & Finance, September 1, 2012 to December 31, 2012.

BORONKA, Irina, Lecturer, Department of Germanic & Slavic Studies, September 1, 2012 to December 31, 2012.

COCHRANE, Andrew, Lecturer, School of Accounting & Finance, September 1, 2012 to December 31, 2012.

FOREST, Amanda, Lecturer, Department of Psychology, September 1, 2012 to December 31, 2012.

HARVIE, Jo, Lecturer, Department of Drama & Speech Communication, September 1, 2012 to December 31, 2012.

HOCTSTEIN, Eric, Lecturer, Department of Philosophy, September 1, 2012 to December 31, 2012.

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

JAIME-DOMINGUEZ, Luis, Lecturer, Department of Spanish & Latin American Studies, January 1, 2013 to April 30, 2013.

LAM, Ibis, Lecturer, Department of Spanish & Latin American Studies, January 1, 2013 to April 30, 2013.
MACNAUGHTON, William, Lecturer, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

MANWELL, Laurie, Lecturer, Department of Psychology, September 1, 2012 to December 31, 2012.

MATU, Anca, Lecturer, School of Accounting & Finance, September 1, 2012 to December 31, 2012.


MCKINNON, Rachel, Lecturer, Department of Philosophy, September 1, 2012 to December 31, 2012.

MOTA, Fatima, Lecturer, Department of Spanish & Latin American Studies, January 1, 2013 to April 30, 2013.

NEWCOMB, Mary Catherine, Lecturer, Department of Fine Arts, September 1, 2012 to October 10, 2012.

PORTER, Robert, Assistant Professor, Department of Classical Studies, September 1, 2012 to December 31, 2012.

SAVAGE, Martha, Lecturer, Department of Psychology, September 1, 2012 to December 31, 2012.

SCHWEITZER, David, Assistant Professor, Department of History, September 1, 2012 to December 31, 2012.

SEDRA, Mark, Lecturer, Department of Political Science, January 1, 2013 to April 30, 2013.

SLETHAUG, Gordon, Professor, Department of Drama & Speech Communication, September 1, 2012 to December 31, 2012.

STEFFY, Richard, Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

WESTLEY, Meg, Assistant Professor, Department of Drama & Speech Communication, September 1, 2012 to December 31, 2012.

WYSE, Bruce, Lecturer, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

Graduate Supervision

COATES, Ken, Professor, Department of History, July 1, 2012 to December 31, 2015.

VANCE, Tom, Assistant Professor, School of Accounting & Finance, July 1, 2012 to December 31, 2013.

Miscellaneous (research, consultations, etc.)

ANTONY, Martin, Professor, Department of Psychology, September 1, 2012 to August 31, 2015.

BEHARRY, Edward, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

BEHARRY, Pamela, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.
按照时间顺序列出：

**BIELING, Peter**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**DEL ROSARIO, Kerris**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**DODGSON, Philip**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**EKBLAD, Andres**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**ETHIER, Nicole**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**FARVOLDEN, Peter**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**HEINTZMAN, John David**, Psychiatrist, Department of Psychology, September 1, 2012 to August 31, 2013.

**LANE, Christopher**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**MACLEOD, Karen**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**ROWA, Karen**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2015.

**PAULITZKI, Jeffrey**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**SADLER, Pamela**, Associate Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**SMITH, Larry**, Associate Professor, Department of Economics, September 1, 2012 to August 31, 2013.

**WHEELER, Heather**, Assistant Professor, Department of Psychology, September 1, 2012 to August 31, 2013.

**Special Appointments**

**CHUNG-HALL, Janet**, Research Associate, Department of Psychology, September 1, 2012 to August 31, 2013.

**STEWART, Terry**, Research Associate, Department of Philosophy, September 1, 2012 to December 31, 2012.

**Cross Appointments**

**GUILD, Paul**, Professor, Department of Management Sciences to Department of Psychology, September 1, 2012 to August 31, 2015.

**ROY, Eric**, Professor, Department of Kinesiology to Department of Psychology, September 1, 2012 to August 31, 2015.
Staff to Faculty Appointments
BREUGST, Eric (Arts Undergraduate Office), Lecturer, Faculty of Arts, September 1, 2012 to December 31, 2012.

HAYDEN, Jayne (Centre for Career Action), Lecturer, Faculty of Arts, September 1, 2012 to April 30, 2013.

Graduate Student to Part-time Lecturer Appointments
ARTHUR, David, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

BALORIA, Vishal, School of Accounting & Finance, September 1, 2012 to December 31, 2012.

BHAGWANANI, Ashna, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

CHRISTELIS, Angela, Department of Philosophy, September 1, 2012 to December 31, 2012.

FOTUHI, Omid, Department of Psychology, September 1, 2012 to December 31, 2012.

GHAFFARIAN, Sara, Department of Germanic & Slavic Studies, September 1, 2012 to December 31, 2012.

HAWRELIAK, Jason, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

HUNTER, Natalie, Department of Fine Arts, September 1, 2012 to December 31, 2012.

LOVE, Craig, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

NADOLNY, Daniel, Department of Psychology, September 1, 2012 to December 31, 2012.

PETRESCU, Maria, Department of French Studies, September 1, 2012 to December 31, 2012.

ROTH, Daniela, Department of Germanic & Slavic Studies, September 1, 2012 to December 31, 2012.

SCHOLZ, Kyle, Department of Germanic & Slavic Studies, September 1, 2012 to December 31, 2012.

SCHROEDER, Katharina, Department of Germanic & Slavic Studies, September 1, 2012 to December 31, 2012.

SHAQIRI, Albulena, Department of Psychology, September 1, 2012 to December 31, 2012.

SIMARD SMITH, Paul, Department of Philosophy, September 1, 2012 to December 31, 2012.

SMITHWICK, Neal, Women’s Studies, September 1, 2012 to December 31, 2012.

SWINAMER, Stephanie, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

TOMASZCZYK, Jennifer, Department of Psychology, September 1, 2012 to December 31, 2012.

VIJAYAN, Devika, Department of French Studies, September 1, 2012 to December 31, 2012.
WEAVER, Sara, Department of Philosophy, September 1, 2012 to December 31, 2012.

WEIMER-STUCKMANN, Gerlinde, Department of Germanic & Slavic Studies, September 1, 2012 to December 31, 2012.

ZIEGLER, Kevin, Department of English Language & Literature, September 1, 2012 to December 31, 2012.

B. ADMINISTRATIVE APPOINTMENTS
MCMURRY, Andrew, Director, Independent Studies, September 1, 2012 to August 31, 2014.

PENNY LIGHT, Tracy, Director, Women’s Studies, July 1, 2012 to June 30, 2015.

C. SABBATICAL LEAVES
For Approval by the Board of Governors
COOKE, Martin, Associate Professor, Department of Sociology & Legal Studies, January 1, 2013 to June 30, 2013 at full salary.

GRAHAM, Kenneth, Associate Professor, Department of English Language & Literature, January 1, 2013 to June 30, 2013 at 85% salary.

HOUSTON, Andrew, Associate Professor, Department of Drama & Speech Communication, January 1, 2013 to June 30, 2013 at full salary.

HUANG, Alan, Assistant Professor, School of Accounting & Finance, January 1, 2013 to June 30, 2013 at 85% salary.

RUS, Horatiu, Assistant Professor, Department of Economics, January 1, 2013 to June 30, 2013 at full salary.

TAYLOR, Bruce, Professor, Department of Fine Arts, January 1, 2013 to June 30, 2013 at full salary.

WALKER, James, Professor, Department of History, January 1, 2013 to June 30, 2013 at 85% salary.

WANG, Hongying, Associate Professor, Department of Political Science, January 1, 2013 to June 30, 2013 at 85% salary.

WARRINER, Keith, Associate Professor, Department of Sociology & Legal Studies, January 1, 2013 to December 31, 2013 at 97.5% salary.

WOLFE, Mindy, Assistant Professor, School of Accounting & Finance, January 1, 2013 to June 30, 2013 at full salary.

ZANNA, Mark, Professor, Department of Psychology, January 1, 2013 to December 31, 2013 at full salary.

SABBATICAL LEAVE CANCELLATION
TURRI, John, Assistant Professor, Department of Philosophy, July 1, 2012 to December 31, 2012.

Douglas M. Peers
Dean, Arts
A. APPOINTMENTS

Tenured
DALZIEL, Margaret, Associate Professor, Dean of Engineering Office, Conrad Business, Entrepreneurship and Technology Centre, January 1, 2013. PhD Universite du Quebec a Montreal 2002; ARCT Royal Conservatory of Music of Toronto 1994; MBA McGill University 1994; BSc McGill 1983. Professor Dalziel’s research focuses on innovation intermediaries, industry architecture, and alliances and acquisitions in technology-intensive industries. Prior to joining Conrad, she spent 12 years at the Telfer School of Management at the University of Ottawa and also held positions in technology development and research management at PRECARN (an industrial research consortium) at McGill University and the Canadian Space Agency.

Definite-term Appointment
BEYNON, Douglas, Entrepreneur-in-Residence/Lecturer, Dean of Engineering Office, Conrad Business, Entrepreneurship and Technology Centre, September 1, 2012 – August 31, 2013. PhD University of Kansas 1977; MASc University of Waterloo 1973; BASc University of Waterloo 1970. Dr. Beynon continues with the Conrad Centre as Entrepreneur-in-Residence (EIR) and Lecturer teaching new venture creation. As Conrad’s EIR, he connects students in the Master of Business, Entrepreneurship and Technology program with mentors, professional services and potential sources of funding. He arranges a weekly guest lecture series, coaches teams entering business plan competitions, and represents the centre to external stakeholders. Dr. Beynon is also a member of the Conrad Advisory Council and the Development Committee.

Visiting Appointments
ALZOUBI, Khawla, Researcher, Department of Electrical & Computer Engineering, July 1, 2012 – June 1, 2013.

BEEH, Elmar, Researcher, Department of Mechanical & Mechatronics Engineering, August 15, 2012 – November 14, 2012.


MACKENZIE, Jennifer, Scholar, Department of Chemical Engineering, September 1, 2012 – December 31, 2012.


NASROLLAHI, Fatemeh, Scholar, Department of Chemical Engineering, December 1, 2013 – August 15, 2014.

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


TANCHARERNRAT, Thanyaporn, Scholar, Department of Chemical Engineering, August 27, 2012 – August 31, 2013.
2012 – August 26, 2013.

**YANG, Jun (Jennifer)**, Scholar, Department of Civil & Environmental Engineering, September 1, 2012 – February 28, 2013.

**YANG, Xiaohua**, Scholar, Department of Management Sciences, October 1, 2012 – March 31, 2013.

**YANG, Zhengjin**, Scholar, Department of Chemical Engineering, September 1, 2012 – November 30, 2012.


**YEN, Sandi**, Scholar, Department of Chemical Engineering, September 1, 2012 – April 30, 2013.

**ZHANG, Mi (Jenny)**, Scholar, Department of Management Sciences, August 1, 2012 – August 31, 2013.

**Visiting Reappointment**


**Adjunct Appointments**

**Instruction**

**ALEMOHAMMAD, Hamid**, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – December 31, 2012.

**BALESHTA, James**, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – December 31, 2012.

**FOERSTER, Allan**, Lecturer, Dean of Engineering Office, Conrad Business, Entrepreneurship and Technology Centre, September 1, 2012 – August 31, 2013.

**GABER, Tammy**, Assistant Professor, School of Architecture, September 1, 2012 – December 31, 2012.


**IRWIN, Sean**, Assistant Professor, School of Architecture, September 1, 2012 – December 31, 2012.

**JAKAB, Timea**, Assistant Professor, School of Architecture, September 1, 2012 – December 31, 2012.

**KARNEY, Christina**, Lecturer, School of Architecture, September 1, 2012 – December 31, 2012.

**KEMPTON, Matthias**, Lecturer, School of Architecture, September 1, 2012 – December 31, 2012.

LIM TUNG, Fiona, Assistant Professor, School of Architecture, September 1, 2012 – December 31, 2012.

MARTIN, Jay, Assistant Professor, School of Architecture, September 1, 2012 – December 31, 2012.

MUSSON, Brian, Assistant Professor, School of Architecture, September 1, 2012 – December 31, 2012.

VERDE, Marco, Assistant Professor, School of Architecture, September 1, 2012 – December 31, 2012.

VYASARAYANI, Chandrika, Assistant Professor, Department of Systems Design Engineering, August 1, 2012 – July 31, 2015.

Graduate Supervision and Research
SEVIORA, Rudy, Associate Professor, Department of Electrical & Computer Engineering, May 1, 2012 – April 30, 2015.

Research
TAI, Yongming, Assistant Professor, Department of Management Sciences, September 1, 2012 – August 31, 2014.

Adjunct Reappointments
Instruction
AHMED, Mohamed, Lecturer, Department of Electrical & Computer Engineering, September 1, 2012 – December 31, 2012.


HULLS, Carol, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – December 31, 2012.

MATHER, David, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – December 31, 2012.

WON, Seong-hoon (Peter), Lecturer, Mechanical & Mechatronics Engineering, September 1, 2012 – December 31, 2012.

Graduate Supervision and Research
CHRISTIAN, Beverley Howard, Assistant Professor, Department of Chemical Engineering, September 1, 2012 – August 31, 2014.

ENTCHEV, Evgueniy, Professor, Department of Chemical Engineering, September 1, 2012 – August 31, 2015.

STEVENS, Matthew, Assistant Professor, Department of Chemical Engineering, June 1, 2012 – May 31, 2015.

Cross Reappointments
HEPPLER, Glenn, Professor, Department of Systems Design Engineering to Department of Mechanical & Mechatronics Engineering, May 1, 2012 – April 30, 2015.

LEGGE, Raymond, Professor, Department of Chemical Engineering to Department of Civil & Environmental Engineering, September 1, 2012 – August 31, 2015.
Graduate Student to Part-time Lecturer Appointments

AL-HAMMOUD, Rania, Department of Civil & Environmental Engineering, January 1, 2013 – April 30, 2013.


WANG, James Jiaming, Department of Mechanical & Mechatronics Engineering, September 1, 2012 – December 31, 2012.

B. ADMINISTRATIVE APPOINTMENTS

BUDMAN, Hector, Associate Chair, Graduate Studies, Department of Chemical Engineering, September 1, 2012 – December 31, 2012.

GEBOTYS, Cathy, Associate Chair, Graduate Studies, Department of Electrical & Computer Engineering, September 1, 2012 – August 31, 2015.

MANSOUR, Raafat, Associate Chair, Research, Department of Electrical & Computer Engineering, January 1, 2012 – December 31, 2015.

MICHAILOVICH, Oleg, Coordinator, MEng Program, Department of Electrical & Computer Engineering, January 1, 2013 – April 30, 2013.

ADMINISTRATIVE REAPPOINTMENTS

DAVISON, Dan, Associate Chair, Undergraduate Studies, Department of Electrical & Computer Engineering, September 1, 2012 – August 31, 2013.

EL-SAADANY, Ehab, Director, Electric Power Engineering Program, Department of Electrical & Computer Engineering, September 1, 2012 – August 31, 2015.


MCMINN, John, Associate Director, Graduate Studies and Research, School of Architecture, September 1, 2012 – February 28, 2013.

ADMINISTRATIVE APPOINTMENT CHANGES

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

SIVOTHTHAMAN, Siva, Associate Chair, Graduate Studies, Department of Electrical & Computer Engineering, from September 1, 2011 – August 31, 2013 to September 1, 2011 – August 31, 2012.

C. SABBATICAL LEAVE

For Approval by the Board of Governors

YEOW, John, Associate Professor, Department of Systems Design Engineering, September 1, 2013 – August 31, 2014 at 85% salary.

Pearl Sullivan
Dean, Engineering
FOR INFORMATION

A. APPOINTMENTS

Adjunct Appointments

BULLOCK, Ryan, Lecturer, Department of Geography and Environmental Management, September 1, 2012 to December 31, 2012.

GREEN, William, Lecturer, School of Planning, September 1, 2012 to December 31, 2012.

MOORE, Leith, Lecturer, School of Planning, September 1, 2012 to December 31, 2012.

ROBERTS, John, Lecturer, School of Environment, Enterprise and Development, September 1, 2012 to December 31, 2012.

Graduate Supervision and Research

COOPER, David, Professor, Department of Geography and Environmental Management, September 1, 2012 to August 31, 2015.

Cross Appointment

FEICK, Robert, Associate Professor, School of Planning to the Department of Geography and Environmental Management, September 1, 2012 to August 31, 2015.

B. ADMINISTRATIVE REAPPOINTMENTS

CLAPP, Jennifer, Faculty of Environment Chair in Global Environmental Governance, September 1, 2012 to August 31, 2017.

McALLISTER, Mary Louise, Teaching Fellow, Faculty of Environment, July 1, 2012 to June 30, 2015.

MURPHY, Stephen, Director, Centre for Ecosystem Resilience and Adaptation, July 1, 2012 to June 30, 2015.

C. SABBATICAL LEAVE

For Approval by the Board of Governors

PARKER, Paul, Professor, Department of Geography and Environmental Management, January 1, 2013 to June 30, 2013 and January 1, 2014 to June 30, 2014 at full salary.

André Roy
Dean, Environment
FOR INFORMATION

A. APPOINTMENTS

Definite-term Reappointments

DAWOUD, Dina, Lecturer, Dept. of Statistics and Actuarial Science, April 30, 2013 – April 28, 2015. Ms. Dawoud will teach six courses per year and participate in departmental activities as required.

HARMSWORTH, David, Lecturer, Dept. of Applied Mathematics, September 1, 2012 – August 31, 2015. Mr. Harmsworth will teach six courses per year and participate in departmental activities as required.

Visiting Appointments

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


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

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


Adjunct Appointments

Instructor


COUTINHO, Gabriel, Lecturer, Dept. of Combinatorics and Optimization, September 1, 2012 – December 31, 2012.


MARSHMAN, Beverly, Associate Professor, Dept. of Applied Mathematics, September 1, 2012 – December 31, 2012.


Research

Adjunct Reappointments
Instructor


Research

De ALBA, Enrique, Professor, Dept. of Statistics and Actuarial Science, September 1, 2012 – August 31, 2015.

JACKSON, David, Professor, Dept. of Combinatorics and Optimization, September 1, 2012 – August 31, 2017.

Graduate Student to Part-time Lecturer Appointments
ALI, Mohammed, David R. Cheriton School of Computer Science, September 1, 2012 – December 31, 2012.


Graduate Student to Part-time Lecturer Reappointments


Postdoctoral Fellow to Part-time Lecturer Appointment

B. ADMINISTRATIVE APPOINTMENTS
MORTON, Andrew, Director, Software Engineering Program, David R. Cheriton School of Computer Science, July 1, 2012 – June 30, 2015.


ADMINISTRATIVE REAPPOINTMENTS


C. SABBATICAL LEAVES
For Approval by the Board of Governors
HARDY, Mary, Professor, Dept. of Statistics and Actuarial Science, January 1, 2013 – December 31, 2013 with 100% salary.

WEDDELL, Grant, Associate Professor, David R. Cheriton School of Computer Science, January 1, 2013 – June 30, 2013 with 85% salary.

SABBATICAL LEAVE CANCELLATION
CSIMA, Barbara, Associate Professor, Dept. of Pure Mathematics, November 1, 2012 – April 30, 2013 with 85% salary.

Ian P. Goulden
Dean. Mathematics
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointment Change
SWANSON, Heidi, Assistant Professor, Department of Biology, from January 1, 2013 to June 30, 2016 to November 1, 2012 to June 30, 2016.

Definite-term Appointment
LI, Changcheng, Lecturer, Faculty of Science, September 15, 2012 to August 31, 2015. [B.Sc., Hefei University of Technology, China (2004); Ph.D., University of Western Ontario (2012).] Dr. Li has a Ph.D. in Geology and will deliver teaching for the Department of Earth and Environmental Sciences. In addition, he will play a major service role in providing support to the China 2+2 program. He is fluent in both Chinese and English and will be able to advise students on academic matters as well as aid their transition to Canada.

Adjunct Appointments

Undergraduate Instruction
ABU-GHAZALAH, Rashid, Lecturer, School of Pharmacy, September 1, 2012 to December 31, 2012.

NEUFELD, Heather, Lecturer, Department of Earth and Environmental Sciences, September 1, 2012 to December 31, 2012.

Graduate Supervision
KROM, Michael D., Professor, Department of Earth and Environmental Sciences, April 1, 2012 to March 31, 2015.

PAKTUNC, Dogan, Professor, Department of Earth and Environmental Sciences, July 1, 2012 to June 30, 2015.

Research
GOLD, Deborah, Associate Professor, School of Optometry and Vision Science, August 1, 2012 to July 31, 2015.

MORRIS, Carol A., Associate Professor, School of Optometry and Vision Science, July 1, 2012 to June 30, 2015.

Graduate Supervision and Research
CHOU, Ralph (Distinguished Professor Emeritus), Associate Professor, School of Optometry and Vision Science, July 1, 2012 to June 30, 2015.

DAWSON, John F., Associate Professor, Department of Chemistry, August 15, 2012 to August 31, 2015.

Adjunct Reappointments

Undergraduate Instruction
COULSTON, Barbara, Assistant Professor, School of Pharmacy, August 15, 2012 to December 31, 2012.

GILBERT, Dara E., Lecturer, Department of Chemistry, September 1, 2012 to December 31, 2012.

LANG, Jane, Lecturer, Department of Earth and Environmental Sciences, September 1, 2012 to December 31, 2012.
PARKS, Jennifer, Lecturer, Department of Earth and Environmental Sciences, September 1, 2012 to December 31, 2012.

RAMSOOMAIR, Franklin, Lecturer, Faculty of Science, September 1, 2012 to December 31, 2012.

Graduate Supervision
MISRA, Manjusri M., Associate Professor, Department of Chemistry, September 1, 2012 to August 31, 2015.

MORGAN, Alan V., Professor, Department of Earth and Environmental Sciences, September 1, 2012 to August 31, 2015.

SMITH, James E., Professor, Department of Earth and Environmental Sciences, June 1, 2012 to May 31, 2015.

STUMPF, Andrew J., Professor, Department of Earth and Environmental Sciences, October 1, 2012 to September 30, 2015.

ZHANG, Leiming, Professor, Department of Earth and Environmental Sciences, July 1, 2012 to June 30, 2015.

Research
JELLIE, Hugh, Professor, School of Optometry and Vision Science, August 1, 2012 to July 31, 2015.

SHEARDOWN, Heather, Professor, School of Optometry and Vision Science, September 1, 2012 to August 31, 2015.

Graduate Supervision and Research
DeELL, Jennifer R., Professor, Department of Chemistry, September 1, 2012 to August 31, 2015.

FENG, Yunwei, Assistant Professor, School of Optometry and Vision Science, August 1, 2012 to July 31, 2015.

RAAHEMIFAR, Kaamran, Associate Professor, School of Optometry and Vision Science, August 1, 2012 to July 31, 2015.

Graduate Instruction, Graduate Supervision and Research
JUTAI, Jeffrey, Professor, School of Optometry and Vision Science, August 1, 2012 to July 31, 2013.

Graduate Supervision, Research and Other
HESS, Robert F., Professor, School of Optometry and Vision Science, August 1, 2012 to July 31, 2015.

Cross Appointment
BERGMAN, Katherine, President and Vice-Chancellor, St. Jerome’s University, cross appointed to Department of Earth and Environmental Sciences, September 1, 2012 to August 31, 2017.

Cross Reappointments
CHEN, Pu, Professor, Department of Chemical Engineering, cross appointed to Department of Physics and Astronomy, September 1, 2012 to August 31, 2015.

AUCOIN, Marc, Assistant Professor, Department of Chemical Engineering cross appointed to Department of Chemistry, July 1, 2012 to August 31, 2015.
Staff to Faculty Reappointments
ASSOUD, Abdeljalil, Lecturer, Department of Chemistry, September 1, 2012 to December 31, 2012.

DINH, Tan N., Lecturer, Faculty of Science, September 1, 2012 to December 31, 2012.

MARTA, Richard, Lecturer, Department of Chemistry, September 1, 2012 to December 31, 2012.

Graduate Student to Part-time Lecturer Appointment
NESAN, Dinushan, Department of Biology, September 1, 2012 to December 31, 2012.

Graduate Student to Part-time Lecturer Reappointment
DELANEY, Keith, Department of Earth and Environmental Sciences, September 1, 2012 to December 31, 2012.

Postdoctoral Fellow/Research Associate to Part-time Lecturer Reappointment
JASINSKI, Paul, Department of Earth and Environmental Sciences, September 1, 2012 to December 31, 2012.

B. ADMINISTRATIVE APPOINTMENTS
IDZIAK, Stefan, Associate Dean, Co-op, Faculty of Science, September 1, 2012 to August 31, 2013.

SCHNEIDER, Eric, Interim Associate Director, Practice-Based Education, School of Pharmacy, September 1, 2012 to February 28, 2013.

ADMINISTRATIVE REAPPOINTMENTS
CONIGLIO, Mario, Associate Dean, Undergraduate Studies, Faculty of Science, September 1, 2012 to August 31, 2015.

JONES, Deborah, Interim Associate Director, Academics and Research, School of Optometry and Vision Science, July 1, 2012 to June 30, 2013.

WAITE, Nancy, Associate Director, Practice-Based Education, School of Pharmacy, May 1, 2012 to August 31, 2012.

C. RETIREMENTS
CHOU, Ralph, Associate Professor, School of Optometry and Vision Sciences, effective July 1, 2012.

HARRIS, Gretchen, Associate Professor, Department of Physics and Astronomy, effective September 1, 2012.

D. SABBATICAL LEAVES
For Approval by the Board of Governors
BOBIER, William R., Professor, School of Optometry and Vision Science, January 1, 2013 to December 13, 2013, 100% salary arrangements.

LIU, Wing-Ki, Professor, Department of Physics and Astronomy, September 1, 2013 to February 28, 2014, 100% salary arrangements.

T.B. McMahon
Dean, Science
A. APPOINTMENTS

Tenured
CADELL, Susan, Professor, School of Social Work, August 1, 2012.

Probationary-term Appointments
CASE, Rob, Lecturer, Social Development Studies, September 1, 2012 to August 31, 2015.

SCHMIDT HANBIDGE, Alice, Assistant Professor, School of Social Work, July 1, 2012 to June 30, 2015.

Definite-term Appointment
JANZEN, Rich, Assistant Professor, Social Development Studies, September 1, 2012 to August 31, 2013.

B. ADMINISTRATIVE APPOINTMENT
CADELL, Susan, Director, School of Social Work, August 1, 2012 to July 31, 2016.

C. RETIREMENT
SNYDER, Linda, Associate Professor, School of Social Work and Social Development Studies, effective August 1, 2012.

D. SABBATICAL LEAVES
BRENNER, Tom, Assistant Professor, Social Development Studies, July 1, 2012 to June 30, 2013 at 100% salary.

CAI, Kevin, Associate Professor, East Asian Studies, September 1, 2012 to August 31, 2013 at 85% salary.

E. ADMINISTRATIVE LEAVE
MESBUR, Ellen Sue, Professor, School of Social Work, August 1, 2012 – July 31, 2013 at 100% salary.

Glenn F. Cartwright
Principal, Renison University College
University of Waterloo
SENATE
October 15, 2012

FOR APPROVAL

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Undergraduate Council Appointment
Motion: That Senate approve the appointment of Brad Henry as the applied health sciences undergraduate student representative, term to December 31, 2012.
The Senate Executive Committee met on 1 October 2012 and agreed to forward the following item to Senate for approval.

FOR FIRST READING

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Senate Bylaw 11: A bylaw relating to the naming of additional \textit{ex officio} members of the Senate of the University of Waterloo [Attachment 1]

The amended bylaw is recommended to Senate for first reading*. The substantive change is the addition of the vice-president, advancement and the vice-president, university relations as \textit{ex officio} members of Senate. The other changes are minor housekeeping amendments.

The addition of two \textit{ex officio} members necessitates increasing the faculty-at-large ratio by one. There is no impact on Senate representation from other constituencies.

*The passage of a new bylaw or amendment(s) to an existing bylaw is accomplished in two readings of the document by Senate. At the first reading, such discussion of the document as is deemed appropriate by Senate shall take place. At the second reading, further discussion may take place and the vote on the document shall be taken. The two readings shall take place at different, but not necessarily consecutive, meetings of the Senate. [Senate Bylaw 7: A bylaw relating to the procedure for creating new bylaws or amending existing bylaws of Senate]
Senate Bylaw 11
A bylaw relating to the naming of additional *ex officio* members of the Senate of the University of Waterloo.

BE IT ENACTED as a bylaw of the Senate of the University of Waterloo, as follows:

WHEREAS the University of Waterloo Act, 1972 provides in Section 18.a.9. that the Senate of the University may add to its membership such other *ex officio* members as Senate by *ex officio* law may, from time to time, designate, and

WHEREAS the University of Waterloo Act, 1972 provides in Section 18.b.2. that elected members of the faculty shall equal in number one more than the total number of all other members of Senate, and

WHEREAS the University of Waterloo Act, 1972 provides in Section 18.c. that upon the designation of and addition, from time to time, by the Senate of any additional *ex officio* members, the number of elected members from the Board of Governors, the undergraduate students, the graduate students and the alumni shall be increased by whatever numbers are necessary to retain the ratios, in each case, of the number of such elected persons to the number of elected faculty.

BE IT THEREFORE enacted as a Bylaw of the Senate of the University of Waterloo as follows:

1. That the following be named as *ex officio* members of the Senate:
   a. The Associate Provost, General Services & Finance
   b. The Vice-President, Administration & Finance
   c. The Vice-President, University Relations
   d. The Vice-President, University Research
   e. The Associate Provost, Academic & Student Affairs
   f. The President of the Faculty Association of the University of Waterloo
   g. The President of the Federation of Students of the University of Waterloo
   h. The President of the Graduate Student Association of the University of Waterloo

2. That the Chief Returning Officer be empowered upon passage of this Bylaw to take whatever steps are necessary to carry out such elections or by-elections as may be necessary to comply with the provisions of the University of Waterloo Act, 1972, cited above and arising from the designation of *ex officio* members of Senate by the passage or amendment of this Bylaw.

*Approved by Senate May 20, 1975.*
*Amended by Senate at two meetings December 5, 1980 and January 19, 1981.*
*Amended by Senate at two meetings December 19, 1983 and January 16, 1984.*
*Amended by Senate at two meetings May 19, 1987 and June 15, 1987.*
*Amended by Senate at two meetings May 22, 1990 and June 18, 1990*
Senate Graduate & Research Council met on September 10, 2012 and agreed to forward the following items to Senate for approval. These items are recommended for inclusion in the regular agenda.

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

FOR APPROVAL

NEW PROGRAMS

Master of Arts in Classical Studies

1. Motion: To establish a Master of Arts in Classical Studies program to be offered by the Department of Classical Studies in the Faculty of Arts as described in attachment 1.

Rationale: The Joint MA program in Ancient Mediterranean Cultures was formerly a joint program with WLU, however, resource allocation priorities at WLU led to the loss of financial support for the program at that institution and the consequent impossibility of carrying on with the program as a joint endeavour. This new program is an expression of the University of Waterloo Classical Studies Department’s commitment to the University’s priority of maintaining graduate studies as one of the principal foci of our activities. It will allow UW faculty members to offer a graduate program tailored specifically to the research strengths and interests of the department while offering a top-quality learning experience for our students.

The program will be a research degree that will take sixteen months to complete. Students can choose between a coursework-based program with a Major Research Paper, or a more research-intensive Thesis option with fewer coursework requirements. The program will be offered full-time, charge regular fees, and the coursework will be offered primarily on the UW campus, although other arrangements for courses may be possible (e.g., classes taught overseas or by adjunct faculty on other campuses).

The University of Waterloo MA in Classical Studies aims to provide students with advanced training in the study of the ancient world, focusing primarily on the culture of Greece and Rome but also encompassing the surrounding cultures with which they interacted.

/md
George Dixon
Vice-President, University Research

Sue Horton
Associate Provost, Graduate Studies
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INTRODUCTION: LEARNING OBJECTIVES AND OUTCOMES

1.1 Brief listing

The University of Waterloo MA in Classical Studies aims to provide students with advanced training in the study of the ancient world, focusing primarily on the culture of Greece and Rome but also encompassing the surrounding cultures with which they interacted. It is a research degree that will take sixteen months to complete. Students can choose between a coursework-based program with a Major Research Paper, or a more research-intensive Thesis option with fewer coursework requirements. The program will be offered full-time, charge regular fees, and the coursework will be offered primarily on the UW campus, although other arrangements for courses may be possible (e.g., classes taught overseas or by adjunct faculty on other campuses).

1.1a Brief history of the program

In 2006, faculty members in Classical Studies at the University of Waterloo decided to explore launching a Masters-level graduate program. It was decided to form an alliance with colleagues in Classics and Archaeology at Wilfrid Laurier University to create a unique Joint MA program in Ancient Mediterranean Cultures. This program admitted its first students in 2008 and currently has 15 students enrolled in it, with an average admission of 5-7 in any given year. All seven of the students who have graduated from the program so far have gone on to further postgraduate study: two have opted for teachers’ training, one for Library and Information Sciences and the others for either a second MA in a related discipline in the UK or to related PhD programs in Ontario, Alberta and New York.

Changes in resource allocation priorities at WLU have led to the loss of financial support for the program at that institution and the consequent impossibility of carrying on with the program as a Joint endeavour.

Therefore, this new program proposal is an expression of the University of Waterloo Classical Studies Department’s commitment to the University’s priority of maintaining graduate studies as one of the principal foci of our activities. This new program will allow UW faculty members to offer a graduate program tailored specifically to the research strengths and interests of the department while offering a top-quality learning experience for our students.

1.2 Method used for preparation of the brief

This brief was prepared after several consultations with Professor Sue Horton, the Associate Provost for Graduate Studies, Cathy Jardine from the Graduate Studies Office, Professor Bruce Muirhead, the Associate Dean of Arts for Graduate Studies and extensive feedback from faculty members in the Department of Classical Studies. Current graduate students’ views were solicited via their representative, Ryan Walsh.
1.3 Objectives of the program

The University of Waterloo’s mission is “to advance learning and knowledge through teaching, research and scholarship, nationally and internationally, in an environment of free expression and inquiry”. The MA in Classical Studies reinforces this mission by providing students with the research skills, language training and extensive exposure to material relating to the ancient Greco-Roman world construed broadly, from its origins in pre-Classical Greece through the domination of Roman culture and the impact of these on the developments of subsequent centuries, including the early modern period. It will be a research-intensive program that will allow the next generation of scholars and citizens to progress further in their studies relating to the ancient world and to gain a deeper understanding of the origins of our own culture The program will prepare graduates to continue on to academic studies at the PhD level or, alternately, to work in and/or engage in further professional training in broader contexts (e.g., in teaching, information sciences, museum studies, restoration work, architecture, law).

The program’s two options allow students to develop a systematic understanding and critical awareness of the issues surrounding research into and understanding of the ancient world. A broad selection of coursework + Major Research Paper will promote methodological competence and expand both the students’ knowledge and their communication skills (written and oral), while a larger-scale research project (the MA Thesis), complemented by coursework, will function to deepen students’ understanding of antiquity and provide them with opportunities to demonstrate the originality of their application of their acquired knowledge.

In more concrete terms, the MA in Classical Studies aims to provide students with the following Learning Outcomes:

* To be able to identify and describe a broad range of cultural products (both physical and intellectual) of the ancient Greco-Roman world
* To be able to interpret and analyze original evidence from the ancient world (e.g., artistic production, literary production, built infrastructure) and contextualize it at an advanced level; this includes working with ancient materials in their original language and being able to gain access to secondary materials by non-Anglophone scholars.
* To be able to plan and execute lengthy and large-scale research projects involving multiple components of ancient evidence and modern scholarly interpretation
* To be able to apply methodological and critical thinking skills learned and practised in the course of the degree to a variety of scholarly and real-world transferable applications

1.4 Admission requirements

In order to be admitted to the MA in Classical Studies at the University of Waterloo, a student must meet the general admission requirements of the university. In addition, a minimum admission average of B+ in the last two years of undergraduate study, exclusive of first year level courses in those two years, is normally required. Students with an Honours degree in Classical Studies with language specialization will be
considered to have the best preparation for admission. An Honours graduate in a program other than Classical Studies (or a closely related discipline with similar language training) may be admitted if evidence justifying admission is confirmed; however, a program of appropriate preparatory studies (qualifying year(s)) may be required of such applicants. Students are expected to submit a statement of research interests.

Language requirements: Students are expected to be proficient in the language(s) needed in their areas of research; consequently, both ancient Greek and Latin are required components of the program, as is reading competence in at least one modern language other than English fulfills. Such competencies fulfill the University’s pedagogical focus on internationalization and intercultural awareness. For details on these requirements, please see section 4.2a below.

1.5 a) Structure

Students admitted to the program will choose between two options, each of which will normally be completed in 16 months of full-time work:

1) Major Research Paper (1.0 credits; 10,000 – 16,000 words) + Coursework (3.0 credits, including CLAS 601, one GRK and one LAT)

Students choosing this option will gain a broad understanding of the methodologies and issues surrounding advanced research relating to the ancient world. A broad array of coursework offered by faculty in the Department of Classical Studies as well as adjunct colleagues in other departments and at other institutions (see Table 1b below) will facilitate both the expansion and deepening of their knowledge; in addition, it will provide a concrete opportunity to apply this knowledge to a focused research project. The project will be evaluated by the student’s advisory committee, which is composed of the student’s supervisor plus two other faculty members qualified to evaluate the proposed topic.

2) Master’s Thesis (2.0 credits; 20,000 – 35,000 words) + Coursework (2.0 credits, including CLAS 601, one GRK and one LAT)

As with the previous option, classroom experience will enable students choosing this option to broaden their awareness of research methodologies relating to the study of the ancient world. They will also have the opportunity to apply the knowledge they have acquired to a large-scale project that will be defended orally according to the Graduate Studies Office regulations governing Master’s Thesis defences.

Note that both options within the program have two ancient language requirements (0.5 credits each in a graduate-level class in ancient Greek and Latin at a minimum of 75%). There is also one modern language requirement milestone that requires students to demonstrate reading comprehension of one language other than English (e.g., French, German, Italian, Spanish). More will be discussed regarding the language requirements under section 4.2 a) below.
Because Classical Studies as a discipline aims to study the entire range of human experience attached to a broad time period of the distant past, students are expected to learn about a variety of facets of human endeavour, ranging from the history of science and medicine to philosophy to technology; from the visual and literary arts to politics to social history; from interactions with the biosphere to interactions with the supernatural: everything that occurred in the space and time circumscribed by the prominence of the ancient Greek and Latin language is a legitimate object of study for Classicists. Consequently, although the program can in principle be completed within a twelve-month time span, given the combination of the rigorous nature of the language requirements, coursework and research project, it is anticipated that students admitted to the program will normally take sixteen months to complete it.

b) Effect of Structure on Quality

By placing the mandatory methodology course (CLAS 601) at the very beginning of students’ progress in the program, other classes can be prepared assuming a substantial level of acquired background knowledge on the part of the students, and therefore be pitched at an appropriately challenging level for graduate students. In addition, as part of the requirements in CLAS 601 are a) the submission of a project description relating to the students’ main research project for the program, and b) an in-class presentation where the same project can receive feedback from classmates and any other faculty members able to attend and provide their expertise. Thus it is in a direct sense that students’ main research project (MRP or Thesis) is an outgrowth of their coursework.

Graduate-level classes in Classical Studies and its associated languages encourage critical assessments of variegated and often fragmentary materials as well as the thorough examination of the relevant historical scholarship. The latter is particularly important for a discipline such as Classical Studies where the secondary materials themselves are multi-lingual and have a history that is counted in multiple centuries. Courses offered in the ancient languages at the graduate level encourage a deep understanding of the texts as well as their historical contexts, producing a keen awareness of the differing perspectives on the human experience that are expressible (and have been expressed) by people physiologically no different from ourselves, yet separated from us by dozens of generations.

The language requirements ensure that students understand the research-intensive focus of this program: without a firm grounding in the ancient languages, it is not possible to undertake graduate-level research relating to the ancient world. Since it is uncommon for students to be equally strong in both ancient languages, we conduct diagnostic language exams as soon as students arrive, which allow the student to be placed in the language classes that best suit their skill level at that time.

The requirement of at least one modern language other than English ensures that students can gain access to a broader fraction of the available secondary literature in Classical
Studies, which tends to be published in roughly equal proportions in English, French and German, with Italian and Spanish also being prominent.

In sum, a graduate of this program will emerge multi-lingual (including two of the more challenging tongues in the Indo-European pantheon), capable of complex problem solving and analysis, deeply knowledgeable about a variety of aspects of the ancient world, and well-practiced in clear oral and written expression.

1.6 Program content

Coursework includes a mandatory class (CLAS 601), normally team-taught, that focuses on graduate-level research methods in the full range of topics and areas necessary for advanced, exploratory study of the ancient world, in philology (textual and literary criticism, palaeography, epigraphy, critical editing, historical linguistics, papyrology); in material culture (archaeology, numismatics, pottery, art, architecture, codicology); and in history (social, political, intellectual, military). This foundational course, to be offered in the Fall term every year, will provide a common set of research tools that will serve to enhance and standardize the students’ preparation at a level beyond what they have already received as holders of Honours Classical Studies Bachelor’s degrees. Instructors of all other graduate-level classes will assume that students have acquired these research tools and are equipped to use them profitably in the work required for the other taught components of the degree. Students in this methodologies class will be expected to undertake preliminary work toward their main research project (whether that be an MRP or a Thesis) as part of the requirements of this class.

The other taught components of the degree will, for the most part, be offered as topics-based courses designed to cover the broad sub-disciplines of the Classical world and flow out of the research areas of our faculty members.

In addition to the above, the CLAS course offerings also include the opportunity to travel to visit and study the remains of the ancient world in situ via CLAS 695, Classical Studies Abroad. It is expected that, normally, the CLAS graduate-level classes will not be held in conjunction with senior undergraduate classes, with the exception of CLAS 695.

Students are also required to take one graduate-level course (0.5 credit) in each of the two ancient languages relevant to the program (GRK and LAT). These classes are also based around broad titles that are repeatable should a student wish to take more than one graduate class in either language. In order to ensure that graduate students (especially those in the Thesis option) take a minimum of 2/3 of their courses in graduate-only classes, at least one graduate language class offered per year (either GRK or LAT) will be reserved exclusively for graduate students and not joined with a senior undergraduate section. Translation of unseen passages without grammatical or lexical aids is one of the important components in the evaluation of student performance in GRK and LAT courses.
It is expected that CLAS 601 will be offered annually, that at least one of each LAT 6xx and GRK 6xx be offered every year, plus a minimum additional three CLAS 6xx seminars will be offered every year. With the current staffing complement, this arrangement gives each core faculty member the opportunity to teach one graduate course every year, with sabbatical leaves being accounted for.

1.7  Mode of delivery

The taught component of the degree will be based around graduate seminars, with additional instruction occurring in the context of department-sponsored colloquia featuring prominent scholars in the field, and the pursuit of opportunities for students to study abroad. The Department of Classical Studies and its adjoined Institute for Hellenistic Studies are currently deepening their links with colleagues and institutions abroad such as the Department of Classical Studies at the University of Edinburgh, the Department of Classical Studies at the University of Exeter and the Canadian Institute in Greece. Such partnerships should enhance possibilities for international experiences for the students. See below (Section 3.5) for further details on funding for international opportunities. Notably, the Department has recently received the generous gift of The NA Engineering Associates Inc. Research Travel Award in Hellenistic Studies, which will enable students to pursue research and learning opportunities in Greece.

The research component of the degree will be conducted primarily through close one-on-one guidance and consultation with the student’s supervisor, as well as consultation with the other members of the student’s Academic Committee when necessary.

1.8  Assessment of teaching and learning

Assessment in lecture-based courses is done by a variety of means, each of which is intended to prepare students for a critical aspect of advanced work in Classical Studies. The evaluation of oral presentations assesses students for the originality and depth of content, but also in terms of delivery, a skill essential for future teachers, academics and other professional positions that involve interacting with an audience. Similarly, evaluations of written work focus not only on content, but also on the clarity of expression, coherence of argument, depth of critical thinking and originality of approach. All of these factors feed into training proficient and effective writers and speakers who can operate at the most advanced levels. The breadth of material considered in Classical Studies prepares students to be polyvalent in their approaches to problem solving and critical in their assessment of others’ statements, claims and opinions.
2. **HUMAN RESOURCES**

The Department of Classical Studies has 7.0 FTE faculty members, all of whom have ADDS status, and one full-time support staff member. Together, our team supports a successful undergraduate program in Classical Studies that offers three Minor programs, 3-year and 4-year General programs, and an Honours program in Classical Studies, as well as the coordination of interdisciplinary 3-year, 4-year General and Honours undergraduate programs in Medieval Studies. In total, the Department supports ~80 undergraduate majors. In addition to the regular faculty members listed below, it is common practice for the Faculty of Arts to provide sessional replacements for regular faculty members on sabbatical leave or seconded to administrative appointments. The department has benefitted from the presence and continued support of 3-4 regular individuals willing to step in for such occasions. Details about the resources available to the department in support of its teaching are outlined below.

2.1 **Resources for graduate programs only**

In addition to the seven core faculty members in Classical Studies, the program will benefit from the expertise of adjunct professors from other academic units. Those individuals listed as adjunct who come from other institutions have all participated in the Department’s current MA program either as instructors or as members of students committees or both. Their commitment is therefore substantial and ongoing.

None of the core faculty members is expected to retire before 2021.

2.1a. **List of faculty**

Table 1a – Core faculty members (Category 1 – involved in thesis supervision)

<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>M/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ager, Sheila, Associate</td>
<td>F</td>
</tr>
<tr>
<td>Coşkun, Altay, Associate</td>
<td>M</td>
</tr>
<tr>
<td>Faber, Riemer, Associate</td>
<td>M</td>
</tr>
<tr>
<td>Faulkner, Andrew, Associate</td>
<td>M</td>
</tr>
<tr>
<td>Hardiman, Craig, Associate</td>
<td>M</td>
</tr>
<tr>
<td>Porreca, David, Associate</td>
<td>M</td>
</tr>
<tr>
<td>Vester, Christina, Associate</td>
<td>F</td>
</tr>
</tbody>
</table>

Table 1b – Adjunct faculty members (Category 3 – involved in instruction and student committee membership)
<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>M/F</th>
<th>Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desjardins, Michel, Full</td>
<td>M</td>
<td>Religion and Culture, WLU</td>
</tr>
<tr>
<td>Feuerherm, Karljürgen, Associate</td>
<td>M</td>
<td>Classics, WLU</td>
</tr>
<tr>
<td>Fletcher, Judith, Associate</td>
<td>F</td>
<td>History, WLU</td>
</tr>
<tr>
<td>Johnston, Rebekah, Associate</td>
<td>F</td>
<td>Philosophy, WLU</td>
</tr>
<tr>
<td>Liston, Maria, Associate*</td>
<td>F</td>
<td>Anthropology, UW</td>
</tr>
<tr>
<td>Novak, Joseph, Associate*</td>
<td>M</td>
<td>Philosophy, UW</td>
</tr>
<tr>
<td>O’Cleirigh, Padraig, Associate</td>
<td>M</td>
<td>Classics, Guelph</td>
</tr>
<tr>
<td>Schaus, Gerald, Associate</td>
<td>M</td>
<td>Classics, WLU</td>
</tr>
<tr>
<td>Sherwood, Andrew, Associate</td>
<td>M</td>
<td>Classics, Guelph</td>
</tr>
<tr>
<td>Tremblay, Bruno, Associate</td>
<td>M</td>
<td>Philosophy, SJU</td>
</tr>
</tbody>
</table>

*Cross-appointed to Classical Studies

2.1b  *External operating research funding*

Table 2 – External Research Funding (all amounts in CAD)

<table>
<thead>
<tr>
<th>Source</th>
<th>Year 2004/05</th>
<th>Year 2005/06</th>
<th>Year 2006/07</th>
<th>Year 2007/08</th>
<th>Year 2008/09</th>
<th>Year 2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Research Funding by Source and Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Granting Councils</td>
<td>Other Peer Adjudicated</td>
<td>Contracts</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004/05</td>
<td>5,231 Faber</td>
<td>8,500 Porreca</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005/06</td>
<td>432,000 Coşkun (co-PI)</td>
<td>8,200 Coşkun</td>
<td>602 Hardiman</td>
<td>45,000 Porreca/Tremblay</td>
<td>8,500 Porreca</td>
<td></td>
</tr>
<tr>
<td>2006/07</td>
<td>17,500 Porreca</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007/08</td>
<td>24,620: Ager/Faber/Hardiman/Vester</td>
<td>8,000 Coşkun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009/10</td>
<td>5,276 Porreca</td>
<td>6,400 Coşkun</td>
<td>5,000 Coşkun</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2.1c Graduate supervision

Please note that the Department of Classical Studies inaugurated in 2008 the MA program that this proposal is replacing. We have no PhD program.

Table 3 – Core faculty graduate supervision

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Completed MA students</th>
<th>Current MA students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ager, Sheila</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Coşkun, Altay</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Faber, Riemer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faulkner, Andrew</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hardiman, Craig</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Porreca, David</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Vester, Christina</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Grand total: $1,134,641

* Not all applications relevant to the 2011/12 academic year have been assessed at the time of writing.

### 2.1d Commitment of faculty from other graduate programs/other institutions
The principal level of involvement of adjunct faculty members to this program will be to lend their expertise to student advisory committees as readers of MRPs and co-examiners of MA Theses. This collaboration is ongoing for several of the adjunct faculty members listed in Table 1b above (e.g., Liston, Novak, Schaus, Tremblay). Several of our adjuncts have also taught graduate classes for the current MA program, and it is anticipated that this sort of collaboration will continue in the future as opportunities arise.

2.2 Quality of faculty

Students enrolled in this MA program will benefit from a wide breadth of expertise that resides in the department. Monographs published by core faculty have dealt with the following topics: international relations during the Hellenistic period; Roman law and foreign policy during the Republic and early Empire; late Roman state and culture; interstate relations and conflict resolution; Homeric hymns.

More broadly, faculty members have published original research on ancient domestic art in Greece, literary imagery in ancient literature (both Greek and Latin), the history and pedagogy of magic, the heritage of the Classical tradition, critical editions of Latin works of philosophy and theology, political and social history, proper names as sources for intercultural contacts in antiquity, the Hellenistic and Roman ruler cult, bigamy, bastardy, and socio-cultural identity in Attic drama.

Among the research awards received by core faculty members in the program, there have been successful external SSHRC Standard Research Grants (Coskun, Faulkner), SSHRC Aid to Conferences Grant (Faber/Ager/Hardiman/Vester; Porreca), SSHRC International Opportunities grant (Ager/Faber/Coskun/Hardiman/Vester/Faulkner), a CFI grant (Porreca), a Humbolt Fellowship (Faulkner) University of Trier grant (Coskun).

On the teaching side, two of the core faculty members (Ager, Porreca) have been nominated for the Distinguished Teacher Award during their careers, and three have received the University of Waterloo’s Outstanding Performance Award (Ager, Faber, Faulkner).

These lists represent only some of the highlights of the core faculty members’ awards, prizes and grants; detailed listings are contained in the relevant Curricula vitae attached to this document.
3. PHYSICAL AND FINANCIAL RESOURCES

3.1 Library Resources

The following is a summary of University of Waterloo Library information resources and services in support of the graduate program in Classical Studies, prepared by Christine Jewell, Liaison Librarian for Classical Studies.

I) Information Resources

Material is collected to support learning, teaching and research to the Masters level in Classical Studies with emphasis on:

- Classical culture, history, law
- Classical archaeology, art, architecture
- Greek and Roman mythology, religion
- Ancient science, technology
- Greek and Latin language, literature, drama and oratory
- Classical authors and texts

The decision to purchase Library materials for Classical Studies is the responsibility of the Liaison Librarian, in consultation with the Faculty Library Representative. Selection is guided by the Collection Development Policy¹, which is developed by the Liaison Librarian in consultation with faculty members in the department of Classical Studies. Materials are obtained in a variety ways including firm orders, open orders, approval plans, and subscriptions.

The Library obtains resources in electronic format whenever it is possible and practical to do so. Some electronic resources are obtained directly by the Library and some are obtained through membership in the Ontario Council of University Libraries (OCUL) and the Canadian Research Knowledge Network (CRKN). Access to and use of electronic resources is generally governed by licence agreements with the publisher or vendor.

The Library, along with the libraries of the University of Guelph (UG) and Wilfrid Laurier University (WLU), is a member of the Tri-University Group of Libraries (TUG) consortium. Collections from the University of Guelph and Wilfrid Laurier University enhance the depth and breadth of local materials available in subject areas of interest to Classical Studies.

WLU has specific collection strengths in Classical Studies, including classical philology, ancient art and architecture, ancient history, religion and mythology.

a) Print Collections

¹ Collection Development Policies can be found online on the Library Web site (http://www.lib.uwaterloo.ca/staff/irmc/collectionsmanagement.html).
The Library’s print collections for Classical Studies are housed primarily in the Dana Porter Library. Access to the entire Library collection, as well materials held by UG and WLU, is available through the Web accessible tool known as PRIMO (http://primo.lib.uwaterloo.ca).

The Library's automated circulation system allows users to charge out materials during the hours that the Library is open (every day most weeks, with some closures between terms and during the Christmas break) and to renew items online anytime. With the exception of the current issues of print journals and reference materials, most of the materials in the Library’s collection circulate. Faculty, graduate students and staff may borrow most monographs for a term at a time.

The Library also delivers to faculty, graduate students and staff copies of print journal articles from any of the University of Waterloo library locations, and from the libraries of the affiliated and federated colleges and universities. Faculty, graduate students and staff may also place holds on books from any of these libraries for pickup at any of the libraries’ circulation desks. Books and journal articles not owned by the Library, but held by UG or WLU, may be requested by faculty, all students and staff through Primo. Items will be delivered to the University of Waterloo within three working days. The cost is absorbed by the Library.

In partnership with UG and WLU, the Library owns a facility, known as the Annex, which is used to house low-use research material. In keeping with the University’s research intensive status, the TUG libraries ensure that a last copy is maintained in perpetuity, through the Preservation of Last Copy Agreement². Items housed in the Annex will be delivered to the University of Waterloo within three working days. The cost is absorbed by the Library.

b) Electronic Resources

The primary tool for accessing electronic resources selected by the Library is its Web site (http://www.lib.uwaterloo.ca). This site organizes and provides access to licensed resources available to only University of Waterloo faculty, students and staff, as well as select Internet resources freely available to anyone. The site also provides access to electronic resources hosted by the OCUL Scholars Portal program (http://www.scholarsportal.info/index.html) and available to the University of Waterloo community through the Library's participation in consortia purchasing through OCUL.

In addition, many of our electronic resources can be found through a search of Google Scholar (http://scholar.google.com/).

The Library uses linking technology (SFX) to enable users to link directly from research databases to the Library’s full text electronic journal subscription or to the catalogue record for holdings and call number information. The Library also provides access to bibliographic management software (RefWorks).

² The Preservation of Last Copy Agreement is available online (http://www.lib.uwaterloo.ca/staff/irmc/last_copy_agreement_sept06.html).
The Library has purchased, or subscribes to, a range of electronic resources including research databases, full text journals, monographs, numeric data, and government publications. In addition, the Library identifies and provides access to select material freely available through the Internet. Such material includes open access journals, catalogues of libraries around the world, dictionaries, encyclopaedias, and style guides.

The following are some of the electronic resources of particular interest to Classical Studies:

- L'Année Philologique
- Brill's new Jacoby
- Brill's New Pauly / Der Neue Pauly
- Encyclopedia of Ancient History
- Gnomon Online
- Library of Latin Texts A and B
- Packard Humanities Institute
- Patrologia Latina
- Supplementum Epigraphicum Graecum
- Thesaurus Linguae Graecae (TLG)
- TOCS-IN

c) Resources from Institutions other than TUG

The Interlibrary Loan/Document Delivery (ILL) service provides faculty, students and staff with books, copies of journal articles, theses, and government documents from libraries within Canada and elsewhere. The Library uses OCUL’s RACER Web based interlibrary loan system (http://racer.scholarsportal.info/vdx/index.html) to facilitate ILL access and service for users. With minor exceptions, the cost is absorbed by the Library.

Most Canadian university libraries extend, at no charge, in-person borrowing privileges to faculty, students and staff from across the country. Faculty, students and staff are entitled to borrowing privileges at participating libraries (http://www.coppul.ca/rb/rbindex.html).

II) Information Services

a) Information Literacy: Research Skills, Critical Appraisal, Ethical Use

Drawing from the Ontario Council of Academic Vice-Presidents’ Guidelines for University Graduate Degree Level Expectations and the Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education, the Liaison Librarian for Classical Studies develops information literacy-related activities
and materials, in consultation with faculty. These include the development of online modules, research guides and screencasts as well as the seminars and outcomes-based workshops for students in the program. These sessions support graduate students completing their literature reviews, comprehensives and graduate information research endeavours as part of their degree requirements and complement faculty mentoring in the same areas.

**b) Additional Information Services**

The Liaison Librarian for Classical Studies is available for consultation with individuals or small groups of students. He or she may be contacted directly in person, by phone, and by e-mail if a personal visit to the Library is not convenient. The Librarian also develops and maintains an online subject guide for Classical Studies (http://subjectguides.uwaterloo.ca/classics).

Reference assistance is available in person or by telephone at the Library's Information Desks, which are staffed by professional librarians and specially trained library associates. Alternatively, faculty, students and staff may get reference assistance via e-mail and online chat available through the Ask a Librarian service (http://www.lib.uwaterloo.ca/asklib/index.html).

The Library also offers general orientation programs including tours, workshops on research skills, and seminars for students. In addition, each fall, the Library participates in a campus-wide orientation program for incoming students, including programs specific to international students and students with disabilities.

Faculty, students and staff may keep abreast of new services and developments in the Library by reading news @ your library (http://www.lib.uwaterloo.ca/newsatlib/), an electronic newsletter prepared periodically.

**III) Financial Support**

Table 4. Summary of Expenditures– Classical Studies

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Journal Expenditures</th>
<th>Book Expenditures</th>
<th>Approval Plan Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/2005</td>
<td>$4,805</td>
<td>$8,595</td>
<td>$13,355</td>
<td>$26,755</td>
</tr>
<tr>
<td>2005/2006</td>
<td>$5,585</td>
<td>$5,080</td>
<td>$12,890</td>
<td>$23,555</td>
</tr>
<tr>
<td>2006/2007</td>
<td>$5,560</td>
<td>$9,355</td>
<td>$9,765</td>
<td>$24,680</td>
</tr>
<tr>
<td>2007/2008</td>
<td>$8,350</td>
<td>$8,255</td>
<td>$10,955</td>
<td>$27,565</td>
</tr>
<tr>
<td>2008/2009</td>
<td>$8,155</td>
<td>$6,485</td>
<td>$6,675</td>
<td>$21,315</td>
</tr>
<tr>
<td>2009/2010</td>
<td>$10,305</td>
<td>$7,235</td>
<td>$10,800</td>
<td>$28,345</td>
</tr>
<tr>
<td>2010/2011</td>
<td>$8,255</td>
<td>$6,215</td>
<td>$11,910</td>
<td>$26,375</td>
</tr>
<tr>
<td><strong>Total for Period</strong></td>
<td><strong>$51,015</strong></td>
<td><strong>$51,220</strong></td>
<td><strong>$76,350</strong></td>
<td><strong>$178,590</strong></td>
</tr>
</tbody>
</table>
Electronic resources, such as Brill's New Pauly and the Library of Latin Texts, are purchased from the Electronic Resources library fund. Materials acquired for other departments, such as Philosophy are also of interest to Classical Studies.

IV) Conclusion

I believe that a high level support for Classical Studies has been provided by the Library, both in information resources and services.

More detailed information including lists of print and electronic journals purchased for Classical Studies and the number of monograph titles in subject areas of interest to Classical Studies can be provided on request.

I would be pleased to discuss the Library's holdings and services with the appraisers at the time of a campus visit.

Christine Jewell, Liaison Librarian for Classical Studies

Reviewed by Susan Routliffe, Associate University Librarian, Information Resources and Services for Mark Haslett, University Librarian.

Students will also benefit from our departmental library, which includes the Victor Matthews Collection and the Waterloo Institute for Hellenistic Studies collection of materials.

3.2 Laboratory Resources

The department has deployed a set of tools for enhancing the learning of ancient Greek (Ketos website), and also has at its disposal the Language Laboratory, which has been used for language instruction.

3.3 Computer facilities

The Faculty of Arts has two 25-workstation Windows computer Language Labs (ML 109 and 113) that are bookable for language instruction. Arts has one other bookable 42-workstation Windows computer lab suitable for teaching (PAS 1237) and one 25-station Mac Lab reserved for Digital Media instruction (ECH 1205). PAS-1237 can be booked for an entire term or for individual times but on a first-come-first-served basis. Arts also has three drop-in computing labs equipped with Windows computers for student use. One Lab, PAS 1080 has three iMacs (with similar software as ECH1205) and three Windows computers. Several departments have their own computing labs for graduate student use. See also http://artsonline.uwaterloo.ca/aco/public-computing-labs.
In addition to the above, the Classical Studies student lounge at UW is equipped with a networked computer available for student use.

Graduate students are entitled to a university computer account giving them access to word processing, printing and internet functions, either on their personal computers or at university computing facilities. As of the Summer of 2006, a 4-year rollover system has been implemented at UW to replace faculty members’ aging computers with new Dell or Macintosh desktop systems. Graduate students wishing to have their own computers rather than working in student computer laboratories will need to make their own arrangements. However, it should be noted that nowadays, nearly all students already have their own desktop or laptop computer, so availability of computers is not a major issue. Both universities have technical support staff who can provide advice and assistance in computing matters.

### 3.4 Space

Regular faculty members have their own office, with the Chair’s being approximately twice the (modest) size of the others. WIHS has one regular-sized office, and our sessional instructors share another. The Department’s Administrative Office is about one-and-a-half times the size of a regular faculty member’s office.

Students and faculty members have full access to the departmental library (smaller than a faculty member’s office) and its social lounge (approximately the same size as the Chair’s office). The Department also has a small photocopy/mail room and a separate storage closet.

Current graduate students share two offices that are the same size as regular faculty offices. This amount of space constitutes a state of overcrowding, but no more so than in the rest of the Faculty at this time. The Faculty of Arts is in the planning stages for a new building.

### 3.5 Financial support

MA students in the Faculty of Arts are not guaranteed any funding. The typical student in a typical year does receive $15,000 of departmental money if the student does not arrive with external funding. These monies are considered to be divided between TA duties and UW Graduate Scholarships. In addition, new students have access to support from the following sources.
**External funding sources**
* Social Sciences and Humanities Research Council of Canada (SSHRC) ($17,500)
* Ontario Graduate Scholarship (OGS) ($15,000)
* Commonwealth Scholarship

**Waterloo funding sources**
* Teaching Assistantships and Research Assistantships are available to full-time graduate students with appropriate academic standing
* Phyllis Young Forsyth Graduate Scholarship
* The NA Engineering Associates Inc. Research Travel Award in Hellenistic Studies
* President’s Graduate Scholarship (additional $10,000 to OGS and SSHRC recipients)
* University of Waterloo Graduate Scholarships
  * Entrance
  * Merit (variable)
* University of Waterloo International Master's Student Award
* Graduate Studies Office Research Travel Assistantship
* Graduate Student Maternity or Adoption Bursary
* University of Waterloo Day Care Bursary (awarded by financial need)
4. CURRICULUM

4.1 The intellectual development and the educational experience of the student

The curriculum has as its foundation a course in research methods (CLAS 601) that all students are expected to take. Normally, this course will be team-taught, with each contributing faculty member providing instruction in the research methods of their specialty. Such a broad-based approach will ensure that all students graduating from the program will be well prepared in a variety of approaches to the material. This knowledge can then be applied first to the master’s Thesis or MRP and later, for doctoral research or other professional training.

The rest of the curriculum has been designed to provide in-depth examinations and analyses of the principal issues surrounding the evolution of ancient society as a whole, while also contributing to the practical skills a graduate student needs to conduct original research. To this end, the selection of sub-titles of the courses on offer has been designed to include cultural breadth (e.g., “Artistic and Cultural Commonalities in the Hellenistic Mediterranean” [Hardiman]; “Pastoral Poetry: from Hellenistic Greece to Imperial Rome”; “Hellenistic Aesthetics in Early Latin Poetry” [Faber]; and practical skills for research into ancient cultures (e.g., “Latin Palaeography” [Porreca], “Greek Epigraphy” [Ager], “Advanced Studies in Latin Language” (i.e., grammar, etc.); “Literary Criticism: Ancient and Modern Theories and Methods.” [Faber]).

Channels of intellectual exchange for students are already established through the organization and coordination of guest speakers (e.g., the annual Canadian Association of Classicists’ Fall lecture tour) and sponsored colloquia (e.g., Canadian Archaeological Institute in Athens Conference, hosted jointly with WLU [2004], colloquium entitled “From Myth to Magus: Hermes in the Western Tradition” [2004]; conferences entitled “Magic: Frontiers and Boundaries” and “Belonging and Isolation in the Hellenistic World” [both 2008]; the “Threads and Tapestries” series of invited speakers [2008-2010]; a “Symposium on Latin Poetry: Virgil, Horace, and Ovid” [2010]; a colloquium entitled “Seleukid Study Day” [2011]). These events offer opportunities for informal contact between students and the scholar-participants both in organized discussion groups and socially, which helps with their socialization within the discipline. Finally, the Graduate Student Association organizes an annual Research Conference that provides opportunities for students to present their research to the campus community. The scale of this activity has grown substantially in the past few years, and we actively encourage our students to attend and contribute.

The new graduate program will benefit from the substantial synergies created by the presence of the Waterloo Institute for Hellenistic Studies (WIHS) which is housed within our Department. WIHS has an international profile that has exceeded the expectations of its founders for the short period of its existence (founded in 2010), and has consequently been able to attract a roster of first-rate internationally recognized guest speakers as well as deepening our collaboration with interested faculty at the University of Edinburgh and the University of Exeter. The intellectual life in the Department has been enhanced
substantially thanks to the creation of this Institute, and our future graduate students are certain to benefit from the activities it sponsors. Moreover, we anticipate that the presence of WIHS will serve as a significant draw for future applicants. Currently, thanks to the sponsorship of the Onassis Foundation through the WIHS, the department is able to appoint external senior scholars as visiting professors who contribute to graduate teaching and mentoring. Also, we have recently received the gift of The NA Engineering Associates Inc. Research Travel Award in Hellenistic Studies, which assists graduate students undertaking research activities in Greece.

Faculty members already encourage both undergraduate and graduate students to attend conferences in their discipline (e.g., International Congress on Medieval Studies, Western Michigan University, every May since 2004). Travel bursaries are available for students. Graduate students are encouraged to present their work at such gatherings and/or to submit it for consideration for publication as part of a process of professional mentoring and socialization. UW students have just launched an in-house publication that aims to establish a national profile, the online journal Tiresias, where graduate students have the opportunity to submit their undergraduate papers for publication.

In addition to the discipline-oriented intellectual environment that our program fosters, various additional opportunities for personal and professional development are available at the University of Waterloo. The Centre for Career Action hosts a full roster of workshops and seminars to help students at any and all levels with their job search skills as well as provide one-on-one career advising and information about further training opportunities (e.g., advice on teachers’ colleges, Library and Information Sciences programs, law schools). The Centre for Teaching Excellence provides extensive and well-researched assistance via seminars and one-on-one advising to members of the UW community who are involved in teaching, including graduate student TAs, on how to be more effective teachers and communicators. The Graduate Studies Office offers help via seminars on applying for grant monies for graduate students. Students are kept informed about these opportunities via an e-mail list, posters, pamphlets and personal reminders from supervisors.

All of the above opportunities are also highlighted at the beginning of the students’ program during our Orientation Day. Students are given a tour of the department, meet with their supervisors, attend the Faculty-organized information session on academic integrity (mandatory), and are invited to a meet-and-greet social event with the faculty members. Finally, students are also given a Student Handbook (included as Appendix A) that spells out in detail what a student needs to know to flourish in the various roles expected of them as graduate students (from the logistics of living locally to advice for first-time TAs to issues surrounding academic integrity, among other essentials).

Each student will be assigned an Advisory Committee comprised of their supervisor and two other faculty members, who are all chosen on the basis of the compatibility of their research interests with those of the student. In most cases, the supervisor will be one of the core faculty members of the program who will work closely with the student and monitor his/her progress throughout the degree. Student Advisory Committee members
may be consulted by the student or the supervisor on academic matters, and they are expected to provide feedback on the student’s Major Research Paper or Thesis, as well as participate in the oral defence in the case of the latter.

4.2 Program regulations

In addition to the program-specific requirements spelled out below, students are also expected to meet the standards and follow the regulations established in UW’s Graduate Calendar, which is available on the Graduate Studies Office website.

A candidate for the Master of Arts degree in Classical Studies has the choice between two alternative streams of study. 1) The Thesis stream includes four seminar courses and a research requirement of a major paper with an oral defence before an appropriate examinations committee. 2) The Major Research Paper stream includes six seminar courses and a research requirement of a cognate paper with 2 examiners. To meet the general comprehensive requirement of the university, courses are normally organized as seminars. Some seminars are devoted largely to the methodology, preparation and presentation of research papers based on primary sources. The choice of the stream of study for any individual student will be made through consultation between the student and the department, but the final decision rests with the department.

1) 4 term courses (including CLAS 601, one LAT and one GRK) + thesis (approximately 20,000-35,000 words, excluding bibliography) + oral defence
2) 6 term courses (including CLAS 601, one LAT and one GRK) + Major Research Paper (approximately 10,000-16,000 words, excluding bibliography) (2 examiners)

4.2a Language Requirements

All students will be expected to pass a diagnostic translation examination in both ancient languages (Greek and Latin). These examinations will normally be held at the beginning of the academic year and involve the translation into fluid English of unseen passages without grammatical or lexical aids. A Language Assessment Committee (LAC), composed of at least two faculty members, will be charged with setting the exams in the ancient languages, assessing the results and maintaining a consistent set of standards from year to year. This can most effectively be achieved by having an overlapping, rotating membership on the committee. Those students obtaining 75% or more in each of these language exams will then be permitted to enroll in the relevant graduate-level GRK or LAT course.

If a student’s translations do not meet the Committee’s standards in the September exam, the LAC will also make recommendations, in consultation with the student’s supervisor, for slotting such students into the appropriate level of undergraduate language classes so as to provide them with the training they need to meet the expected standard. It is expected that this will happen on a fairly regular basis, as few students will be arriving with equally extensive training in both required ancient languages. A grade of 70% in the
relevant undergraduate course will be deemed sufficient for entry into the graduate-level language classes.

In addition to the ancient language requirements described above, students must also pass a reading comprehension examination milestone in at least one modern language other than English in order to graduate. These examinations respect a common format (aids allowed, comprehension questions asked and answered in English, translation into English). They are set and evaluated by the relevant language department (e.g., French, German, Italian, Spanish) but are administered by this program.

4.3 Part-time studies

The program does not plan to accommodate part-time enrolments initially, since demand for this status has not yet manifested in the context of the current MA program. We intend to examine the possibility in the future should the demand arise.

4.4 Curriculum

*** templates included as a separate document ***

4.5 Collateral and supporting departments

Expertise relating to the ancient world is not the exclusive preserve of the Classical Studies department. Indeed, because of the temporal parameters that define the discipline, experts in other disciplines who happen to study the ancient past as a component of their research are a welcome complement to our core faculty members. Starting with our colleagues on UW campus, M. Liston in the Anthropology Department is an expert on ancient archaeology with a focus on forensics. She is one of the coordinators (along with Craig Hardiman from Classical Studies) of the “Classical Studies Abroad” undergraduate course (CLAS 390) that takes students overseas for first-hand experience with material culture from the ancient world. Graduate students have been involved in this course as TAs and as participants. As part of this new program, we propose the creation of CLAS 695, the graduate version of “Classical Studies Abroad”. Dr. Liston has also been active on several student committees, and her commitment to the outgoing MA program has been steadfast. We anticipate that this relationship will continue, as it has been so mutually beneficial and stimulating.

Two colleagues from Philosophy are also listed as adjunct faculty. Although the opportunity for close collaboration has not arisen as much as with Anthropology, one of the current MA students was previously employed by a research project held jointly with B. Tremblay and D. Porreca, who are both currently on that student’s Advisory Committee as member and supervisor, respectively.

Colleagues at WLU who were core faculty in the outgoing MA program (Feuerherm, Fletcher and Schaus) have expressed a keen willingness to remain as adjuncts in the new
program we are proposing, to the extent of being the primary supervisors of students whose research interests match their own.

Colleagues at the University of Guelph are eager to contribute to the new graduate program on the same basis as they collaborated on the outgoing one. Since they do not have a graduate program of their own, contributing to our graduate program provides them with the opportunity to interact more regularly with graduate students. We anticipate that this mutually beneficial relationship will continue.

4.6 Organizational structure

The proposed program is fully housed within the Department of Classical Studies, and as such does not need a separate organizational structure beyond the usual Departmental service roles. An Associate Chair for Graduate Studies is responsible for the graduate program (currently Porreca) and reports to the Department Chair (currently Ager). Both are assisted in their tasks by the Department’s one full-time administrative assistant, Brigitte Schneebeli.
5. PROJECTED ENROLMENT

Considering our experience in the Joint graduate program in Ancient Mediterranean Cultures with WLU, we anticipate receiving 12-14 applicants per year, with an aim to admit 8-10 students. This estimation is based on the observation that ours will be the only graduate program relating to the ancient world among the local group of universities (UW, WLU and the University of Guelph). Consequently, we will be the logical destination for students wanting to pursue graduate work in Classical Studies but who are unwilling or unable to move further afield. We have received applicants from further afield (mostly Canadians from other provinces), but these have tended to be from students with less language background than we consider necessary. Over time, as the profile of our program grows, we expect to receive more applications from beyond the local area, including international applicants. Prospects for attracting the latter are enhanced by the presence and international profile of the activities of the Waterloo Institute for Hellenistic Studies. By the end of the first seven years of this new program, we anticipate 1-2 admitted students to be from abroad annually.
The Senate Long Range Planning Committee met on 13 September 2012 and agreed to forward the following item to Senate for approval.

FOR FIRST READING

________________________________________________

Senate Bylaw 4: A bylaw relating to the establishment of the Long Range Planning Committee of Senate [Attachment 1]
The amended bylaw is recommended to Senate for first reading*. The one substantive change is the addition of “One member of the Faculty Association Board of Directors” to the “Committee Membership.” The other changes are minor housekeeping amendments.

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

Sallie Keller
Vice-President, Academic & Provost
SENATE BYLAW 4
A bylaw relating to the establishment of the Long Range Planning Committee of the Senate of the University of Waterloo.

BE IT ENACTED as a bylaw of the Senate of the University of Waterloo, as follows:

1. LONG RANGE PLANNING COMMITTEE

There shall be a standing committee of Senate called the Long Range Planning Committee.

2. COMMITTEE MEMBERSHIP

The membership of this committee shall consist of the following:

a. The president of the university.
b. The vice-president, academic & provost, who shall be chair of this committee.
c. The vice-president, administration & finance.
d. The associate provost, academic & student affairs resources.
e. The dean of each faculty, the dean of associate provost, graduate studies and the vice-president, university research.
f. One elected faculty member of Senate from each faculty and one faculty member of Senate from the federated university and affiliated colleges.
g. One member of the Faculty Association Board of Directors.
h. Three members of Senate from the elected student members, at least one of whom shall be an undergraduate student and at least one of whom shall be a graduate student.
i. One member of Senate from the community-at-large members of the Board of Governors.
j. One member from among the alumni members of Senate.

3. POWERS AND DUTIES OF LONG RANGE PLANNING COMMITTEE

The Long Range Planning Committee shall have the following powers and duties:

a. To make recommendations to Senate in all matters pertaining to the co-ordination of the planning of the academic, physical, and operational development of the university and the achievement of a planned rate and scope of such development.
b. To receive from the president, for consideration, study and review, on behalf of Senate, plans for the development of the university and to make recommendations to Senate thereon.
c. To undertake such studies, as Senate may designate, from time to time designate.
d. To report to Senate, as expeditiously as possible, with respect to the conduct of such matters as shall be delegated by Senate to the committee from time to time.

4. TERM OF OFFICE

The term of office of members shall be for one year. Each member is eligible for re-election.

5. INTERPRETATIONS

a. In this Bylaw, where the title “president” appears, an acting president or president pro tem, so designated by the Board of Governors, shall serve in the place of the president, with the latter’s full rights and responsibilities.
b. In this Bylaw, where the title “vice-president, academic & provost” appears, an acting vice-president, academic & provost or vice-president, academic & provost pro tem, so designated by the president or acting president or president pro tem and/or the Board of Governors, shall serve in the place of the vice-president, academic & provost, with the latter’s full rights and responsibilities.

d c. In this Bylaw, where the title “associate provost, general services & finance vice-president, administration & finance” appears, an acting “associate provost, general services & finance vice-president, administration & finance” or “associate provost, general services & finance vice-president, administration & finance” pro tem, so designated by the president or acting president or president pro tem and/or the Board of Governors, shall serve in the place of the “associate provost, general services & finance vice-president, administration & finance”, with the latter’s full rights and responsibilities.

d d. In this Bylaw, where the title “associate provost, academic & student affairs resources” appears, an acting associate provost, academic & student affairs resources or associate provost, academic & student affairs resources pro tem, so designated by the president or acting president or president pro tem and/or the Board of Governors, shall serve in the place of the associate provost, academic & student affairs resources, with the latter’s full rights and responsibilities.

d e. In this Bylaw, where the title “associate provost, graduate studies” appears, an acting associate provost, graduate studies or associate provost, graduate studies pro tem, so named to serve for a period of three months or more by the president or acting president or president pro tem of the university, shall serve in the place of the associate provost, graduate studies, with the latter’s full rights and responsibilities.

e f. In this Bylaw, where the title “dean of each faculty, or Dean of Graduate Studies” appears, an acting dean or dean pro tem, so named to serve for a period of three months or more by the president or acting president or president pro tem of the university, shall serve in the place of the dean, with the latter’s full rights and responsibilities.

Approved by Senate November 16, 1972
Amended by Senate January 15, 1973
Amended by Senate in two readings September - October 1975
Amended by Senate in two readings September - October 1977
Amended by Senate in two readings April - May 1984
Amended by Senate in two readings April - May 1989
Amended by Senate in two readings February - March 1990
Amended by Senate [...]
FOR INFORMATION

Strategic Directions in Teaching and Learning at Waterloo

Background Information:
In November 2010, our interim vice-president, academic & provost, Geoff McBoyle, struck a task force to investigate innovative teaching practices to promote deep learning. In June 2011, the eight-member task force released their report. Eight main recommendations were made, with 24 proposed action items.

Task force members included: Donna Ellis, CTE (chair); Carey Bissonnette, science; Steve Furino, math; Shirley Hall, CTE; Tim Kenyon, arts; Ron McCarville, applied health sciences; Gordon Stubley, engineering; and Clarence Woudsma, environment.

For the purposes of the task force report, “innovative teaching practices” were defined as instructional or assessment methods that are different from the traditional methods of lectures and exams and appear novel because they have not been widely adopted at the local level. Such practices were viewed as possible catalysts toward promoting a university-wide culture focused on effective teaching and learning.

Effective teaching was viewed as teaching that promotes deep learning, where deep learning involves students retaining key knowledge, skills, and attitudes and being able to apply and connect their learning across multiple contexts.

The following key premises, based on the higher education research literature, were also made by the task force members, which provide further context for the recommendations made in the report:
- It’s time to consider different teaching practices
- How faculty members teach affects how students approach their learning
- Faculty lack awareness of instructional options to promote deep learning
- Dialogue about instruction is desirable to promote a culture where learning is central to our mission
- Support at all institutional levels is needed

Task Force Report Highlights:
More than 50 examples of innovative practices from Waterloo and elsewhere were identified under the headings of: learning technologies, active learning, organizational leadership and reform, student success, curricular reform, institutional initiatives, experiential learning, blended learning, integrative learning, learning spaces, and assessing learning.

A summary of the report’s key objectives and recommendations appear in the following table.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate a university-wide statement promoting deep learning</td>
<td>Include within the mission and strategic planning documents a statement that is focused on the goal of promoting deep student learning</td>
</tr>
<tr>
<td>Enhance new faculty support</td>
<td>Increase support of teaching development for new faculty members</td>
</tr>
<tr>
<td>Expand department chair support and training</td>
<td>Develop a set of institutional practices to assist department chairs in their provision of instructional support and leadership</td>
</tr>
<tr>
<td>Build a community of faculty leaders focused on teaching and learning</td>
<td>Appoint and support a number of university teaching fellows</td>
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<tr>
<td>Improve internal and external communications about effective innovative teaching</td>
<td>Implement a strategy to collect, highlight, and share effective innovative teaching practices</td>
</tr>
<tr>
<td>Reconceptualize the teaching grants program</td>
<td>Create Learning Innovation and Teaching Enhancement (LITE) Grants for supporting a broad range of initiatives that encourage innovation in teaching</td>
</tr>
<tr>
<td>Engage Waterloo’s instructors in a university-wide teaching event</td>
<td>Hold an annual, one-day teaching conference for Waterloo’s instructors that focuses on pedagogical scholarship and best practices</td>
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<tr>
<td>Promote the strategic use of intensive teaching development activities</td>
<td>Revise institutional practices to make participation in CTE’s intensive workshops and activities more intentional</td>
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In the past year, action items from six of the recommendation areas have been implemented, and further action items will be addressed in the coming year. Key completed action items that will be discussed during the Senate presentation include:

- The launch of formal instructional training for new faculty members
- The announcement of a Teaching Fellows program
- The development of Learning Innovation and Teaching Enhancement Grants
- The refocusing of our annual Opportunities and New Directions conference


Donna Ellis  
Director, Centre for Teaching Excellence (CTE)  
September 17, 2012
Introduction

For 55 years, the University of Waterloo has led innovation and global change. Through world-class research and inspired teaching, we have helped define new frontiers in areas including engineering, computer science, health and aging, psychology, and the environment.

Success of this magnitude does not happen by accident. Our course must be carefully planned and charted, measured and adjusted. This eighth edition of the University of Waterloo’s Performance Indicators gives shape to emerging trends within our own institution, and explores our place among national and international peers.

The Performance Indicators report works in tandem with Waterloo’s ambition to not only be one of Canada’s top universities, but to also be recognized among the world’s most-desired post-secondary schools. The report provides a baseline to measure our institutional performance, and is a springboard for developing more detailed measures of our progress.

Strategic initiatives, including this report, are regularly reviewed and revised, and for that reason, this is the final time the Performance Indicators report will appear in this form.

Based on the results of our Mid-cycle Review process, we will build a new assessment framework that embodies Waterloo’s six foundational pillars and three key goals. The pillars, clarified and affirmed through the Mid-cycle Review, are: academic excellence, research excellence and impact, co-operative education, graduate studies, internationalization, and entrepreneurship.

Waterloo’s strategic plan continues to be driven by our key goals, which emerged through the Mid-cycle Review: advancing the quality of education, advancing research excellence and impact, and enhancing student opportunities and experience.

Leveraging our pillars and advancing our key goals will strengthen the foundation of this institution. To help lead the way, Waterloo has welcomed a number of new senior administrators over the last year.

These leaders will guide an expanded strategic planning process, which will become part of the fabric of Waterloo. Sharpening our performance metrics will allow us to better address and track how our actions move us forward towards even greater success as an institution that improves the lives of people around the world.
Our Students

FTE\(^1\) Enrolment – Undergraduate and Graduate

Relevance: Target graduate student enrolment to be 25 per cent of the total student population.

Performance: In 2011/12, graduate enrolment represented 12.5 per cent of our student population.

\(^1\) FTE = full-time equivalent.
Relevance: An output measure of our academic programs and quality of students.

Performance: Two years after the decline in the 2009 undergraduate degrees granted, we continue to see a steady increase in our undergraduate degrees granted.
International Students as % of their Respective Populations

Relevance: Internationalization is one of our six Foundational Pillars.

Performance: In 2011/12 the undergraduate international percentage increased to 11 per cent. The graduate percentage increased to 32 per cent, surpassing our goal of 30 per cent. Internationalization at the University of Waterloo also includes student experience gained through study abroad and exchange opportunities and international co-op work terms.
Entering Averages of 90%+ as Compared to Ontario Universities - Fall 2010

Relevance: We strive to be among the top three institutions in Canada attracting first-year students with entering average grades of 90 per cent plus.

Performance: Within the Ontario system, uWaterloo places second with 34 per cent of our first-year undergraduates with entering averages of 90 per cent or higher.

2 2010 is the most recent data available from Common University Data Ontario (CUDO).
Fall Full-time Count of Undergraduate Students by System of Study (Includes Students on a Work Term)

Relevance: University of Waterloo will maintain its position as the leading co-operative education university in the world.

Performance: The percentage of students registered in undergraduate co-operative education programs was steady at 61 per cent in fall 2011. In fall 2011, we saw a 3.7 per cent increase in our total fall full-time count as compared to 2010.
Total Earnings by Students on Co-op Work Term 2011/12³ - $189,000,000

Relevance: Guarantee to meet the financial needs of ALL qualified Canadian students through a combination of scholarships, research internships, student loans, and co-op jobs.

Performance: In 2011/12 co-op students’ estimated earnings were $189 million compared to $161 million in 2010/11.

³ AHS = Applied Health Sciences; ENG = Engineering; ENV = Environment; SCI = Science.
Our Faculty

Count of Full-time Faculty by Gender and Percentage Female

Relevance: Target of at least 1,000 full-time faculty members by 2017.

Performance: Attracting female faculty and maintaining equity in faculty hiring practices remains a priority.

Source: Statistics Canada UCASS (University and College Academic Staff System) – As of October 1st of each survey year.
Full-time Student to Full-time Tenure and Tenure-stream Faculty Ratio as Compared to U15\(^5\) Universities 2010/11

Relevance: Decrease the ratio of students to support.

Performance: In 2010/11 uWaterloo had one of the highest ratios of full-time student to full-time tenure and tenure-stream faculty among our U15 Data Exchange peers.

\(^5\) Dalhousie University data not available at the time of publication of this report.
Our Research

Total Sponsored Research Awards by Source

Relevance: Increase research awards to 50 per cent of the operating revenue.

Performance: 2011/12 research awards represent about 33 per cent of our 2011/12 operating revenue.

Relevance: NSERC grants—to be among the top three institutions in Canada; SSHRC grants—to be among the top 10 institutions in Canada; to quadruple CIHR grants—to $12.5 million.

Performance: Relative to the U15, in the period 2007 to 2012, we ranked twelfth in percentage increase in research awards from the NSERC granting council. In 2011/12, we ranked sixth in absolute dollars awarded (see Figures 3.2.H and 3.2.K in the research section).

Relative to the U15, in the period 2007 to 2012, we ranked first in percentage increase in research awards from the SSHRC granting council. In 2011/12, we ranked twelfth in absolute dollars awarded (see Figures 3.2.I and 3.2.L in the research section).

Relative to the U15, in the period 2007 to 2012, we ranked first in percentage increase in research awards from the CIHR granting council. In 2011/12 our absolute dollars awarded was $5.8 million (see Figures 3.2.J and 3.2.M in the research section).

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$6$ NSERC = Natural Sciences and Engineering Research Council; SSHRC = Social Sciences and Humanities Research Council; CIHR = Canadian Institutes of Health Research.
Our Resources

Operating Revenue by Source

Relevance: Identified as an enabling goal in the mid-cycle review, improving resources and funding will be examined over the next few years, resulting in the University of Waterloo having incremental resources to support its pursuit of academic excellence.

Performance: In 2011/12, our operating revenue increased to approximately $580 million, up from $546 million in 2010/11, an increase of approximately six per cent.

7 Grants are comprised mainly of Ministry of Training, Colleges and Universities operating grants; other income includes items such as external sales of goods and services (by academic and academic support units), investment income and application fees.
Private Sector Contributions

Relevance: Raise annual funds equivalent to 20 per cent of the operating budget.

Performance: Annual funds received in 2010/11 amounted to $47.5 million and represented eight per cent of the operating revenue.
FOR APPROVAL

Approval of Degrees, Diplomas and Certificates

Motion:
That Senate approve the lists of candidates for degrees, diplomas and certificates as recommended by the Faculty Councils and the associate provost, graduate studies, and that Senate authorize the chair, the registrar and the associate provost, graduate studies to add to or change the lists of candidates for degrees, diplomas and certificates as approved at the meeting on 15 October 2012.