**Notice of Meeting**

**Date:** Monday 21 January 2013  
**Time:** 3:30 p.m.  
**Place:** Needles Hall, Room 3001

### OPEN SESSION

**Consent Agenda**

**Motion:** To approve or receive for information by consent items 1-5 below.

1. Minutes of the 19 November 2012 Meeting
   - **Action:** Decision

2. Reports from Councils
   - a. Graduate & Research
   - b. Undergraduate
   - **Action:** Information/Decision

3. Report of the President
   - a. Recognition and Commendation
   - **Action:** Information

4. Reports from the Faculties
   - **Action:** Information

5. Other Business
   - a. Committee/Council Appointments
   - **Action:** Decision

### Regular Agenda

6. Business Arising from the Minutes

7. Reports from Committees and Councils
   - a. Graduate & Research Council
   - **Action:** Decision/Second Reading
   - b. Nominating Committee for Honorary Degrees
   - **Action:** Decision
   - c. Undergraduate Council
   - **Action:** Decision/First Reading

8. Teaching Presentation: Cathy Newell Kelly, Centre for Extended Learning
   - **Action:** Information

9. Report of the President
   - **Action:** Information

10. Q & A Period with the President
    - **Action:** Information

    - **Action:** Information

12. Report of the Vice-President, Advancement
    - **Action:** Information

13. Report of the Vice-President, University Relations
    - **Action:** Information

14. Report of the Vice-President, University Research
    - **Action:** Information

15. Other Business

### CONFIDENTIAL SESSION

16. Minutes of the 19 November 2012 Meeting
    - **Action:** Decision

17. Business Arising from the Minutes
    - **Action:** Information

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JLA:tad/14 January 2013  
Logan Atkinson, Secretary of the University
Senate Graduate & Research Council met on 12 November 2012 and on 3 December 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 (social work), Arts (certificate of university language instruction; classical studies; master of digital experience innovation; master of public service; and psychology), Engineering (chemical engineering; graduate diploma in business and entrepreneurship) and Mathematics (mathematics; health informatics).

NEW AND CONTINUING MEMBERSHIPS
On behalf of Senate, Council approved the membership recommendation for the Human Research Ethics Committee.

PROGRAM REVIEW
Senate Graduate & Research Council met on 12 November 2012 and Senate Undergraduate Council met on 11 December 2012, and agreed to jointly forward the following item to Senate for information.

Faculty of Arts - Augmented Program in French Studies
On behalf of Senate, both councils approved an augmented academic review of the programs in French Studies offered by the French Studies 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.

SCHOLARSHIPS AND AWARDS
On behalf of Senate, Council approved the creation of the Bishop Arthur Brown Award and the Norma Brown Award.

/Sue Horton
Associate Provost, Graduate Studies

George Dixon
Vice President, University Research
FRENCH STUDIES

Review Process

This was the second undergraduate review of the Department of French Studies, the first was in 2004. The five recommendations made in this review were addressed. In 2005, the MA program was reviewed by the Ontario Council of Graduate Studies (OCGS). It made three recommendations all of which have been addressed. The self-study for the present review followed the guidelines for an Augmented Review which is when both undergraduate and graduate programs are reviewed together. The self-study for the Augmented Review was completed January, 2012; the site visit occurred 26 and 27 March, 2012; the review team report was received 9 May, 2012; and the response from the Department and the Dean was received 16 October, 2012.

The self-study was written by the Chair with the assistance of the two Associate Chairs and the undergraduate and graduate assistants. In addition, the Department held a half-day retreat to discuss the report, and voted on its acceptance at a departmental meeting.

Characteristics of the Program

Historical Overview

The University of Waterloo (UW) offered its first French language courses in 1961 as a service to students in Science and Engineering. In 1962, with the founding of the Faculty of Arts, the University created a Department of Romance Languages (Spanish and French). A separate Department of French appeared in the 1964-65 University Calendar, offering a major in French language and literature. In 1968, an administrative restructuring occurred, and the Department of French joined the newly formed Department of Classics and Romance Languages. At that time, an Honours French degree was introduced. In 1981, the Department of French, home to 10 regular faculty members, regained its administrative autonomy. In 2007, the Department offered all three degree levels – undergraduate, Master’s, and Doctoral degrees. In fall 2011, the Department had eight faculty members, four limited term lecturers, and seven staff language instructors. At the time the self-study was written another two tenure-track positions were being advertised.

Today, in terms of its undergraduate and graduate enrolment and its research activity, the Department outperforms its nearest competitors and larger Departments.
Program Objectives

The mission of the Department of French Studies at UW is threefold:

a. To educate and to train undergraduate and graduate students to respond to our society’s need for fully bilingual individuals, knowledgeable about the history, literatures, and cultures of the Francophone world, with an emphasis on France and Québec, and develop their abilities to think clearly, critically, and creatively.

b. To serve as a thriving research community in all fields pertaining to the French Studies discipline, including literature, cultural studies, new technologies, language didactics, and linguistics.

c. To be a focal point for the promotion of Francophone cultures and French Studies in the community, through service, and action.

Academic Programs Offered

The Department of French Studies currently offers the following academic programs and plans at the undergraduate level:

- Three-Year General BA in French
- Four-Year General BA in French
- Honours BA in French
- Honours BA in French (Arts and Business, Regular and Co-op)
- Honours French, French Teaching Specialization (This is a partnership with Nipissing University whereby UW students who maintain an average of 75% in French and a cumulative average of 70% as well as participating in the third-year exchange program will be granted direct admission to the Faculty of Education at Nipissing University for their teacher training program)
- Joint Honours BA in French (in combination with most Honours Academic plans offered in Arts and with many Honours majors in other Faculties)
- Minor in French
- Certificates in French (French Language I and II).

At the graduate level the Department offers:

- MA in French Literature and French Linguistics
- PhD in French.

There are no fields in the MA program which can be completed either by coursework or coursework and a research paper or thesis.
The doctoral program offers three fields, namely:
- Digital archiving, editing, and publishing in a Francophone context;
- Early modern French literary studies and theory;
- Cultural Studies in a Francophone context.

Overall, the review team considered the Department as a fully integrated research and teaching unit which also makes a major service contribution through its language courses to a broader University community. It is important, the reviewers state, that neither its quality as a research unit and graduate program nor its importance as a service provider be underestimated or compromised.

Students - Undergraduate
The Department of French Studies is a second-year entry program. Of the 195 students registered in the Department of French Studies in second year from 2004-05 to 2010-11 inclusive, 70.2% had a high school entry average of 80% or higher, while 20% had an entry average of 90% or higher. The students entering French Studies are well qualified.

The Department offers various scholarships and book awards to upper-year students although the monetary value may not be high. Internationalization and cultural exchanges have always been an integral part of the French Studies’ curriculum. There are exchange programs at third-year level with the Université de Nantes, the Université du Québec à Chicoutimi, and the Université de Paris through the Mission Interuniversitaire de Coordination Échange Franco-Américains. The Department also offers online courses at first- to third-year levels. The average enrolment each term for the first- and second-year courses for the last three years has been 94, but ranged from 28 to 205 students.

The number of French Studies’ students pursuing the co-op stream through Arts and Business has fluctuated over the years but averages out about five to eight students. While on work terms, students are evaluated by their employers. On average, over the last five years, the students from the Department of French Studies have been ranked “Excellent” or “Outstanding”. These same students ranked their employers in the eight or nine category on a 10-point scale, where 10 is the highest grade.

A survey of former students of the Department, carried out in spring 2011, indicated that the alumni were very satisfied with their education in the Department of French Studies and indicated that they had chosen to study in this Department because of the third-year exchange programs, the reputation of the program, and the acceptance to Teacher’s College if they were
successful in the French Teaching Specialization. A sample of comments indicates their appreciation of their instruction:

“It was the most beneficial, exciting, enriching learning experience of my life”. “This was easily the best experience of my undergraduate career”. From this survey 92.4% of the respondents indicated that they would “likely” or “very likely” recommend UW’s French Studies’ program to others.

Of the 39 regular students who entered French Studies in the 2001-02 to 2004-05 cohorts, 24 received a French Studies’ degree, 10 received a degree from another Department, one is still studying, and four students withdrew.

Over the period, 2003 to 2009 inclusive, an annual average of 32 students graduated from the Department of French Studies, ranging from a high in 2007 of 42 students to a low of 22 in 2003. Of these 224 students, 25% were on the Dean’s Honours List. This too had a significant range from 14.3% in 2007 to 37.8% in 2009.

The Department trains students to enter the work force as bilingual individuals, sensitive to the needs of Canadian society in terms of language competence, communication, and education. The spring 2011 survey of alumni indicated that 60% had chosen teaching as their career, others had chosen graduate school while others entered a career in communication, law, publishing, library science, marketing, federal and provincial civil service, translation, and international development.

In general, the review team considers the undergraduate program to be strong and well appreciated. Student satisfaction with the program and teaching performance, student enrolment, and student success provide confirmation of the current high quality of the program.

**Students - Graduate**
Over the period 2006-07 to 2010-11 inclusive, an average of five students annually entered the MA program. The total enrolment over the same period averaged 12 students varying annually from 10 to 15. Of the students enrolled in the MA over the last five years, 94% were female. During the same period 18 students graduated with the MA completing the degree, on average, in four terms.
The PhD program started in 2007. Over the last four years 13 students entered the program. The intake ranged annually from a low of one to a high of five. As of the time of writing the self-study, no student had graduated, although one is expected to graduate fall 2012.

Master students receive around $22,000 per year in funding support, and doctoral students at least $25,000, while they are within their time limits.

Graduate students have two exchanges available to them, one at the Université de Nantes and the other is at the Universities of Paris. These exchanges are seen by the Department as important in the future development of the graduate programs.

The Department, over the last three years, 2008-09 to 2010-11 inclusive, has offered each year between nine and 11 courses. These courses had an average enrolment of four, with a range of one to nine students. To offer these courses professors need to be able to teach two or three different graduate seminars, and normally teach at the graduate level every other year. Six to eight graduate students have presented papers at national or international conferences. In addition, about one in five of the current doctoral students has published at least one refereed journal article while two have already published books.

The graduate curricula are broad enough to accommodate a variety of career paths, however, most students either pursue further graduate studies or enter the teaching profession. Over the next seven years the intake of MA students could quadruple to about 22, while admitting about four doctoral students per year is considered optimal. The Department expects that the graduate enrolment by 2017 would be about 38 students. To facilitate this expected increase there would need to be an increase in faculty complement.

Faculty
At the time of the review the Department had eight regular faculty members – three Full Professors, two Associate Professors, three Assistant Professors, -together with four limited-term Lecturers and seven Staff Language Instructors. An additional two tenure-track positions are currently advertised.

There is a faculty member teaching French in the Department of Italian and French Studies at St Jerome’s University who participates in the life of the Department but does not report to the Chair. There may be some retirements in the near future since one Full Professor and two Language Instructors are over 60 years of age.
The review team considers the faculty complement situation fragile, given the many leaves and absences, creating considerable pressure on the timetable, thesis supervision, and administrative functions. The reviewers suggest that the number of regular faculty members be increased which would result in fewer definite-term lecturers being required.

The regular faculty members normally carry a work load of five courses a year. This is higher than the norm in the Faculty of Arts. Each faculty member, in a typical year, teaches an average of 100 students while the Language Instructors and Lecturers teach as many as 200 students in a typical year.

The reviewers consider that teaching loads are heavy to the extent that they threaten research productivity. It would be preferable to reduce the teaching load from five to four courses. Such a reduction, however, would require, given the minimal resources available to the Department, very careful planning of program structure and course timetabling.

On average, undergraduate courses in French Studies are evaluated by the students at 4.29 on a five-point scale, where five is “Excellent”. These scores range from 4.25 for classes with over 30 students to 4.36 for classes with less than 10 students.
In terms of research, the Department is impressive for a Department of its size, with a level of activities superior to McMaster, Guelph, Dalhousie, or York, for example.

To foster a climate of active research, the Department has been able to organize regular international conferences (four since 2005) as well as “journées d’études”, and more focussed roundtables. In 2010-11, two major research grants were received by the Department, MARGOT (Moyen age et renaissance groupe de recherche – ordinateur et textes) and FREMIR (French Missions Research Group).

Between 2003 and 2011 inclusive, the faculty members in the Department received $611,758 in Tri-Council grants. Over the same period faculty members published seven books, edited 13 books, wrote 49 book chapters, published 35 refereed journal articles, and 30 refereed conference proceedings. In addition, they presented 166 conference papers. Furthermore, faculty members have been heavily involved as external scholarship and grant evaluators for OGS, SSHRC, KILLAM, and Canada Council as well as being involved with Faculty of Arts and University Committees.

The review team considered that most faculty members were performing appropriately for their rank and experience. In fact, the review team considered the research support from granting agencies outstanding resulting in a Department with a strong publication record.
Concerns and Opportunities for Improvement

Although the review has resulted in a highly positive view of the Department and its programs, there remains a number of areas that would benefit from further examination. Participants in distance education, for example, should be regularly monitored to ensure learning outcomes parallel those in traditional classroom courses. In addition, online courses require that attention be paid to the oral component of learning, something that is more difficult than in face-to-face contact. In fact, a perceived lack of oral work was a concern of students in general and the reviewers suggest that the Department review its general approach to ensure courses (and out-of-course opportunities) address this need. One contribution to increased contact with oral work (production and reception) would involve expanded efforts to inform students of off-campus or media opportunities to engage with spoken French. As students themselves noted, however, if drop-in or conversation opportunities are not obligatory, participation is likely to be minimal, given the extensive demands on student time and energy.

Undergraduate students as well as instructors also commented on the mixed level of linguistic abilities in various classes. This is a universal problem in language Departments and one that is particularly intractable in the absence of enormous resources (and perhaps not even then).

A final comment on the quality of undergraduate programs is linked, yet again, to the lack of teaching resources in the Department. Students note that certain courses of general interest are not regularly available, needing to be offered in rotation because of pressures on the timetable linked to professorial numbers. Specific domains that were brought forward include material dealing with film and art, as well as early modern literature. Inevitably, a move to reduce teaching loads will compound this problem, so detailed planning, expanded resources (and perhaps a phased-in reduction in teaching loads) will be required.

Overall

The reviewers commented that the Department “sees itself as firmly committed to the highest standards in both teaching and research. Its status as a research department, to which the record of its faculty bears eloquent testimony, has been enhanced in recent years by the introduction of a PhD program in 2007...... Serving as a focal point in the community for the promotion of the French language and Francophone cultures, the Department also makes an important contribution to the University's efforts to promote internationalization and cultural enrichment.”

The reviewers did however raise concerns which they summarized as follows: “The Department of French at Waterloo is an energetic, accomplished and successful unit, but its continued success is fragile, even in the near term. Heavy teaching loads, administrative and service duties threaten to have an impact on research productivity, on the doctoral
program, on the renewal of external research support and on career progress. We hope to have suggested appropriate ways of addressing and resolving these issues.”

Recommendations
The review team highlights the following recommendations being of particular importance:

Recommendation 1: The unfortunate combination of retirements, leaves of various kinds, and the three-year secondment of a faculty member to the Stratford campus has left the integrity of the program at risk. The following steps would help the Department meet its responsibilities across the board and bolster the PhD program in particular.

Recommendation 1.1: The teaching load should be reduced from five to four courses to allow more time for graduate supervision, mentoring, and teaching. This is probably the only way to ensure a more equitable distribution of supervisory and administrative tasks in the Department.

Recommendation 1.2: The goal of a stable complement of 11 full-time faculty members is totally reasonable in the context of the Department’s research profile, program and service commitments, and student enrolments. The Faculty of Arts should adopt and support such a target.

Recommendation 1.3: Two of the PhD program’s three fields need strengthening. Field Three, Francophone Cultures, is a particularly attractive area of studies for graduate students and should be reinforced by ensuring that the successful candidate for the advertised position in 20th/21st century literature has proven expertise in world Francophone literature. Field One, Digital Technologies, can be seen as the doctoral program’s distinguishing feature; it should be strengthened by a dedicated position whenever the next literature hire is approved.

Recommendation 2: Should the Department’s linguistics position fall vacant for any reason in the next few years, it might usefully be rethought and advertised as a position in applied linguistics/second language acquisition to bring it more centrally in line with the Department’s needs at the undergraduate level.

Recommendation 3: The support staff requires the addition of a third assistant for the effective performance of administrative tasks.

Recommendation 4: The situation of the Staff Language Instructors is highly anomalous and should be regularized as soon as possible. Since one of the two is close to retirement, this probably means the conversion of the remaining Staff Language Instructor position to a Continuing Lecturer position.
**Recommendation 5:** The definite-term Lecturers carry heavy teaching loads. They would do their jobs even better if instability and uncertainty were reduced through longer contracts.

**Recommendation 6:** The provision of dedicated graduate student space in, or close to, the Modern Languages Building must be seen as an urgent priority.

**Recommendation 7:** Efforts should be made to reduce times to completion in the MA program to three terms. The MA by coursework should be abandoned and the other two options should have their requirements lightened.

**Recommendation 8:** Times to completion in the PhD program should be carefully monitored with a view to bringing them down as close as possible to four years (to coincide with funding packages). An individual schedule to completion should be put in place for each student at the end of the second year, with subsequent monitoring of the student’s progress through regular reporting. These steps would help to address the occasional concerns we heard concerning the performance of doctoral students.

**Recommendation 9:** A final recommendation related to a confidential personnel matter, and is not reproduced here.

**Departmental Response**

The Department’s responses can be summarized as follows:

1. The Department agreed with the recommendation regarding complement. It hopes to move to a four-course load by a combination of curriculum review and the support of a three-year limited-term replacement for the faculty member seconded to the Stratford campus. [The Dean fully supports the move to a four-course teaching load which would bring the Department in line with the rest of the Faculty.] The Department is enthusiastic about an 11th complement position in digital technologies, and agrees that world Francophone literatures will be an emphasis of the currently advertised position.

2. No vacancy is anticipated in linguistics, and this is not seen as a priority area for investment.

3. Staff complement will be revisited, following a review of the Faculty structure and governance, which might modify workload (by undertaking some tasks more centrally).

4. It is agreed that upon retirement of the last Staff Language Instructor, that the position will be converted to a Lecturer position.

5. The Department has a plan for covering its teaching needs, while moving to a four-course faculty load, with five Lecturers and 12 faculty members (i.e. requiring two more faculty appointments).
6. Space is also part of the Faculty of Arts’ strategic planning process; a major renovation of the language labs is also being considered.

7. The Department is taking steps to reduce time-to-completion in the MA, and will take concrete steps on this within the next six months.

8. The Department is monitoring doctoral student progress. Reducing the teaching load of doctoral students from three to two courses per year will help.

Department’s Two-Year Plan (and Beyond)

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Resources Required</th>
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</thead>
<tbody>
<tr>
<td>2012-15</td>
<td>Steps to meet our responsibilities across the board and bolster the PhD program</td>
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<tr>
<td>2013-14</td>
<td>Four-course teaching load for professors</td>
<td>Chair/Dean</td>
<td>Change to MA program, cancellation of FR352; three-year definite term appointment; funding for additional positions</td>
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<tr>
<td>2014-15</td>
<td>Four-course teaching load for professors</td>
<td>Chair/Dean</td>
<td>Change to MA program, cancellation of FR352; three-year definite term appointment; funding for additional positions</td>
</tr>
<tr>
<td>2013-14</td>
<td>11th faculty appointment</td>
<td>Dean/Provost</td>
<td>Funding for additional professor position (11th)</td>
</tr>
<tr>
<td>2012-13</td>
<td>Field of 10th faculty appointment</td>
<td>Chair/DACA</td>
<td>Funding was approved</td>
</tr>
<tr>
<td>2014-15</td>
<td>Linguistic position*</td>
<td>Dean/Provost</td>
<td>Not a priority area</td>
</tr>
<tr>
<td>2012-15</td>
<td>Support staff</td>
<td>Dean</td>
<td>Currently reviewed</td>
</tr>
<tr>
<td>2012-XX</td>
<td>Conversion of last Staff Language Instructor position after retirement</td>
<td>Dean/Provost</td>
<td>Funding to be transferred from staff budget to Lecturer budget</td>
</tr>
<tr>
<td>2012-15</td>
<td>Definite- term Lecturers’ situation (see development model above, answer to recommendation five); Request for 12th position*</td>
<td>Dean/Provost</td>
<td>Funding to secure four lecturer positions; Create a 12th position in Applied Language Studies and Didactics, organic to the development of the Department*</td>
</tr>
<tr>
<td>Unknown</td>
<td>Dedicated graduate student space</td>
<td>Dean</td>
<td>Faculty priority; currently working on renovation of language labs</td>
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<td>Timeline</td>
<td>Recommendation</td>
<td>Responsibility</td>
<td>Resources Required</td>
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<tr>
<td>2012-13</td>
<td>MA completion time</td>
<td>Graduate Chair/Chair</td>
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<tr>
<td>2012-13</td>
<td>PhD completion time and monitoring of student progress</td>
<td>Graduate Chair/Chair</td>
<td>Working towards reducing teaching load of graduate students</td>
</tr>
</tbody>
</table>

* Indicates considered, but no commitment made by Dean at present.
Senate Undergraduate Council met on 11 December 2012 and on behalf of Senate, approved changes to academic plans, new courses, course changes and course inactivations. Council agreed to forward the following items to Senate for approval and information. Council recommends that these items be included in the consent agenda. Items recommended for inclusion in the regular agenda are contained in a separate report.

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

FOR APPROVAL  [effective September 1, 2014]

ACADEMIC PROGRAM CHANGES

Faculty of Mathematics

Applied Mathematics

Applied Mathematics/Earth Science Option

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

   Plan-level requirements:

   All of:

   - AMATH 310/EARTH 310 Environmental Informatics
   - AMATH 361 Continuum Mechanics
   - AMATH 463 Fluid Mechanics

   All of:

   - EARTH 121 Introductory Earth Sciences
   - EARTH 122 Introductory Environmental Sciences
   - PHYS 122 Waves, Electricity and Magnetism

Rationale: AMATH/EARTH 310 and PHYS 122 are key courses in the application of mathematical modeling to earth science.

FOR INFORMATION

Academic Program Review Report

French Studies – See the report in the regular agenda from Senate Graduate and Research Council.

Academic Program Review Two Year Progress Report

Centre for Society, Technology and Values – See Attachment #1.

CURRICULAR MODIFICATIONS

Changes to academic plans, new courses, course changes and course inactivations were approved for the faculties of: engineering (chemical engineering; civil and environmental engineering; electrical and computer engineering; engineering specializations; general engineering; management engineering; management sciences; nanotechnology engineering; school of architecture; society, technologies & values; systems design engineering); environment (environment and resource studies, environmental studies); mathematics (applied mathematics, mathematics, operations research, pure mathematics); and science (biology, chemistry, earth and environmental sciences, geochemistry, science and aviation).

/kjj
17 December 2012

Geoff McBoyle
Associate Vice-President, Academic Programs & Strategic Initiatives
Introduction
The self-study for the Centre for Society, Technology and Values (including the STV Option) was submitted 7 July 2008. The internal review took place later that year, with interviews on 26 September and 31 October, and the review team report was submitted 3 March 2009. The Centre submitted its strategic plan and response to the review team on 28 June 2010. This report outlines the progress made in the last two years.

Based on the self-study, the reviewers’ comments, comments from the Senate following the 2010 submission of the strategic plan, and the Engineering Faculty Vision 2015 self-study and plan completed in 2011, CSTV has taken several steps to renew its undergraduate offerings, attract new students, and participate more fully in the university community. Recent developments have also suggested new directions for CSTV.

Since 2010 two new courses have been created and taught: STV 404 Technology in Canadian Society was offered in fall 2011 and fall 2012, and STV 201 Special Topics: Cities, Technology and Society will be offered in winter 2013. Aside from increasing the variety of STV courses, these were chosen because they represent interdisciplinary topics underserved by other undergraduate courses at the University of Waterloo (UW), and they are aligned with the interests of CSTV faculty members. Enrolment in STV 404 was not high: only six students in 2011 and four in 2012. A possible long-term solution to this problem is proposed below.

In the last two years, student diversity has not changed significantly. As a general rule (one exception is noted immediately above), STV courses operate at capacity and fill quickly. Approximately 65% of STV students are in Engineering, 12% Environment, 10% Mathematics, and the rest are in the remaining Faculties. Since the strategic plan was submitted, five students have completed the STV Option (or will have completed it by the end of 2012). This is an increase from an average of less than one Option student per year to more than two per year.

CSTV is working to improve its presence on campus, promote the STV Option, and explore collaborative opportunities and methods to resolve the Centre's intellectual isolation. Old and new courses have been advertised via posters and contact with undergraduate advisors and associate chairs. The Centre has a social media presence with an active blog written by its faculty members, highlighting and commenting on society and technology issues in the news. The Director of CSTV, Dr. Scott Campbell, participated in on-campus events, such as a keynote presentation at the 2012 Combining Two Cultures Knowledge Integration Conference held at Waterloo in January 2012 and moderating a panel at the on-campus Science and Technology in Society Day hosted by the Philosophy Department in March 2012. As well, Dr. Campbell (who is by training a historian of technology), will soon be an adjunct lecturer in the History Department. This position will provide improved opportunities for relevant research, supervision of graduate students, and teaching, and will allow him to explore the cross-listing of STV and History courses.
A few recommendations and plans from the previous report to Senate have not yet been acted upon. In particular, plans for an online STV course did not move past initial discussions with the Centre for Extended Learning and CSTV has yet to host any non-teaching events or a speaker series. These activities may require more resources than are currently allocated to CSTV.

In 2009 internal reviewers suggested that CSTV reduce its course offerings to a single large course. The argument appears to be based on the misconception that the Centre existed for one reason: to meet the Faculty of Engineering “impact on society” accreditation needs of its undergraduates. CSTV did not and does not consider this a reasonable suggestion, given its pedagogical limitations, the existence of the STV Option (which requires at least four STV courses), and the obvious cross-faculty undergraduate demand for a variety of STV courses, which are routinely full, with students from all faculties (see above).

Nevertheless, CSTV is part of the Faculty of Engineering. It provides the largest set of courses on campus to engineering students who are in need of an “impact on society” course. In the last year, the Centre has asked to contribute its expertise and insights related to technology and society education to assist the Faculty with its broader accreditation concerns, particularly with rubrics to assess and measure student knowledge and skills in areas relevant to “the impact of engineering on society” that are not covered in STV courses.

CSTV has one significant concern for the future, which was not articulated in the strategic plan: the lack of interdisciplinary coordination between courses offered by CSTV and the large number of similar or related interdisciplinary courses taught in other Departments. This is a fragmentation problem, which produces overlap in teaching as well as disjointed situations in which students are unaware of related courses and unable to maximize their plan of study. STV courses still are not well known to many undergraduate advisors and students, and students are generally not encouraged to take such courses. The low enrolment in STV 404 may be related to this problem. However, fragmentation is also a community problem for faculty members who are unable to collaborate effectively across Departments and Faculties. Preliminary discussions with Dr. Carla Fehr (Wolfe Chair in Science and Technology Studies, Philosophy) and Dr. Heather Douglas (Waterloo Chair in Science and Society, Philosophy) have led to an exploratory committee that will study this problem in 2012 and the future. Given the large number of similar courses and faculty members with related interests, and the need to bring them together, in time, significant changes to CSTV could be necessary including much more direct collaboration with the Faculty of Arts.
Recognition and Commendation

Professor Srinivasan Keshav of the School of Computer Science has been named a fellow of the Association for Computing Machinery (ACM) for his contributions to computer communication networks and systems. He holds the Canada Research Chair in Tetherless Computing and is the Cisco Chair in Smart Grid. “I am very pleased that Prof. Keshav has received this well-deserved recognition for his research in computer networks,” says David Taylor, director of the School of Computer Science. “As the fifth ACM Fellow in the School, he joins a distinguished group of colleagues whose accomplishments have been recognized by the world’s largest educational and scientific computing society.” Over the next several years, Professor Keshav plans to apply his computer networking expertise to the energy sector. Working with fellow academics and industry partners, he will be working to find innovative solutions to large-scale problems in energy systems, aiming to have global impact. Established in 1993, the ACM Fellows Program acknowledges exceptional contributions of leaders in the computing field. [14 Dec. Daily Bulletin]

One of the five winners of the 2012 Polanyi Prize is Tao (Toby) Zeng, professor of chemistry. The other recipients are: Jennifer Esmail, Wilfrid Laurier University; Alex Hayat, University of Toronto; Aristotle Voineskos, University of Toronto; and Darren Yuen, University of Toronto. This year’s winners are being honoured for the following areas of research: a chemistry study that will help Canada become a leader in the hydrogen economy; physiological and medical studies to help delay the age at which Alzheimer’s Disease-related brain changes occur; research that provides new insights on the fundamental physics of light-matter interaction and quantum optics; a study on how Victorians hierarchized cognitive abilities; and a study to identify a new therapy that will improve patient outcomes after specific kidney injuries. Polanyi Prizes celebrate the work of postdoctoral researchers in the early stages of their careers. Created and funded by the Ontario government, the awards are administered by COU. [16 Nov. COU Media Release]

Ginny Dybenko, executive director of the University of Waterloo campus in Stratford and a former business dean at Wilfrid Laurier University, is the winner of this year’s Barnraiser Award. “Her nominators praise her as an inspiring leader, a mentor, volunteer, philanthropist and connector extraordinaire . . .” The award was established in 2008 by the Waterloo Region Record and previous winners include Tim Jackson, Roger Farwell, K-W Counselling Services, and Ron Schlegel. “The Waterloo Region Record Barnraiser Award recognizes this community’s tradition of working collaboratively to accomplish what an individual cannot,” says the Waterloo Region Record’s website. “It honours a practice and spirit that is deep-rooted in our community, one that sees individuals and groups work together to benefit everyone, without regard to personal gain.” This award will be given annually to the individual or group in Waterloo Region that best exemplifies that community-minded spirit. [19 Dec. Daily Bulletin]
FOR INFORMATION

APPOINTMENTS

Adjunct Appointment
PROCIW, Mike, Assistant Professor, School of Public Health and Health Systems, January 1, 2013 to April 30, 2013.

Cross Reappointment
CRONIN, Duane, Associate Professor, Department of Mechanical & Mechatronic Engineering to Department of Kinesiology, October 1, 2012 to September 30, 2015.

Susan J. Elliott
Dean, Applied Health Sciences
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointments

MILLIGAN, Ian (BA Queen’s University 2006, MA York University 2007, PhD York University 2011), Assistant Professor, Department of History, August 1, 2012 to June 30, 2015. Dr. Milligan’s current research involves the application of digital methodologies (notably textual analysis and web scraping, as well as ongoing work on The Programming Historian) to historical sources. He is co-founder of a website (ActiveHistory.ca) that aims to connect academics and the general public. His dissertation on Canadian social movements during the sixties is being revised for publication with the University of British Columbia Press.

ROY, Susan (BA University of British Columbia 1993, MA Simon Fraser University 1999, PhD University of British Columbia 2007), Assistant Professor, Department of History, August 1, 2012 to June 30, 2015. Dr. Roy’s book, These Mysterious People: Shaping History and Culture in a Northwest Coast Community (McGill-Queens University Press, 2010), concentrates on the Indigenous history of the Vancouver region and builds a critique of the processes through which historical evidence and material culture have acquired authority in public history contexts, including museum displays and land claims cases. She is currently developing a major exhibit with the Musqueam First Nation and the Museum of Vancouver about this history. Dr. Roy also has extensive experience working with Indigenous communities in Canada on a range of legal and public history projects.

Definite-term Appointments

Abd-elrazak, Loula (BA Université de Montréal 2002, MA Université de Montréal 2004, PhD Université d’Ottawa 2012), Assistant Professor, Department of French Studies, September 1, 2012 to August 31, 2015. Having recently completed a PhD in French Literature, Dr. Abd-elrazak’s interests include the study of medieval manuscript, critical edition, the relation between texts and images, and new technologies. Over her three-year appointment, Dr. Abd-elrazak will teach undergraduate and graduate courses in language, literature and culture, provide graduate supervision and participate in research and outreach initiatives.

DELIC, Emir (BA 2004 and MA 2005 University of Waterloo, PhD candidate at University of Ottawa), Lecturer, Department of French Studies, August 1, 2012 to August 31, 2013. Working in the area of identity and alterity in Québec and French Canadian literatures, he will teach French language and literature, covering a one-year leave in the department.

KROEKER, Ronald (PhD University of Alberta 2002), Lecturer, Department of Classical Studies, September 1, 2012 to August 31, 2013. Immensely versatile as a teacher and well-received in the classroom, Dr. Kroeker will teach Latin language courses at the introductory and intermediate levels and a large, classical mythology class.

TAKAM, Alain Flaubert (PhD Dalhousie University 2009), Lecturer, Department of French Studies, September 1, 2012 to August 31, 2013. Having recently completed a two-year contract at Lakehead University, Dr. Takam will teach French language courses at the introductory and intermediate levels.
Adjunct Appointments

Instruction

CHOO, Chansoo, Lecturer, Department of Political Science, January 1, 2013 to April 30, 2013.

FINN, Melissa, Lecturer, Department of Political Science, January 1, 2013 to April 30, 2013.

GARCIA LOPEZ, Saul, Lecturer, Department of Drama and Speech Communication, January 1, 2013 to April 30, 2013.

KOTECHA, Kalpesh, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

LIAQAT, Zara, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

ROSS, Martha, Lecturer, Department of Drama and Speech Communication, January 1, 2013 to April 30, 2013.

Adjunct Reappointments

Instruction

BASHIR, Mohsin, Lecturer, School of Accounting and Finance, January 1, 2013 to April 30, 2013.

BORONKA, Irina, Lecturer, Department of Germanic and Slavic Studies, January 1, 2013 to April 30, 2013.

BRIGGS, Catherine, Assistant Professor, Department of History, January 1, 2013 to April 30, 2013.

CAXAJ-RUIZ, Paula, Lecturer, Department of French Studies, January 1, 2013 to April 30, 2013.

CHAPMAN, Debra, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

CORNING, Gail, Assistant Professor, Department of Drama and Speech Communication, January 1, 2013 to April 30, 2013.

CORRIGAN, Alan, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

CYR, Dylan, Lecturer, Department of History, January 1, 2013 to April 30, 2013.

DATARDINA, Malik, Lecturer, School of Accounting and Finance, January 1, 2013 to April 30, 2013.

DAVIDSON, Tina, Lecturer, Women’s Studies, January 1, 2013 to April 30, 2013.

DEMAN, Andrew, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

DE ROOIJ-MOHLE, Geertruida, Lecturer, Department of Germanic and Slavic Studies, January 1, 2013 to April 30, 2013.

DONOVAN, Anne-Marie, Lecturer, Department of Drama and Speech Communication, January 1, 2013 to April 30, 2013.
DUCHARME, Robert, Lecturer, School of Accounting and Finance, January 1, 2013 to April 30, 2013.

EVERINGHAM, Scott, Lecturer, Department of Fine Arts, January 1, 2013 to April 30, 2013.

GINGRICH, Nadine, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

HARRIGAN, Patrick, Professor, Department of History, January 1, 2013 to April 30, 2013.

HARVIE, Jo, Lecturer, Department of Drama and Speech Communication, January 1, 2013 to April 30, 2013.

HEATH, Sally, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

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

HORTON, Don, Professor, Department of History, January 1, 2013 to April 30, 2013.

JAVED, Hira, Lecturer, Dean of Arts Office, January 1, 2013 to April 30, 2013.

KRELLER, Paul, Lecturer, Department of English, January 1, 2013 to April 30, 2013.

KUMASE, Wokia-azi, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

LAM, Mandy, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

LANGILL, Judy, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

LICHTI, Shirley, Lecturer, Dean of Arts Office, January 1, 2013 to April 30, 2013.

LOBB, Diana, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

LUM, Michelle, Lecturer, School of Accounting and Finance, January 1, 2013 to April 30, 2013.

MAITRA, Srabani, Lecturer, Women’s Studies, January 1, 2013 to April 30, 2013.

MANN, Shari, Lecturer, School of Accounting and Finance, January 1, 2013 to April 30, 2013.

MATTE, Nicholas, Lecturer, Women’s Studies, January 1, 2013 to April 30, 2013.

MCGOOGAN, Keriann, Lecturer, Department of Anthropolgy, January 1, 2013 to April 30, 2013.

MCKINNON, Rachel, Lecturer, Department of Philosophy, January 1, 2013 to April 30, 2013.

MCNEILL, Angela, Lecturer, School of Accounting and Finance, January 1, 2013 to April 30, 2013.
MORTAZAVI, Houman, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

NAFEEZ, Fatima, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

NAG, Sharmistha, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

NEEDHAM, Brent, Lecturer, Department of Political Studies, May 1, 2013 to August 31, 2013.

PERESSINI, Tracy, Associate Professor, Department of Sociology and Legal Studies, January 1, 2013 to April 30, 2013.

RAHMAN, Fiona, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

SCHWEITZER, David, Assistant Professor, Department of History, January 1, 2013 to April 30, 2013.

SIEBEL-ACHENBACH, Sebastian, Assistant Professor, Department of History, January 1, 2013 to April 30, 2013.

SLETHAUG, Gordon, Professor, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

STACEY, Jeffery, Lecturer, Department of Drama and Speech Communication, January 1, 2013 to April 30, 2013.

STEWART, Adam, Assistant Professor, Department of Sociology and Legal Studies, January 1, 2013 to April 30, 2013.

STUMPF, Andrew, Lecturer, Department of Philosophy, January 1, 2013 to April 30, 2013.

THARMALINGAM, Pirapa, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

TRAVERS, Dan, Lecturer, Department of History, January 1, 2013 to April 30, 2013.

Special Appointments
LEE, Seung Hyok, Research Associate, Department of Political Science, September 1, 2012 to November 30, 2012.

JORDAN, Shelly, Marker Overload, Department of Philosophy, January 1, 2013 to April 30, 2013.

Staff to Faculty Appointments
GLOVER, Adam, Lecturer, Department of Fine Arts, January 1, 2013 to April 30, 2013.

MEMON, Kashif, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

MURRAY, Neil, Lecturer, Department of Psychology, January 1, 2013 to August 31, 2013.

SCHMIDLIN, Karin, Lecturer, Dean of Arts Office, January 1, 2013 to April 30, 2013.

Graduate Student to Part-Time Lecturer Appointments
BARTON, Kevin, Lecturer, Department of Psychology, January 1, 2013 to April 30, 2013.
CATTELL, Allison, Lecturer, Department of Germanic and Slavic Studies, January 1, 2013 to April 30, 2013.

CHEKETE, Godrick, Lecturer, Department of French Studies, January 1, 2013 to April 30, 2013.

CHESSER, Stephanie, Lecturer, Women’s Studies, January 1, 2013 to April 30, 2013.

DOYLE, Jennifer, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

JORDAN, James, Lecturer, Department of Philosophy, January 1, 2013 to April 30, 2013.

MARTIN, Nadia, Lecturer, Department of Psychology, January 1, 2013 to April 30, 2013.

OYSTRAKH, Mykhaylo, Lecturer, Department of Economics, January 1, 2013 to April 30, 2013.

PETRESCU, Maria, Lecturer, Department of French Studies, January 1, 2013 to April 30, 2013.

SMITHWICK, Neal, Lecturer, Department of Sociology and Legal Studies, January 1, 2013 to April 30, 2013.

SMITHWICK, Neal, Lecturer, Graduate Teaching Assistant, Women’s Studies, January 1, 2013 to April 30, 2013.

SWINAMER, Stephanie, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

STUBBS, Andy, Lecturer, Department of English Language and Literature, January 1, 2013 to April 30, 2013.

VAN WYCK, Lindsay, Lecturer, Department of Sociology and Legal Studies, January 1, 2013 to April 30, 2013.

VIJAYAN, Devika, Lecturer, Department of French Studies, January 1, 2013, April 30, 2013.

B. SABBATICAL
   For Approval by the Board of Governors
   CUENCA, Javier, Professor, Department of Economics, September 1, 2013 to February 28, 2014, full salary.

Douglas M. Peers
Dean, Faculty of Arts
FOR INFORMATION

A. APPOINTMENTS

Probationary-term Appointment

BASU, Nandita, Assistant Professor, Department of Civil & Environmental Engineering and Department of Earth & Environmental Sciences, Faculty of Science, January 1, 2013 – June 30, 2016. PhD Purdue University 2006; M Tech Indian Institute of Technology, India 2001; BA Jadavpur University, India 1997. Dr. Basu works in the area of ecohydrology; her work focuses on watershed modeling and can be used to predict the impacts on water quality of changes to land use. Dr. Basu complements existing expertise in the department in the area of water resources and strengthens the department’s research expertise in the area of water quality modeling.

Probationary-term Reappointments


Visiting Appointments

AHSAN, Muhammad, Scholar, Department of Chemical Engineering, March 1, 2013 – August 31, 2013.


CHEN, Li, Scholar, Department of Chemical Engineering, October 1, 2012 – December 31, 2012.

CHEN, Shaoyun, Scholar, Department of Chemical Engineering, November 20, 2012 – November 19, 2013.

GIERCZYCKA-ZBROZEK, Donata, Scholar, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – April 30, 2013.


HUO, Huan (Angela), Associate Professor, Department of Management Sciences, January 1, 2013 – December 31, 2013.
KRIEG, Thomas, Scholar, Department of Chemical Engineering, November 15, 2012 – April 30, 2013.


LINDROTH, Pasi, Researcher, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – April 30, 2013.


QUINN, Jesse, Scholar, Department of Chemical Engineering, October 15, 2012 – February 15, 2013.

ROEBROEK, Erik, Scholar, Department of Mechanical & Mechatronics Engineering, December 1, 2012 – March 31, 2013.

RUSSO, Paola, Scholar, Department of Mechanical & Mechatronics Engineering, November 1, 2012 – June 30, 2013.

SHAFIEI ZARGHANI, Aziz, Scholar, Department of Mechanical & Mechatronics Engineering, October 31, 2012 – May 31, 2013.

SHUBAIR, Raed, Researcher, Department of Electrical & Computer Engineering, September 1, 2012 – August 31, 2013.

WALKER, Sean, Researcher, Department of Systems Design Engineering, October 1, 2012 – April 30, 2013.

WANG, Jing, Scholar, Department of Chemical Engineering, October 21, 2012 – October 20, 2013.

YANG, Jinfu, Researcher, Department of Systems Design Engineering, April 1, 2013 – March 31, 2014.

YANG, Tingting, Researcher, Department of Electrical & Computer Engineering, September 1, 2012 – October 31, 2013.

ZHANG, Guangjun, Scholar, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – December 31, 2013.

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

Visiting Reappointments


YAN, Jing, Scholar, Department of Chemical Engineering, October 21, 2012 – October 20, 2013.

Adjunct Appointments
Instruction
BARTOSIK, Michal, Lecturer, School of Architecture, September 1, 2012 – December 31, 2012.

DEMAN, Andrew, Lecturer, Department of Systems Design Engineering, January 1, 2013 – April 30, 2013.

Graduate Supervision
ALVAREZ-CUENCA, Manuel, Professor, Department of Chemical Engineering, June 1, 2012 – May 31, 2013.

Graduate Supervision & Research
MCNAUGHTON, Rod, Professor, Department of Management Sciences, January 1, 2013 – December 31, 2015.

Adjunct Reappointments
Instruction
BLAKE, Clifford, Lecturer, Department of Management Sciences, January 1, 2013 – April 30, 2013.

SCHNURR, Daryl, Associate Professor, Engineering Undergraduate Office, May 1, 2012 – April 30, 2013.

Graduate Supervision
MIRANDA-MORENO, Luis, Assistant Professor, Department of Civil & Environmental Engineering, November 1, 2012 – October 31, 2014.

WILSON, William, Professor, Department of Electrical & Computer Engineering, September 1, 2012 – August 31, 2015.

Graduate Supervision & Research
CHAKMA, Amit, Professor, Department of Chemical Engineering, September 1, 2012 – August 31, 2015.

GONG, Yanglin, Associate Professor, Department of Civil & Environmental Engineering, November 1, 2012 – October 31, 2014.

SLAWSON, Robin, Associate Professor, Department of Civil & Environmental Engineering, August 9, 2012 – August 8, 2014.

VAZQUEZ ARENAS, Jorge G., Assistant Professor, Department of Chemical Engineering, January 1, 2013 – December 31, 2016.

WANG, Haijiang, Assistant Professor, Department of Chemical Engineering, July 1, 2012 – June 30, 2015.

WRONSKI, Zbig, Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – December 31, 2015.
**ZEBARTH, Bernie**, Professor, Department of Civil & Environmental Engineering, October 1, 2012 – September 30, 2013.

**Cross Appointment**

**YEOW, John**, Associate Professor, Department of Systems Design Engineering to Department of Electrical & Computer Engineering, November 1, 2012 – October 31, 2015.

**Changes in Appointments**


**WEBER, Mark**, Associate Professor with Tenure, change from joint position in the School of Environment, Enterprise and Development, Faculty of Environment, and the School of Accounting and Finance, Faculty of Arts, to the Dean of Engineering Office, Conrad Business, Entrepreneurship and Technology, July 1, 2012.

**B. ADMINISTRATIVE APPOINTMENTS**

**FRASER, Roydon**, Teaching Chair, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – December 31, 2015.


**ZELEK, John**, Associate Chair, Graduate Studies, Department of Systems Design Engineering, January 1, 2013 – December 31, 2015.

**ADMINISTRATIVE REAPPOINTMENTS**

**BORDELEAU, Anne**, Associate Director, Undergraduate Studies, School of Architecture, January 1, 2013 – December 31, 2014.

**CAMPBELL, Scott**, Director, Centre for Society Technology and Values, Faculty of Engineering, September 1, 2012 – August 31, 2013.

**SPARKES, Douglas**, Associate Director, MBET Program, Conrad Business, Entrepreneurship and Technology Centre, Faculty of Engineering, May 1, 2012 – December 31, 2012.

**WECKMAN, David**, Associate Chair, Undergraduate Studies, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – December 31, 2013.

**C. RESIGNATIONS**

**EPLING, William**, Associate Professor, Department of Chemical Engineering, April 30, 2013.

**MCNAUGHTON, Rod**, Professor and Director, Conrad Centre for Business, Entrepreneurship & Technology, Dean of Engineering Office, Department of Management Sciences, December 31, 2012.
D. SABBATICALS

**BEDI, Sanjeev**, Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2013 – June 30, 2013, 100% salary.

**STRAUBE, John**, Associate Professor, Department of Civil & Environmental Engineering and School of Architecture, July 1, 2013 – December 31, 2013, 85% salary.

**WANG, David**, Professor, Department of Electrical & Computer Engineering, May 1, 2013 – April 30, 2014, 100% salary.

Pearl Sullivan
Dean, Faculty of Engineering
FOR INFORMATION

A. APPOINTMENTS

Tenured

QUILLEY, Stephen, Associate Professor, Department of Environment and Resource Studies (51%) and the School of Environment, Enterprise and Development (49%), September 1, 2012. [BA, Cambridge University, 1989; MSocSc, Birmingham University, 1992; MA, Manchester University, 1993; PhD, Manchester University, 1996.] The unifying theme for both ERS and SEED is social-ecological problem solving. Dr. Quilley is a very strong fit in both units with his research interests in complex systems, resilience and social innovation, as well as energy and civilization. His range, depth and quality of teaching, along with his research background, indicate that he will be a tremendous asset to the Faculty of Environment.

Adjunct Appointments

Instruction

BOROVILOS, George, Lecturer, School of Environment, Enterprise and Development, January 1, 2013 to April 30, 2013.

BULLOCK, Ryan, Lecturer, Department of Geography and Environmental Management, January 1, 2013 to April 30, 2013.

FATIMA, Nafeez, Lecturer, Faculty of Environment, January 1, 2013 to April 30, 2013.

JACKSON, John, Lecturer, Department of Environment and Resource Studies, January 1 2013 to April 30, 2013.

JOHANNSON, Lynn, Lecturer, School of Environment, Enterprise and Development, January 1, 2013 to April 30, 2013.

KEVAN, Sherrene, Lecturer, Department of Environment and Resource Studies, January 1, 2013 to April 30, 2013.

MacDONALD, Adriane, Lecturer, School of Environment, Enterprise and Development, January 1, 2013 to April 30, 2013.

MURRAY, Daniel, Lecturer, Faculty of Environment, January 1, 2013 to April 30, 2013.

PANT, Laxmi, Assistant Professor, School of Environment, Enterprise and Development, January 1, 2013 to April 30, 2013.

POLLOCK, Rebecca, Lecturer, Department of Environment and Resource Studies, January 1, 2013 to April 30, 2013.

RAHAMAN, Khan, Lecturer, Department of Geography and Environmental Management, January 1, 2013 to April 30, 2013.
SMITH, Nancy, Associate Professor, School of Planning, January 1, 2013 to April 30, 2013.

SNIDER, Scott, Associate Professor, School of Planning, January 1, 2013 to April 30, 2013.


Graduate Committee Membership
BERKES, Fikret, Professor, Faculty of Environment, September 1, 2012 to August 31, 2015.

FILATOVA, Tatiana, Assistant Professor, School of Planning, October 1, 2012 to September 30, 2014.

SILVER, Jennifer, Assistant Professor, Department of Geography and Environmental Management, October 1, 2012 to September 30, 2013.

Graduate Supervision
ANDERSEN, Roxanne, Assistant Professor, Department of Geography and Environmental Management, September 1, 2012 to August 31, 2015.

COWAN, Donald, Professor, Department of Environment and Resource Studies, January 1, 2013 to December 31, 2015.

FILATOVA, Tatiana, Assistant Professor, School of Planning, October 1, 2012 to September 30, 2014.

WHITEWALL, Graham, Professor, Department of Environment and Resource Studies, January 1, 2013 to December 31, 2015.

Cross Appointments
SCOTT, Dan, Associate Professor, Department of Geography and Environmental Management to the School of Planning, October 1, 2012 to September 30, 2016.

SCOTT, Steffanie, Associate Professor, Department of Geography and Environmental Management to the Department of Environment and Resource Studies, January 1, 2013 to December 31, 2015.

YOUNG, Steven, Associate Professor, School of Environment, Enterprise and Development to the Department of Environment and Resource Studies, January 1, 2013 to December 31, 2015.

Graduate Student to Part-time Lecturer Appointments
BRISBOIS, Marie Claire, Department of Environment and Resource Studies, January 1, 2013 to April 30, 2013.


GLENDAY, Peter, Department of Geography and Environmental Management, January 1, 2013 to April 30, 2013.

HARTT, Maxwell, Faculty of Environment, January 1, 2013 to April 30, 2013.
SCHUMILAS, Theresa, School of Environment, Enterprise and Development, January 1, 2013 to April 30, 2013.

SIMHAYOV, Rubi, Faculty of Environment, January 1, 2013 to April 30, 2013.

Postdoctoral Fellow to Part-time Lecturer Appointment
NAYAK, Prateep, School of Environment, Enterprise and Development, September 1, 2012 to December 31, 2012.

B. ADMINISTRATIVE APPOINTMENT
SEASONS, Mark, Associate Dean, Undergraduate Studies and Educational Liaison, January 1, 2013 to December 31, 2013.

André Roy
Dean, Faculty of Environment
FOR INFORMATION

A. APPOINTMENTS

Definite-term Appointment
RAMEZAN, Reza (BSc, 2003, Isfahan University of Technology; MSc, 2006, Allameh Tabatabaeei University; PhD (tbc Dec. 12), University of Waterloo. Mr. Ramezan will teach six courses and participate in department activities as required.

Definite-term Reappointments

METZGER, Riley, Lecturer, Dept. of Statistics and Actuarial Science, September 1, 2013 – August 31, 2016.

ROH, Patrick, Lecturer, Dept. of Combinatorics and Optimization, May 1, 2013 – April 30, 2014.

Visiting Appointments
GAO, Pu, Scholar, Dept. of Combinatorics and Optimization, January 1, 2013 – April 30, 2013.


Adjunct Reappointments
Instructor

HARJI, Ashif, Lecturer, David R. Cheriton School of Computer Science, January 1, 2013 – April 30, 2013.

IVKOVIC, Igor, Lecturer, David R. Cheriton School of Computer Science, January 1, 2013 – April 30, 2013.

KHARAL, Rosina, Lecturer, David R. Cheriton School of Computer Science, January 1, 2013 – April 30, 2013.


PETRICK, Mark, Lecturer, David R. Cheriton School of Computer Science, January 1, 2013 – April 30, 2013.

SAKHINI, Victoria, Lecturer, David R. Cheriton School of Computer Science, January 1, 2013 – April 30, 2013.

Research
GOODMAN, Frank, Professor, Dept. of Applied Mathematics, June 1, 2011 – May 31, 2014.

TENTI, Giuseppe, Professor, Dept. of Applied Mathematics, September 1, 2012 – August 31, 2015.


Cross Appointments

FORSYTH, Peter, Professor, David R. Cheriton School of Computer Science to the Dept. of Statistics and Actuarial Science, November 1, 2012 – October 31, 2014.

LABAHN, George, Professor, David R. Cheriton School of Computer Science to the Dept. of Statistics and Actuarial Science, November 1, 2012 – October 31, 2014.

LI, Yuying, Professor, David R. Cheriton School of Computer Science to the Dept. of Statistics and Actuarial Science, November 1, 2012 – October 31, 2014.

POUPART, Pascal, Associate Professor, David R. Cheriton School of Computer Science to the Dept. of Statistics and Actuarial Science, November 1, 2012 – October 31, 2014.

VAVASIS, Stephen, Professor, Dept. of Combinatorics and Optimization to the Dept. of Applied Mathematics, November 6, 2012 – September 1, 2015.

Graduate Student to Part-time Lecturer Appointments


Graduate Student to Part-time Lecturer Reappointment


B. ADMINISTRATIVE REAPPOINTMENTS

CHILDS, Andrew, Associate Chair, Graduate Studies, Dept. of Combinatorics and Optimization, May 1, 2013 – April 30, 2014.

GUENIN, Bertrand, Associate Chair, Undergraduate Studies, Dept. of Combinatorics and Optimization, July 1, 2013 – June 30, 2014.

ADMINISTRATIVE APPOINTMENT CHANGE
VAVASIS, Stephen, Associate Chair, Graduate Studies, Dept. of Combinatorics and Optimization, change from September 1, 2012 – August 31, 2013 to September 1, 2012 – April 30, 2013.

C. SABBATICALS
For Approval by the Board of Governors
BERNARD, Carole, Associate Professor, Dept. of Statistics and Actuarial Science, July 1, 2013 to December 31, 2013, 100% salary.

BURKOWSKI, Forbes, Associate Professor, David R. Cheriton School of Computer Science, July 1, 2013 – December 31, 2013, 85% salary.

KAPLAN, Craig, Associate Professor, David R. Cheriton School of Computer Science, July 1, 2013 – June 30, 2014, 93.3% salary.

McLEISH, Don, Professor, Dept. of Statistics and Actuarial Science, May 1, 2013 – April 30, 2014, 85% salary.

LEMIEUX, Christiane, Associate Professor, Dept. of Statistics and Actuarial Science, July 1, 2014 – June 30, 2015, 100% salary.

D. SPECIAL LEAVE
WORMALD, Nick, Professor, Dept. of Combinatorics and Optimization, January 1, 2013 – December 31, 2013. This is an unpaid leave.

Ian P. Goulden
Dean, Mathematics
A. APPOINTMENTS

Probationary-term Reappointment

ROJAS-FERNANDEZ, Carlos, Assistant Professor, School of Pharmacy, July 1, 2013 to June 30, 2016. [BSc, Dalhousie University (1990); PharmD, Wayne State University (1996).]

Adjunct Appointments

Undergraduate Instruction

CHANT, Clarence, Lecturer, School of Pharmacy, January 1, 2013 to April 30, 2013.

DALE, John, Lecturer, Department of Biology, January 1, 2013 to April 30, 2013.

VOSPER, Heather, Lecturer, School of Pharmacy, January 1, 2013 to April 30, 2013.

Undergraduate Instruction, Graduate Instruction and Research

DOLOVICH, Lisa, Associate Professor, School of Pharmacy, August 1, 2012 to July 31, 2013.

Graduate Supervision

JOHNSON, Matthew C., Assistant Professor, Department of Physics and Astronomy, September 1, 2012 to August 31, 2017.

LEE, Edgar D., Professor, Department of Chemistry, September 1, 2012 to August 31, 2015.

MARCOLLI, Matilde, Professor, Department of Physics and Astronomy, September 1, 2012 to August 31, 2015.

Graduate Supervision, Research and Other

BARTON, David, Professor, Department of Biology, January 1, 2013 to December 31, 2015.

Adjunct Reappointments

Undergraduate Instruction

COULSTON, Barbara, Assistant Professor, School of Pharmacy, January 1, 2013 to December 31, 2013.

MAIN, Andrea, Assistant Professor, School of Pharmacy, January 1, 2013 to December 31, 2013.

Graduate Supervision

LEGGETT, Anthony J., Professor, Department of Physics and Astronomy, September 1, 2012 to August 31, 2017.

SLOAN, James, Professor, Department of Earth and Environmental Sciences, October 1, 2012 to December 31, 2013.

WALKER, Kaley, Associate Professor, Department of Chemistry, September 1, 2012 to August 31, 2013.
WILKIE, Michael P., Associate Professor, Department of Biology, January 1, 2012 to December 31, 2015.

Research
AMANO, Takayoshi, Professor, Department of Chemistry and Department of Physics and Astronomy, September 1, 2012 to August 31, 2015.

McCOURT, Frederick R.W. (Distinguished Professor Emeritus), Professor, Department of Chemistry, September 1, 2012 to August 31, 2015.

Graduate Supervision and Research
GILLIS, Patricia L., Associate Professor, Department of Biology, January 1, 2013 to December 31, 2015.

LOPEZ-AVILA, Viorica, Professor, Department of Chemistry, September 1, 2012 to August 31, 2015.

Graduate Supervision, Research and Other
DOIDGE, David (Bill) W., Associate Professor, Department of Biology, November 1, 2012 to October 31, 2015.

HAMMILL, Michael O., Associate Professor, Department of Biology, December 1, 2012 to November 30, 2015.

McKAY, Bruce E., Assistant Professor, Department of Biology, September 1, 2012 to August 31, 2015.

SIDISKY, Leonard, Professor, Department of Chemistry, September 1, 2012 to August 31, 2015.

Cross Reappointments
LAFLAMME, Raymond, Professor, Department of Physics and Astronomy to the Department of Chemistry, September 1, 2012 to August 31, 2015.

NEKKAR, Praveen, Assistant Professor, School of Pharmacy to the Department of Chemistry, September 1, 2012 to August 31, 2015.

NG, Flora, Professor, Department of Chemical Engineering to the Department of Chemistry, September 1, 2012 to August 31, 2015.

REN, Carolyn., Associate Professor, Department of Mechanical and Mechatronics Engineering to the Department of Chemistry, September 1, 2012 to August 31, 2015.

Graduate Student to Part-time Lecturer Appointments
MacDONALD, Lauren, Lecturer, Department of Biology, January 1, 2013 to April 30, 2013.

ROBINSON, Terin, Lecturer, Department of Biology, January 1, 2013 to April 30, 2013.

THOMAS, Kathryn, Lecturer, Department of Biology, January 1, 2013 to April 30, 2013.
Changes in Appointments
CHRISTIAN, Lisa W., change from Continuing Lecturer to Probationary-term Clinical Associate Professor, School of Optometry and Vision Science, January 1, 2013 to June 30, 2016.

DALTON, Kristine, Probationary-term Assistant Professor, School of Optometry and Vision Science, change from January 1, 2013 to June 30, 2016 to February 1, 2013 to June 30, 2016.

LABRECHE, Tammy, change from Continuing Lecturer to Probationary-term Clinical Associate Professor, School of Optometry and Vision Science, January 1, 2013 to June 30, 2016.

B. ADMINISTRATIVE APPOINTMENTS
BLAY, Jonathan, Associate Director, Research and Graduate Studies, School of Pharmacy, November 1, 2012 to October 31, 2015.

DUNCKER, Bernard, Associate Dean, Research, Faculty of Science, January 1, 2013 to December 31, 2015.

MOFFATT, Barbara, Associate Dean, Student Relations, Faculty of Science, September 1, 2012 to August 31, 2015.

C. RESIGNATIONS
OAKES, Kenneth, Lecturer, Department of Biology, effective January 1, 2013.

PARK, Young-Jin, Research Assistant Professor, Department of Earth and Environmental Sciences, effective November 1, 2012.

D. RETIREMENT
BARTON, David, Professor, Department of Biology, effective January 1, 2013.

E. SABBATICAL
SUDICKY, Edward A., Professor, Department of Earth and Environmental Sciences, May 1, 2013 to April 30, 2014, 100% salary arrangement.

T.B. McMahon
Dean, Faculty of Science
FOR APPROVAL

committee/Council Appointments

Motion: To approve the following appointments:

- Executive Committee: Tara Collington, replacing Sheila Ager, as the arts faculty representative, term to 30 April 2013.

- Graduate & Research Council: Krista Mathias, replacing Lana Vanderlee, as the applied health sciences graduate student representative, term to 30 April 2014.

- Long Range Planning Committee: Aimée Morrison as the FAUW representative, term to 30 June 2013, and Bruce Hellinga, replacing Rick Culham, as the engineering faculty representative, term to 30 April 2013.

- Undergraduate Council: Megan McNeil (engineering), replacing Derek Thompson, and Anand Balram (environment), replacing Laszlo Szoboszlat, as undergraduate student representatives, terms to 30 April 2013.
Senate Graduate & Research Council met on 3 December 2012 and on 14 January 2013, 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

ESTABLISHMENT OF CENTRES / INSTITUTES

Propel Centre for Population Health Impact

1. **Motion**: To approve the establishment of the Propel Centre for Population Health Impact as described in attachment 1.

   **Rationale**: The Propel Centre for Population Health Impact (Propel) has a 30-year history at the University of Waterloo. Propel and its predecessors have a long history of advancing the mission and goals of the University of Waterloo, and Propel’s fundamental value is to inform solutions that will improve health and prevent chronic diseases and their underlying causes. Through a rich and diverse program of research, evaluation, knowledge exchange and an externally funded graduate student training program, Propel contributes directly to the study and practice of population health disciplines.

   Propel has extensive external visibility and a long track record of attracting resources and adding value to colleagues at Waterloo and across the country. Propel is home to six research scientists and 42 staff supported by external funds. Propel has a range of relationships with regular faculty from Waterloo, from program leadership to regular exchange of information, and also has active relationships with more than 200 research, policy and practice colleagues across Canada. Current annual funding is approximately $5 million, which includes funding from a Canadian Cancer Society Research Institute major program grant, more than $3 million in additional funding from grants and contracts that are managed by Propel, and catalyst funds from the Office of the Vice-President, University Research.

   The governance and management structure will consist of a Board of Directors, Executive Director, and management structures and processes developed by the Executive Director in consultation with relevant stakeholders. The Board will consist of 9 to 11 members, with more than half holding appointments at the university. Board composition will be guided by minimum specifications for positions and affiliations, and by a Board competency matrix. All competencies in the matrix will be present on the Board through one or more Board members.

NEW PROGRAMS

Master of Health Evaluation

2. **Motion**: To establish a Master of Health Evaluation to be offered by the School of Public Health and Health Systems in the Faculty of Applied Health Sciences as described in attachment 2.

   **Rationale**: Evaluation is necessary to the organizational practice of public health and health systems. It must be integrated more into the daily management of programs and policies within these organizations and is a key method needed in all stages of planning and implementation of successful strategies and improvements for public health and health services. It is essential that these interventions are effective, efficient, and sustainable in order to create positive societal change.
The Master of Health Evaluation program will provide the necessary tools for students to become core members of the health and/or public health team who are well versed in the evaluative research and practice skills and competencies. The program will provide training in the evaluation of health programs and services, broadly defined as both physical and mental health services aimed at health promotion and disease prevention, fostering change, and maintaining functioning. The program is designed to appeal to professional audiences.

The degree will be a professional (non-thesis) program consisting of three terms of coursework, plus one additional term of professional experience in a workplace setting. This degree is an online course-based and students will have the option of enrolling full-time or part-time. Full-time students are expected to complete the requirements within four terms (16 months) of study, while part-time students are expected to complete the degree within four years of initial enrolment.

PROGRAM CHANGES

Graduate Diploma programs in Business Information Technology and Information Systems Assurance

3. **Motion:** To approve the inactivation of graduate diploma programs in Business Information Technology and Information Systems Assurance offered by the School of Accounting and Finance in the Faculty of Arts, as described in attachment 3.

**Rationale:** The diploma programs in Business Information Technology and Information System Assurance were conceived as distance education programs, offering graduate diplomas to individuals who completed a set of on-line courses. The programs did not attract a sufficient number of qualified students to justify continuing them. In 2010, the School of Accounting and Finance (SAF) Executive Council suspended further admissions to both programs, but did not formally inactivate them. The SAF faculty approved the inactivation proposal at its June 2012 meeting.

FOR SECOND READING

SENATE BYLAW 8

4. **Motion:** To give a second reading to and approve the proposed amendment to Senate Bylaw 8, as outlined in attachment 4.

**Membership.** Council agreed to recommend to Senate that the membership of the Senate Graduate and Research Council be amended as follows and as outlined in attachment 4 [underline = new text]:

The membership of this Council shall consist of the following:

- The membership of this Council shall consist of the following:
- President of the University
- Vice-President, Academic & Provost
- Associate Provost, Graduate Studies, who shall co-chair this council
- Associate Dean of Graduate Studies
- Vice-President, University Research, who shall co-chair this council
- Associate Vice President, Research
- Associate Vice President, External Research
- Director, Research Ethics & Grants
- Director, Contracts Research & Industrial Grants
- Director of Graduate Studies, Academic Services
- University Librarian
- President of the Graduate Student Association
- Two faculty members with Approved Doctoral Dissertation Supervisor (ADDS) status from each faculty, one of whom must be an associate dean with a research and/or graduate studies portfolio [associate dean positions are ex-officio; others are two years]
- One faculty member from the Federated University & Affiliated Colleges, who shall serve for a term of two years.
- One graduate student from each faculty, each of whom shall serve for a term of two years.

Rationale
The associate vice-president, external research will provide valuable insight on external research grants and contracts focusing on Waterloo’s strategic strengths and external opportunities.

George Dixon
Vice-President, University Research

Sue Horton
Associate Provost, Graduate Studies
PROPOSAL FOR SENATE APPROVAL

Propel Centre for Population Health Impact

at the

University of Waterloo

January 14, 2013
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1.0 Name of the Centre

The Propel Centre for Population Health Impact name is owned by the University of Waterloo and was trademarked in 2009.

2.0 Overview

The Propel Centre for Population Health Impact (Propel) has a 30-year history at the University of Waterloo, formed by merging the Centre for Behavioural Research and Program Evaluation (CBRPE) and the Population Health Research Group (PHR) in 2009 and adopting a new name. In addition to many research grants and contracts held by both groups, CBRPE held sequential multi-year centre grants from the Canadian Cancer Society (CCS) since 1997 and had a pan-Canadian mandate. While CBRPE was initially established as a unit of the National Cancer Institute of Canada and located at the University of Waterloo, a deliberate re-positioning, including the integration with PHR, now situates Propel as a Faculty-level centre housed in Applied Health Sciences. Propel maintains a strong relationship and sustained funding from the CCS, and a pan-Canadian mandate.

Today, Propel has an in-house, externally funded team of 48, including six research faculty and 42 staff. Other faculty and staff at the University of Waterloo have a wide range of relationships with Propel, from leadership positions to purchasing the services of Propel staff for individual projects. Propel works directly with approximately 250 collaborators across the country, from research, policy and practice sectors, including those working in government and non-government organizations. Propel’s average annual operating budget has ranged from $4 to $6 million.

Propel and its predecessors have a long history of advancing the mission and goals of the University of Waterloo with a highly leveraged enterprise. Propel’s fundamental value is to inform solutions that will improve health and prevent chronic diseases and their underlying causes. Through a rich and diverse program of research, evaluation, knowledge exchange and an externally funded graduate student training program, Propel contributes directly to Waterloo’s six pillars. Propel has extensive external visibility and a long track record of attracting resources and adding value to colleagues at Waterloo and across the country. A next step in Propel’s evolution, already significantly underway, is to formalize its relationship with the University of Waterloo.

A significant milestone in this evolution was in 2011 when Propel’s mandate expanded to include a campus-wide focus on chronic disease prevention (CDP). This expansion is supported by catalyst funds from the Office of the Vice-President University Research. On behalf of Applied Health Sciences, Propel led an extensive consultation and planning process to shape this new focus on CDP at the University of Waterloo. We were advised to not create a new centre whose mandate would overlap with Propel, other centres, and academic units. We were encouraged to capitalize on Propel’s existing infrastructure, since it is unique on campus and can ensure wise investment of and rapid results from the catalyst funds.
Even though Propel is not a new centre, we are seeking Senate approval for the first time. Our goal is to optimize benefits for the University of Waterloo and for Propel through formal designation as a centre. When Propel was formed in 2009, it was positioned as a partnership of the Canadian Cancer Society and the University of Waterloo. Following our most recent five-year renewal with CCS (with a start date of July 1, 2011), CCS requested a re-positioning to ensure consistency across its research investments and a movement away from partnership initiatives. As a result, CCS is positioned as a major funder in Propel rather than as a partner with the University of Waterloo. This re-positioning creates an opportunity for Propel to become a University of Waterloo centre.

In addition, the recent expansion of Propel’s mandate to lead a campus-wide focus on CDP requires Propel to comply with guidelines for a Senate-approved centre. Whereas the guidelines could be applied to the new mandate only, a more coherent approach is to apply the guidelines to Propel as a whole. The result is a more robust and coherent centre, with enhanced governance, accountability, synergy and impact.

Propel has four main programs:

1. **Chronic disease prevention**, with a focus on catalyzing new interdisciplinary collaborations at the University of Waterloo;
2. **Tobacco control**, with a focus on policy at local through international levels, in collaboration with the International Tobacco Control Policy Evaluation Project, and on cessation, with special emphasis on cessation quitlines;
3. **Youth health**, with an emphasis on creating healthy school communities through a pan-Canadian system with capabilities for local data collection, knowledge exchange and intervention studies; and
4. **Capacity development**, which includes specialities in graduate student training, research methods, evaluation research and evidence to action.

These four programs provide platforms and opportunities for faculty and students to advance their research and its impact. For example, through Propel, faculty and students can:

- access resources and tools (e.g., networking opportunities, seed funds) to form new interdisciplinary collaborations at Waterloo in chronic disease prevention;
- access and build on assets (e.g., people, projects, data sets) within Propel’s tobacco, youth health and capacity development programs;
- access policy and practice organizations and contacts, including federal government (Health Canada, Public Health Agency of Canada, Joint Consortium for School Health), and non-government organizations (Canadian Cancer Society, Heart and Stroke Foundation, Partners for Mental Health);
• participate in a CIHR-funded graduate student training program, with co-funding from the Heart and Stroke Foundation and Cancer Care Ontario, that focuses on population intervention for chronic disease prevention and includes a robust annual curriculum with stipends, an online graduate course, webinars and experiential learning opportunities;
• access research services through Propel, such as grant preparation and administration, project management, data analysis, knowledge translation support; and
• participate in a seminar series, with a combination of Waterloo and outside speakers, and opportunities for formal and informal networking.

These assets and opportunities have allowed, and will continue to allow, the University of Waterloo to build its record in research excellence and impact, education and training, internationalization, and entrepreneurship.

Propel has a strong management structure in place, with leadership from Dr. Barb Riley, Propel’s Executive Director, and faculty and senior staff leads for each program. A new Board is proposed, along with a constitution that complies with guidelines for Senate-approved centres at the University of Waterloo and respects the extensive external accountabilities, including international peer review every three to five years.

2.1. Historical Context

Propel was created in 2009 by integrating the Centre for Behavioural Research and Program Evaluation (CBRPE) and the Population Health Research Group (PHR).

The Canadian Cancer Society (CCS), through the National Cancer Institute of Canada (NCIC), created CBRPE in 1993 to grow the behavioural cancer research field in Canada and to build capacity for evaluation of CCS programs. The University of Waterloo was the host institution for CBRPE beginning in 1997. CBRPE was renewed four times through rigorous international peer reviews organized by the former NCIC and now the Canadian Cancer Society Research Institute (CCSRI). CBRPE was re-oriented in 2009 as a result of an extensive strategic planning process, conducted under the leadership and auspices of CCS and the University of Waterloo (Vice-President University Research and Dean of Applied Health Sciences), and involving more than 200 research, policy, practice colleagues across Canada and internationally. A hallmark of the new orientation was achieving impact at a population level.

PHR was a Waterloo research cooperative that had conducted large-scale projects, mostly in tobacco control, since 1979. The two entities integrated to create the Propel Centre for Population Health Impact – an organization with the capacity to implement a strategic plan to accelerate Canada’s ability to generate and use evidence to improve policies and programs to enhance the health of populations.

Propel is housed in the Faculty of Applied Health Sciences and the Executive Director reports to the Dean. From 2009-11, Propel had a governing body consisting of two senior administrators from each of
CCS and Waterloo, representing a partnership between the University and CCS. In 2011, changes at CCS (notably, the re-design of its research portfolio and movement away from partnerships) resulted in a dissolution of the governing body. A preferred positioning for CCS is a funder of specific programs within Propel. These changes set the stage for the governance structure in this proposal, which includes a majority of board members from the University of Waterloo.

Today, Propel is home to six research scientists and 42 staff supported by external funds. Propel has a range of relationships with regular faculty from Waterloo, from program leadership to regular exchange of information. Propel also has active relationships (i.e., working jointly on at least one project) with more than 200 research, policy and practice colleagues across Canada.

Current annual funding is approximately $5 million. This includes funding from a CCSRI major program grant, more than $3 million in additional funding from grants and contracts that are managed by Propel, and catalyst funds (as of 2011, $200K x 4 years) from the Office of the Vice-President University Research for Propel to expand its mandate to lead a cross campus initiative on chronic disease prevention.
2.2. Vision, Mission and Goals

Propel adopted the strategic framework (Figure 1) that was developed as part of an extensive strategic planning process undertaken in 2008-09 (noted in 2.1 above). As Propel continues to advance its vision, mission, values and goals, it positions the University of Waterloo as a leader in chronic disease prevention and population health, and directly contributes to Waterloo’s track record in research excellence and impact as well as innovative education and training that complement programs from academic units.

<table>
<thead>
<tr>
<th>Vision</th>
</tr>
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<tbody>
<tr>
<td>Transforming the health of populations in Canada and around the world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
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</thead>
<tbody>
<tr>
<td>The Propel Centre for Population Health Impact is a collaborative enterprise that conducts solution-oriented research, evaluation and knowledge exchange to accelerate improvements in the health of populations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values Guiding Propel’s Decisions and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in thinking, actions and products that fulfill our vision and mission</td>
</tr>
<tr>
<td>Leadership that inspires partnership and collaboration, innovation and continuous learning within the Centre and with our funders, partners and clients</td>
</tr>
<tr>
<td>Integrity in relationships and action within and across research, evaluation, surveillance, policy and practice communities</td>
</tr>
<tr>
<td>Stewardship and Respect to be accountable for the mission and resources entrusted to us</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
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<tbody>
<tr>
<td>Improve the effectiveness of population health programs, policies, and services</td>
</tr>
<tr>
<td>Enhance capacity to generate and support the use of relevant evidence</td>
</tr>
<tr>
<td>Strengthen the science and methods for generating and using relevant evidence</td>
</tr>
<tr>
<td>Strengthen relationships across research, policy and practice sectors</td>
</tr>
<tr>
<td>Build a high-performing collaborative enterprise</td>
</tr>
</tbody>
</table>

Figure 1: Propel strategic framework, last updated 2009
2.3. Propel Strategy

Propel achieves its mission and goals through a set of programs. The aim is to accelerate the prevention of chronic diseases by building deliberately coordinated, coherent and synergistic initiatives in defined topic areas. Programs normally include a mix of research, evaluation and knowledge exchange activities.

Current programs capitalize on the track record, strengths and priorities of Propel and the University of Waterloo. They are aligned with active and emerging policy and practice agendas and have funds to support their activities.

Planning occurs both within and across programs. Hence, individual programs have sufficient autonomy and integrity, and are also strengthened by cross-fertilization with other programs.

Each of Propel’s four current programs is described briefly below, and more detailed material is provided in appendices. All four programs are supported (or enabled) by organizational capabilities, which are described following the programs.

2.3.1. University of Waterloo Chronic Disease Prevention

As of 2011, Propel embraced an expanded mandate to lead development of a cross campus initiative in chronic disease prevention (CDP). The main purpose is to catalyse new interdisciplinary collaborations that focus on preventing chronic diseases and reducing their burden.

Propel is providing this leadership on behalf of the Faculty of Applied Health Sciences. An extensive consultation and development phase (September 2011 to August 2012) was followed by a launch phase (September to December 2012) for the Initiative. Major milestones for these two phases are listed below, followed by a brief overview of the catalyst functions that were identified as having the most potential to add unique value to Waterloo faculty and students.

Developmental Milestones for the CDP Initiative

- Waterloo made a commitment to CDP following a successful review of Propel’s prevention program by an international review panel (Spring 2011).
- Propel conducted Phase 1 consultations with administrative leaders within Applied Health Sciences and CDP champions and researchers (Fall 2011).
- Propel hosted a cross campus workshop (100 expressions of interest; 75 attended from 19 departments and all six Faculties) to explore CDP research interests at Waterloo and to seek advice on ways to support collaborative research efforts (March 5, 2012) – summary report in APPENDIX A.
- Propel hosted a planning session with AHS administration and CDP champions and researchers to seek advice on opportunities and next steps (March 7, 2012).
- A CDP Planning Team developed a preliminary plan for the initiative that was used for consultations (April – June, 2012).
- The Planning Team conducted Faculty/departmental consultations on the plan (June – July, 2012).
- A Waterloo CDP Steering Committee with members from all Faculties was formed to provide oversight for a launch and initial implementation phase for the Initiative – Terms of Reference and list of members in APPENDIX B.

**Implementation Milestones for the CDP Initiative**
- The Steering Committee developed a six-month business plan for the launch of the University of Waterloo CDP Initiative, with an initial focus on a launch event (November 14, 2012), an RFP for seed funding, networking and communications, and an evaluation framework for the Initiative – operational plan in APPENDIX C.
- Working groups were formed (including Steering Committee members and others from all six Faculties) to support the initial activities in the operational plan, and
- A directory of all individuals who have engaged in some way with Waterloo CDP activities is being maintained.

The above milestones convey that the University of Waterloo CDP initiative is launched and is actively engaging all six Faculties. The suite of catalytic activities (described briefly below) is informed by advice offered during the consultation phase and ongoing input from the Steering Committee. The activities intentionally complement activities of other centres, research groups and academic units.

**Program Design: “catalyst” activities**
Activities to catalyze CDP initiatives at Waterloo span administrative, coordination and facilitation functions. Some planned activities include:

- **Research facilitation**, to increase multi-disciplinary programs of research, including new collaborations across faculties and with policy and practice leaders. Specific mechanisms will be developed more fully through operational teams and may include:
  
  o information sessions / workshops on developing research questions, grant preparation, etc.;
  o seed money to support grant submissions;
  o grant preparation support (e.g., literature searches, budget preparation, common CVs, etc.); and
  o relationship / partnering development and brokering.

- **Networking and communications**, to increase awareness of research related to CDP at Waterloo, and to facilitate collaborations across disciplines and with policy/practice leaders. Mechanisms may include an interactive database, social media, newsletter, workshops, etc.
• **Experiential learning for trainees**, to supplement regular graduate student and post-doc training programs. This will build on an existing CIHR-funded pan-Canadian program and may include opportunities to work on new multi-disciplinary projects and to participate in the implementation of the Waterloo CDP initiative.

• **Agenda setting**, to solidify Waterloo’s authoritative voice for CDP, locally, nationally and internationally. This may include consensus documents, think tank reports, position statements, an annual magnet event, etc.

• **External service planning and coordination**, to increase Waterloo’s positive, strategic and scientific influence. Mechanisms may include a combination of informal networking, periodic meetings and a relationship database.

### 2.3.2. Tobacco Control

Propel convenes a tobacco control team at Waterloo. Tobacco control is a mature program at Propel and Waterloo, who are jointly recognized internationally as leaders in tobacco control research, evaluation and knowledge exchange.

**Program goal:**
Investments in tobacco control strategies, policies and programs reduce tobacco use in Canada (and beyond) and thereby reduce the incidence of tobacco-related disease, including cancers, in the general population and in sub-populations that bear a greater burden from tobacco.

**Program objectives:**
1. Identify critical policy, program and advocacy gaps and opportunities for highest impact activities;
2. Accelerate implementation of the Framework Convention on Tobacco Control, the first international World Health Organization agreement on tobacco control;
3. Support CCS’s tobacco control advocacy by providing evidence to accelerate progress; and
4. Work with and through CCS and other stakeholders to generate evidence to guide development of smoking cessation services and policies.

Note: Propel’s tobacco control work targeting children and youth aged ten to nineteen is included under the Youth Health program.

**Selected highlights of activities from 2011/12:**
- *Tobacco Use in Canada: Patterns and Trends report* – The 2012 version includes a supplement outlining key tobacco control policy developments in Canada, at both the federal and provincial/territorial levels.
• ‘Crush the Crave’ digital app (see www.crushtecrave.ca) – Launched in April, this app offers an evidence-based customized quit plan to help young people monitor habits, understand craving triggers, share results and gain support from friends online.

• Generating evidence to support smoke-free policies – Including: (1) an on-going evaluation of a community housing policy in the Region of Waterloo; (2) outdoor air quality studies that contributed to the expansion of a smoke-free bylaw in Ottawa; (3) an analysis of the financial impacts of smoke-free outdoor municipal by-laws.

• Smoke-free worksites: No Butts About It program – In partnership with the Program Training and Consultation Centre (PTCC), Propel is approaching business worksites to potentially implement and evaluate the No Butts About It smoking cessation program tailored specifically to the retail sector.

• Tobacco warning label studies – Completed jointly with CCS, focus group data directly informed CCS advocacy for large and graphic tobacco warning labels.

APPENDIX D contains an annotated list of current tobacco control projects supported by Propel.

2.3.3. Youth Health

Propel convenes a youth health team at Waterloo and provides facilitative leadership for a pan-Canadian youth health network involving research, policy and practice collaborators. Youth health, which focuses on behaviours (e.g., remaining smoke-free, healthy eating, physical activity, positive mental health) and environments, is a well-established program of research and an area for growth within Propel.

Program goal:
Environments result in optimal levels of physical activity, healthy eating and tobacco-free living among Canadian youth aged 10 to 19.

Program objectives:
1. Lead development of a youth health research and evaluation agenda;
2. Generate and facilitate use of evidence to improve youth health policies, programs and knowledge exchange; and
3. Develop, validate and facilitate consistent use of youth health indicators and measures.

Selected highlights of activities from 2011/12:
• Youth Smoking Survey completed a fourth cycle, with results released in May 2012. Provided rapid, customized school feedback profiles to over 400 participating schools, and created province-specific profiles for Departments of Health and Education, Tobacco Control Liaison Committee (F/P/T), pan-Canadian Joint Consortium of School Health members, School boards/districts and public health. Propel and CCS coordinated communications with substantial uptake, and provided leverage for CCS to advocate for a ban on all flavoured tobacco products.
• Youth Excel CLASP (Coalitions Linking Action and Science for Prevention), led by Propel and involving seven provincial partners and two national partners, advanced youth health knowledge exchange for comprehensive school health through national consultations, workshops, and provincial case studies.

• Propel developed and is launching the Healthy School Planner in partnership with the Federal-Provincial-Territorial Joint Consortium for School Health. This is a tool that schools can use to assess their current health environment and build a plan to make improvements.

• Core indicators and measures for tobacco control, physical activity and nutrition were initiated by Youth Excel. Through their use, research, program and policy makers can more rapidly advance knowledge and its application on the types of interventions that work in different settings and with different populations.

APPENDIX E contains an annotated list of current youth health projects supported by Propel.

2.3.4. Capacity Development

Propel convenes teams that focus on building relevant capacities that underpin and strengthen research, evaluation and knowledge exchange in other program areas.

Program goal:
High quality solution-oriented science is being funded, conducted and used to advance prevention goals.

Propel’s capacity development program includes four main components:

• **Scientific methods** - to ensure that studies are underpinned by and advance rigorous and relevant scientific methods.

• **Training** - to increase human resource capacity in population health intervention research through training of graduate students from diverse disciplines and backgrounds, and with a curriculum that supplements academic programs.

• **Evaluation research** - to advance evaluation practice through research on evaluations and partnerships in the conduct of program and policy evaluations.

• **Evidence to action** – to accelerate the use and influence of relevant knowledge on prevention policies and programs.

Selected highlights of activities from 2011/12:

• CIHR training grant in population intervention for chronic disease prevention (PICDP) – Led by Propel, this six-year program, which began in 2009, continues to grow with alumni, academic mentors across 18 institutions and 9 provinces, policy and practice collaborators, and co-funding by Heart and Stroke Foundation and Cancer Care Ontario.
• **Graduate student training** – Supported the work of 41 students in 2011-12.

• **Evidence to action through influential advisory roles** – Some illustrative involvements include the Ontario government Healthy Kids Panel; Steering Committee for the Population Health Intervention Research Initiative for Canada; Smoke-Free Ontario strategy committees; and a Community of Practice for smoke-free outdoor spaces.

APPENDIX F contains an annotated list of current capacity development projects supported by Propel.

### 2.3.5. Organizational Capabilities

Organizational capabilities support (or enable) all four programs. Enablers include:

• **Propel governance** (Board of Directors – see section 3.2.2 Board of Directors): Ensures Propel is a sustainable centre recognized for its scientific excellence and impact on the prevention of chronic diseases and their causes. A previous governing body was dissolved in November 2011. A priority within the first six months of Propel being Senate-approved is to recruit and convene a new Board of Directors.

• **Centre-wide planning and evaluation**: Ensures Propel has the capacity for, and conducts, strategic and operational planning and evaluations. These activities ensure accountability, sustainability and continuous improvement within and across programs. A focus in the next year is to continue to develop planning and evaluation procedures at program and organizational levels.

• **Finance and human resources**: Ensures Propel’s finance and human resource management provide the culture, structure, processes and stability required to support effective execution of the programs. Propel works directly with Waterloo’s Office of Research, and Finance and Human Resource departments to ensure compliance with policies of the university and external funding agencies. This organizational capability is complex: typically, over 45 positions (scientists and staff) are supported by contract/grant dollars of relatively short duration. However, Propel’s major program grant from CCSRI gives the organization the stability to deal with the uncertainty of leveraged funds, which tend to ebb and flow, are announced quickly with little time to plan and prepare applications, are often short-term (3 to 12 months in duration) and are prone to rapid change. Despite this sort of relatively fluid funding, Propel has a strong track record in securing funds. As noted above, the CCSRI major program grant reduces uncertainty from Propel operations. In addition, Propel has learned to react to, and function within, constantly evolving circumstances.

This ability is mostly the result of a ‘pooled resource’ model, whereby staff are allocated to projects depending on skills and experience required by the project, and staff availability. Given the ever-changing grant/contract environment that Propel works within, a pooled resource model is useful in enabling Propel to react quickly to new funding opportunities and to provide
its employees with opportunities for growth. A pooled resource model also provides a unique and enduring infrastructure of highly skilled staff that (a) receive mentoring, coaching and other support from Propel senior managers, and (b) work within a supportive staff community.

Propel will continue to seek opportunities for external funding of projects, programs and the centre. As appropriate, Propel will work with Applied Health Sciences and central development offices.

- **Communications**: Ensures Propel’s internal and external audiences understand and value the difference the centre is making, what it can do for them, and how they can participate in, and help shape, Propel. Propel’s brand is well-established externally, less so at the University of Waterloo. In the next year, a more robust communications program for both internal (Waterloo) audiences and external audiences will be developed. Communications will build on existing platforms, including the Propel website and a quarterly newsletter (The Bridge, with an electronic mailing list of 576; see APPENDIX G for issues in 2012).

### 3.0 Constitution

**Propel Centre for Population Health Impact**

**University of Waterloo**

**STRUCTURE AND CONSTITUTION**

#### 3.1. Introduction

Propel exists to produce and facilitate use of evidence for action that will improve health and reduce chronic diseases at a population level.

#### 3.1.1. Vision and Mission

**Vision**: Transforming the health of populations in Canada and around the world.

**Mission**: Propel is a collaborative enterprise that conducts research, evaluation and knowledge exchange to accelerate improvements in the health of populations.

#### 3.1.2. Goals

1. Improve the effectiveness of population health programs, policies and services;
2. Enhance capacity to generate and support the use of relevant evidence;
3. Strengthen the science and methods for generating and using relevant evidence;
4. Strengthen relationships across research, policy and practice sectors; and
5. Build a high-performing, collaborative enterprise.
3.2. Membership

Recent consultations with Waterloo colleagues informed Propel’s approach to membership. A consistent message from Waterloo stakeholders was to take a fresh approach to membership; to have people’s active engagement with Propel programs and services (e.g., providing leadership for a program, working with Propel staff to conduct research projects, collaborating on a research grant with Propel-funded scientists, receiving seed funds from Propel, participating regularly on program teams, etc.) define them as members. The main responsibilities tied to these privileges are to acknowledge support from the centre, as appropriate, and to complete an annual electronic survey.

Individuals at the University of Waterloo and beyond are eligible to participate in Propel’s programs and services. Membership, therefore, is open to faculty, students, and staff at Waterloo and other institutions. It is also open to policy and program leaders (e.g., government and non-government organizations). Individuals do not apply for membership. Membership is open and fluid and is defined by participation in activities led or supported by Propel (e.g., graduate student training program; networking events), collaboration with Propel scientists and/or use of the centre’s research services (e.g., working with Propel research and administrative staff).

Membership will be updated annually. Individuals who have had an affiliation with Propel in the past year will be asked whether they wish to be a voting member for the upcoming year.

3.2.1. Governance and Management

The governance and management structure will consist of a Board of Directors, Executive Director, and management structures and processes, developed by the Executive Director in consultation with relevant stakeholders, including the Board of Directors and individuals most actively involved in Propel.

3.2.2. Board of Directors

The Board of Directors will be responsible for overseeing the progress of Propel. It will provide advice regarding strategic issues and directions. The essential purpose of the Board will be to ensure the success of the centre. Specifically the Board will:

- Review progress against agreed metrics (as outlined in section 6.0);
- Consider emerging opportunities and provide advice on how Propel can accelerate accomplishments;
- Foster Propel’s impact-oriented and collaborative culture;
- Promote Propel’s engagement with a wide range of government and non-government organizations, where such engagement adds value;
- Ensure that the centre is in a viable state of finances and provide advice related to financial risk management; and
• Oversee succession planning and the recruitment of a new Executive Director as defined by the Constitution.

The Board will consist of 9 to 11 members, with more than half holding regular faculty appointments at the university. Board composition will be guided by minimum specifications for positions and affiliations, and by a Board competency matrix (APPENDIX H). All competencies in the matrix will be present on the Board through one or more Board members. Each individual member will bring one or more of the competencies.

Minimum specifications for positions and affiliations include three Ex-officio members:
• The Vice-President University Research or her/his designate
• The Dean of Applied Health Sciences or her/his designate, and
• Propel’s Executive Director.

Other positions and affiliations that shall be represented include:
• External stakeholders, especially those with substantial investment in Propel;
• Chronic disease prevention researchers;
• Administrators (e.g., Dean, Associate Deans) including those from Faculties other than Applied Health Sciences.

A member of the Board will be appointed Chair. This will normally be the Dean of Applied Health Sciences or her/his designate. A Vice-Chair will be appointed by the Dean.

3.2.2.1. Procedures for Appointment

Initial membership shall be decided by the Dean of Applied Health Sciences in consultation with the Vice-President Research, Executive Director and other stakeholders as appropriate. The Board shall establish a procedure for replacing members as needed, with reference to the minimum specifications for positions and affiliations and the Board competency matrix for Board composition and recruitment (APPENDIX H).

3.2.2.2. Term of Office

Board members will normally be appointed for a renewable term of three years. To ensure as much continuity as possible, appointment terms shall be staggered with no more than 50% turnover in any given year.
3.2.3. Meeting Procedures

3.2.3.1. Meeting Dates and Notice
The Board shall normally meet three times per year, with extraordinary meetings as required at the call of the Chair. The time and duration of the meetings will be determined by the Board. If the Chair of the Board is not present at a meeting, the Vice-Chair, or the Chair’s designate will chair the meeting. Board meetings will be announced at least six weeks in advance. An agenda with decision items and background materials shall be provided one week in advance of a meeting.

3.2.3.2. Quorum
A majority of members that includes a majority from the University of Waterloo shall constitute a quorum.

3.2.3.3. Amendments to the Constitution
The Board will recommend changes to the constitution, which will be ratified by voting members (updated annually, as described in 3.2).

3.2.4. Executive Director
The Executive Director has ultimate accountability for all aspects of the Centre related to the strategic mandate and operational requirements. Working in collaboration with colleagues and key stakeholders, the Executive Director will help position Propel in a pre-eminent role in Canada, working proactively to anticipate the future, and mitigating for risks by understanding the landscape of chronic disease prevention, and population and public health.

The Executive Director will facilitate and ensure implementation of a cohesive vision and plan; build and support appropriate governance and leadership structures; build, mentor and undertake annual evaluations for an in-house scientific team and senior staff; ensure Propel has clear goals and strategies that are aligned with and supported by funders and the University; and build mutually beneficial partnerships with relevant research, policy and practice organizations across Canada and beyond.

Propel’s Executive Director attends Faculty of Applied Health Sciences Administrative Council and Faculty Council meetings.

The Executive Director reports directly to the Dean of Applied Health Sciences and is accountable to Propel members, funders, and the Board of Directors.
3.2.4.1. Procedure for Appointment, Renewal and Removal of the Executive Director

The Executive Director will be appointed by the Vice-President, Academic & Provost on the advice of the Dean of Applied Health Sciences. The Executive Director may be a Waterloo faculty member with a regular or a research appointment or an external appointee who would be granted a research appointment.

One year before the end of the Executive Director’s term, the Dean of Applied Health Sciences will advise relevant stakeholders that the Executive Director’s term is near completion, and inform them of the appointment or reappointment process. Relevant stakeholders will be invited to provide input into the (re)appointment, in a process modeled on Policy 40, and tailored to the needs of Propel, in a manner acceptable to the Board of Directors and to the Vice-President Academic & Provost.

Peremptory removal of the Executive Director will be modeled on Policy 40, and consistent with Policy 33 (Ethical Behaviour). The removal process entails concerns being brought forward by relevant stakeholders (internal and external to the university) to the Dean, followed by an investigation, mediation, if necessary, and attempted reconciliation by the Dean, followed if necessary by a formal inquiry set up by the Vice-President Academic & Provost, to report to the President with a recommendation. The committee of inquiry will consist of at least three people, with membership acceptable to the Board of Directors. Relevant stakeholders may be consulted at the informal mediation stage and the formal inquiry stage.

3.2.4.2. Term of Office

The first term of office for the Executive Director will be four years, with the possibility of renewal. Normally, the maximum number of terms to be served by the Executive Director should not exceed two (maximum eight years).

An annual evaluation will be undertaken with the Dean of Applied Health Sciences as part of the normal cycle of evaluations. The Dean may seek confidential input from relevant stakeholders (e.g., scientists, staff, Board members, funders, policy and practice collaborators).

In the event of the Executive Director’s absence for any prolonged period, the Dean of Applied Health Sciences may appoint an Acting Executive Director. If the position of Executive Director becomes unexpectedly vacant, through death, illness, resignation or other causes, it is the Dean’s responsibility to appoint, with appropriate consultation, an interim Executive Director and to initiate the filling of the vacancy.

3.3. Management Structures and Processes

In consultation with Propel members who are most actively involved in Propel programs, the Executive Director will establish structures and processes for effective and efficient operations of Propel. The management mechanisms will:
• ensure scientific direction and operations are integrally linked;
• provide opportunities for leadership by both faculty and staff;
• clearly define and link leadership and decision-making at organizational, program, project and individual levels;
• provide opportunities for cross-talk and integration across program areas;
• ensure those most directly influenced by decisions and involved in their implementation have opportunities to contribute to those decisions;
• cultivate a collaborative and non-hierarchical culture, while also respecting different responsibilities for different positions;
• respect accountabilities to funders, including the University of Waterloo;
• create opportunities for all members to participate in shaping directions of Propel; and
• adapt to new circumstances, as needed (e.g., funding, partnerships).

Informed by the above principles, Propel’s current structure is in APPENDIX I.

4.0 Financial Responsibility for Propel

The Dean of Applied Health Sciences is the University Officer with financial responsibility for Propel. Strategic and operational functions of the Centre are the responsibility of the Executive Director subject to the constitution and in consultation with relevant members and stakeholders.

5.0 Listing of Members

Section 3.2 describes Propel’s approach to membership; for members to be defined based on their engagement with the centre’s programs and services. As a result, membership is open and fluid and is defined by participation in centre-supported activities, collaboration with Propel-funded research scientists and/or use of Propel’s co-operative research services. A list of individuals who have engaged with the centre in the past year (2011-12) are listed in APPENDIX J.

All individuals who have some association with the centre are required to acknowledge support from Propel. They will also be asked to complete an annual member survey electronically.

Categories of Propel members include:

• **Executive Director**: Dr. Barbara Riley

• **Propel-funded scientists**:
  
  Dr. Bruce Baskerville
  
  Dr. Sharon Campbell (0.50 FTE)
  
  Dr. Ryan Kennedy (0.33 FTE)
Dr. Steve Manske
Dr. Jennifer Yessis

- **Waterloo faculty who are most actively engaged with Propel** (as part of the Propel management structure and/or program teams [see APPENDIX I] or using Propel research services):
  - Dr. Steve Brown (Math)
  - Dr. Catherine Burns (Eng)
  - Dr. Richard Cook (Math)
  - Dr. Martin Cooke (Arts and AHS)
  - Dr. Geoffrey Fong (Arts)
  - Dr. John Garcia (AHS)
  - Dr. David Hammond (AHS)
  - Dr. Rhona Hanning (AHS)
  - Dr. Heather Keller (AHS)
  - Dr. Lyndon Jones (Sci)
  - Dr. Scott Leatherdale (AHS)
  - Dr. Bill McIlroy (AHS)
  - Dr. Siv Sivaloganathan (Math)
  - Dr. Mary Thompson (Math)
  - Dr. Clarence Woudsma (Env)

- **Other Waterloo faculty**: 119 faculty members from all Faculties have had association with Propel in the past year. This total includes the 15 members listed above as most actively engaged in Propel. Most other faculty members participated in consultations and/or events for the CDP initiative. Some (11) are mentors for the CIHR funded training program administered by Propel. APPENDIX J provides a full list.

- **Trainees**: 43 graduate students and post-doctoral fellows have had association with Propel in the last year (see APPENDIX J). This includes 10 Waterloo students who were recipients of awards through the CIHR funded training program that Propel administers. Others participated in activities of the Waterloo CDP initiative.

- **Faculty from other universities**: 133 researchers from 53 institutions across Canada and beyond have had association with Propel in the past year (see APPENDIX J). Many are co-investigators and/or are members of pan-Canadian networks. Several such networks are supported by Propel programs.

- **Policy and Practice Collaborators**: 70 policymakers, practitioners and/or advocates from 37 organizations have recently worked with Propel in a variety of capacities including as collaborators on research projects, supporters of the training program components (e.g.,
providing practical training opportunities), and partners in knowledge exchange, research and evaluation. APPENDIX J lists the current policy and practice collaborators.

6.0 Anticipated Impacts

This section includes:

- Examples of Propel contributions to Waterloo pillars and priorities (6.1);
- Propel reporting and reviews to meet funder requirements (6.2); and
- Propel monitoring and evaluation plan that allows us to gather, report and use pertinent information to improve our performance (6.3).

6.1. Propel Contributions to Waterloo’s Pillars

Table 1 below provides examples of Propel contributions to some of Waterloo’s strategic priorities. Propel’s greatest contributions are to research excellence and impact. Propel also contributes to academic training in ways that complement and enrich programs from academic units. APPENDIX K provides several illustrations of how Propel’s work has influenced research, policy and practice domains.

<table>
<thead>
<tr>
<th>RELEVANT WATERLOO PILLARS</th>
<th>EXAMPLES OF PROPEL CONTRIBUTIONS – CURRENT AND ANTICIPATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research excellence and impact</td>
<td>Well-established programs of research and contributions to knowledge in Tobacco Control and Youth Health, including demonstrated impacts on research, policy and practice (Note: APPENDIX K contains illustrations of Propel impacts from a 2011-12 annual report)</td>
</tr>
<tr>
<td></td>
<td>Strong and enduring relationships with knowledge exchange partners (e.g., Canadian Cancer Society, Heart and Stroke Foundation, Public Health Agency of Canada, Health Canada, etc.)</td>
</tr>
<tr>
<td></td>
<td>Catalyzing new multidisciplinary research collaborations at Waterloo with a focus on chronic disease prevention</td>
</tr>
<tr>
<td>Academic excellence (supplements training from academic units)</td>
<td>Thesis opportunities for students</td>
</tr>
<tr>
<td></td>
<td>Graduate student supervision</td>
</tr>
<tr>
<td></td>
<td>CIHR strategic training program in health research (specifically population intervention for chronic disease prevention); 61 graduate student stipends offered in the last three years through rigorous peer review, and recipients include many trainees who hold other external awards</td>
</tr>
<tr>
<td>Graduate studies (supplements training from academic units)</td>
<td>CIHR-funded, pan-Canadian training program in population intervention for chronic disease prevention; delivery of a robust annual curriculum including an on-line graduate course, monthly webinars, annual meeting</td>
</tr>
<tr>
<td>Internationalization</td>
<td>Experiential learning opportunities with policy and practice institutions and research groups</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**6.2. Propel Reporting and Review Requirements**

Propel is required to report on its accomplishments, and to participate in international peer reviews. One set of requirements is for the major program grant from the Canadian Cancer Society Research Institute (CCSRI). For this grant Propel undergoes an international peer review every 3 to 5 years, and submits annual reports (July 15th). The University of Waterloo centre review process requires a five-year report with a focus on how Propel contributes to Waterloo pillars and goals.

**6.3. Propel Monitoring and Evaluation Plan**

The Propel system for monitoring and evaluation will serve three main purposes: accountability to funders (including donors and taxpayers), learning to improve our work, and contribute to the science of evaluating research centres. Despite growing interest in the evaluation of research centres, metrics and methods for evaluating centres, teams, networks and catalyst functions are underdeveloped (cf. Canadian Academy of Health Sciences, 2009 document on indicators for health research).

Propel uses results chains (see APPENDIX L for a description of results chains and an example from Propel’s youth health program) as a tool to identify meaningful markers of progress / indicators of success that are both quantitative and qualitative. The program-specific results chains roll up for Propel to demonstrate achievement towards its goals. Table 2 below provides examples of indicators for each of Propel’s five goals.

**Table 2: Examples of indicators for each of Propel’s five goals**

<table>
<thead>
<tr>
<th>Goal 1: Improve the effectiveness of programs and policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrated use of evidence (e.g., discussed by decision makers, informed a decision or strategy)</td>
</tr>
<tr>
<td>• Dissemination of evidence via publications (peer reviewed and non-peer-reviewed), presentations, meetings: emphasis on decision maker audience</td>
</tr>
<tr>
<td>• Generation of relevant evidence to inform action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Enhance capacity for generating and using relevant evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Traditional indicators of capacity building in a university context (e.g., increased number of graduate students doing work in CDP)</td>
</tr>
<tr>
<td>• Enhanced opportunities and support for trainees</td>
</tr>
<tr>
<td>• Influential guidance / advice within policy, practice and research environments</td>
</tr>
<tr>
<td>• Faculty and student engagement in centre operations, multi-disciplinary research and KT</td>
</tr>
</tbody>
</table>
**Goal 3: Strengthen science and methods**
- Demonstrated use of novel study designs and methods
- Traditional indicators of scientific productivity and impact (e.g., grants, publications)
- Development and use of scientific tools and infrastructure (e.g., database, data sharing agreements)
- Increased Tri-Council and non Tri-Council (industry, government, NGOs) revenue and success

**Goal 4: Strengthen relationships across research, policy and practice sectors**
- Demonstrated benefits to scientific, policy and practice collaborators
- Network / team development, including collaborations initiated and sustained across disciplines
- Engagement with decision-makers, including collaborations initiated and sustained with community partners, industry

**Goal 5: Build a high performing organization**
- Investors and credible leaders are engaged in oversight of Propel
- Diverse and long-term funding
- Internal planning and evaluation that allows for continuous improvement, accountability and sustainability
- Invitations, engagements, graduates
- Centre is recognized for its excellence and influence (inter)nationally, regionally and locally

Implementation of the monitoring and evaluation plan is part of an annual planning and evaluation cycle. The plan includes methods to gather, document and use information from the Propel evaluation. Components of the plan include:

- quarterly monitoring of key indicators/markers of progress using an in-house electronic system referred to as the Propel Information Exchange System;
- quarterly reviews and reflections with program teams, primarily to discuss progress in relation to plans, and to identify examples of Propel influence and significant lessons;
- annual survey of Propel members at Waterloo;
- selective studies of Propel influence (e.g., evidence provided by Propel that influences policy change);
- strategic consultation with research, policy and practice stakeholders (existing and potential) to seek feedback on Propel's niche and approach; and
- synthesis and interpretation based on priorities, goals and requirements for each investor.

### 7.0 Facilities at Waterloo

Propel scientists and staff are located in a suite of offices in the Lyle Hallman Institute for Health Promotion. As space needs arise, Propel will seek opportunities to review and discuss needs in consultation with the Dean of Applied Health Sciences and other relevant officials at the University.
8.0 Budget

A similar funding mix to the recent past is expected over the next five years. The current CCS award started in July 2011 and ends June 2016. Funds from the V-P Research were awarded for up to four years beginning in 2011 and ending in April, 2015. Grants and contracts come from a range of sources including Health Canada, CIHR, the Heart and Stroke Foundation and the Public Health Agency of Canada. Given the current funding environment, conservative growth projections of five percent per year are presented. A current list of grants and contracts including source, amount and time frame can be found in APPENDIX M.

As part of sustainability planning, Propel will invest in development efforts to secure additional centre, program and project-specific funding. We will explore opportunities through Foundations, donors, research funding agencies, and external agencies (health and non-health). Propel’s Board of Directors and Executive Director will be centrally involved in development activities. Other management personnel (e.g., program leads and coordinators) will be centrally involved in securing resources for specific programs and projects, in consultation with all interested Propel members.

Table 3: Propel Budget, 2011-12 to 2015-16

<table>
<thead>
<tr>
<th>Source</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSRI Major Program Grant¹</td>
<td>1,980,000</td>
<td>1,618,000</td>
<td>1,633,000</td>
<td>1,760,000</td>
<td>1,875,000</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>-</td>
</tr>
<tr>
<td>Grants and Contracts²,³</td>
<td>3,600,000</td>
<td>3,780,000</td>
<td>3,969,000</td>
<td>4,167,450</td>
<td>4,375,822</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$5,780,000</td>
<td>$5,598,000</td>
<td>$5,802,000</td>
<td>$6,127,450</td>
<td>$6,250,822</td>
</tr>
</tbody>
</table>

¹ Figures are those confirmed in the Notice of Award for Propel’s CCSRI major program grant
² Includes funds that are sent through sub-grants/contracts to other institutions/partners.
³ Assumes 5% growth year over year.

9.0 Statements of Sanction and Commitment

Letters of support are attached (APPENDIX N) from:

- Dean, Applied Health Sciences (Susan J. Elliott)
- Members of the University of Waterloo Chronic Disease Prevention Steering Committee
- President and Chief Executive Officer, Canadian Cancer Society
- Director General, Centre for Chronic Disease Prevention, Public Health Agency of Canada
- President, Heart and Stroke Foundation
November 18, 2012

University of Waterloo Senate
University of Waterloo
200 University Avenue West
Waterloo, ON N2L 3G1

To University of Waterloo Senators:

*Senate Approval for the Propel Centre for Population Health Impact*

On behalf of the Faculty of Applied Health Sciences, I want to express my strongest support for Senate approval of the Propel Centre for Population Health Impact (Propel). Propel and its predecessors have a long-standing and enviable reputation for research excellence and impact. This reputation is mostly outside of the University of Waterloo: Propel is one of our best kept secrets on campus.

Soon after my arrival, I participated in Propel’s international peer review. Reviewers were enthusiastic about Propel’s programs of research in prevention, which focused primarily in tobacco control and youth health. They reinforced the need for advancing knowledge and its application to reduce the global burden from chronic diseases and their causes, and concluded that Propel was well-positioned to contribute to this agenda.

The results of the review contributed to another five year funding agreement with the Canadian Cancer Society. They also prompted an invitation and some catalyst funding from the Office of the V.P. University Research for Propel to provide leadership for a campus-wide focus on chronic disease prevention (CDP). To my knowledge, an institutional priority on CDP is unique in Canada, and directly advances Waterloo’s strategic plan by enhancing the health of the population, contributing to health care systems sustainability, and enhancing Canada’s global competitiveness.

Under the leadership of Barb Riley, Propel’s Executive Director, all six Faculties participated in shaping what is now called the *University of Waterloo Chronic Disease Prevention Initiative*. This initiative was officially launched November 14, 2012 and is already showing remarkable progress. For example, new seed funding and networking opportunities are on offer, and Propel is providing leadership for advancing the collaboration with Shantou University Medical College.

Propel is a valuable asset housed within the Faculty of Applied Health Sciences and helping AHS and the university achieve bold goals in scientific excellence, multidisciplinary collaborations, innovation in training, internationalization, and societal impact. I enthusiastically and unreservedly support Propel’s proposal to become approved by Senate. It’s a natural next step in the evolution of Propel, and a valuable addition to the Waterloo community.
I am impressed by the track record of Propel and its predecessors; confident in Propel’s ability to advance its important mission and goals; and enthusiastic to continue to work with, and to create the conditions for Propel to thrive.

Susan J. Elliott
Dean, Faculty of Applied Health Sciences

CC:  Rhona Hanning, Interim Associate Dean (Graduate Studies)
     Mark Havitz, Chair, Department of Recreation and Leisure Studies
     Ron McCarville, Associate Dean (Undergraduate Studies)
     Paul McDonald, Director, School of Public Health and Health Systems
     Bill McIlroy, Associate Dean (Research)
     James Rush, Chair, Department of Kinesiology
November 14, 2012

University of Waterloo Senate
University of Waterloo
200 University Avenue West
Waterloo, ON N2L 3G1

To University of Waterloo Senate:

Propel Centre for Population Health Impact: Proposal for Senate approval

As members of the Waterloo Chronic Disease Prevention (CDP) Steering Committee, we would like to express our very strong support for the Propel Centre for Population Health Impact to become Senate-approved, and our gratitude for Propel’s leadership in developing the cross-campus initiative on chronic disease prevention.

The Propel proposal leaves no doubt that the University of Waterloo is home to a national asset that is accelerating and advancing our institutional pillars – most notably, research excellence and impact, academic excellence, graduate studies, and internationalization. Propel and its predecessors have developed an impressive track record in research, evaluation, knowledge exchange, and training, all with a focus on chronic disease prevention in general, and on tobacco control and youth health in particular. Propel has successfully secured substantial external funding, including 15 years of centre funding through many grants and contracts. The value of Propel’s contributions has been reinforced consistently and convincingly through international peer reviews.

We applaud the University of Waterloo for inviting Propel to lead development of a campus-wide focus on chronic disease prevention. We see it as a prudent use of institutional resources by capitalizing on existing capacity and momentum. Leadership from Propel’s Executive Director and senior staff allowed us to design and launch a cross-campus initiative quickly, and with extensive and authentic involvement from all six Faculties.
Furthermore, we consider it a privilege to shape this important initiative at Waterloo, with and for our colleagues and students. We will do our best to optimize benefits for individual investigators, departments/schools, Faculties and the university as a whole. We are also committed to growing and sustaining multi-disciplinary efforts to prevent and reduce the burden from chronic diseases and their causes.

Sincerely,

K. Stephen Brown
Statistics and Actuarial Science

Richard Cook
Statistics and Actuarial Science

Geoffrey Fong
Psychology

Lyndon Jones
Optometry

Bill McIlroy
Kinesiology

Clarence Woudsma
School of Planning

DIGITAL SIGNATURE
(copyright available on request)
Catherine Burns
Systems Design Engineering

Martin Cooke
Sociology and Legal Studies,
School of Public Health and Health Systems

John Garcia
School of Public Health and Health Systems

Heather Keller
Kinesiology

Sivabal Sivaloganathan
Applied Mathematics
November 14, 2012

University of Waterloo Senate
University of Waterloo
200 University Avenue West
Waterloo, ON N2L 3G1

Re: University of Waterloo Senate Approval for the Propel Centre for Population Health Impact

To whom it may concern,

On behalf of the Canadian Cancer Society, I would like to support the official designation of Propel Centre for Population Health Impact as a University of Waterloo Centre. The Society applauds this new development which signals a maturity in the evolution of Propel and the strong support of the university.

The Canadian Cancer Society established the Centre for Behavioural Research and Program Evaluation (CBRPE) as part of the former National Cancer Institute of Canada in 1993. Upon reflection, it was a wise decision to re-locate CBRPE to the University of Waterloo in 1997. Since its establishment, several transitions have occurred, including a re-orientation of CBRPE as Propel to focus on impact at a population level. The Society continues to make a substantial investment in Propel, the latest of which was a major program grant in 2011. In addition to investing in excellent science, the Society is committed to working with Propel to link best science with the advocacy and programs that are so critical to the Society’s mission.

With the establishment of the Canadian Cancer Society Research Institute and the Society’s nationwide strategic plan 2010-15, priorities now include a greater emphasis on cancer prevention research and the integration of research, advocacy and programs. In addition to Propel’s expertise in tobacco control, its track record for attracting other organizations to participate in interdisciplinary collaborations will help accelerate knowledge translation between research, policy and programs. This is precisely the kind of synergy that is needed to maximize the use of limited resources.

The Society has a vested interest in Propel’s long-term success and looks forward to working with the University of Waterloo to optimize the pan-Canadian asset we have co-created in Propel.

Yours truly,

Anne Vezina
Acting President and CEO

cc. Christine Williams, Vice-President, Research
Kimberly Elmslie  
Director General  
Centre for Chronic Disease Prevention  
Public Health Agency of Canada  
785 Carling Avenue  
Ottawa, ON. K1A 0K9

University of Waterloo Senate  
University of Waterloo  
200 University Avenue West  
Waterloo, ON N2L 3G1

November 15, 2012

To University of Waterloo Senate:

Re: UW Senate Approval for the Propel Centre for Population Health Impact

On behalf of the Centre for Chronic Disease Prevention (CCDP), Public Health Agency of Canada, I am pleased to provide this letter of support for the Propel Centre for Population Health Impact (Propel) to become a Senate-approved centre at the University of Waterloo. The University of Waterloo has an enviable reputation for its focus on research excellence, engaged scholarship and impact. Within the Canadian public health community, Propel (and previously the Centre for Behavioural Research and Program Evaluation) has contributed to this reputation in the area of public health broadly and chronic disease prevention more specifically. Propel’s pan-Canadian mandate and focus on bridging science, policy and action fill a valuable and unique niche within Canada’s larger public health system. Recent plans to expand Propel’s mandate to include catalyzing new interdisciplinary collaborations at Waterloo will make Propel an even more valuable asset to our Centre and the public health community more generally.

The Public Health Agency of Canada’s mission is “to promote and protect the health of Canadians through leadership, partnership, innovation and action in public health.” The prevention of chronic diseases is a major focus of the Agency’s activities in general and the central mandate of our Centre in particular. We operationalize this focus in many ways, through providing national leadership, surveillance, program investments, multi-sectoral partnership development, policy research and knowledge mobilization initiatives. Each year, these activities contribute to our Centre’s investment of approximately $37 million in chronic disease, injury prevention and healthy living promotion.

We have enjoyed and truly benefited from numerous collaborations with Propel and previously the Centre for Behavioural Research and Program Evaluation. For example, through an Executive
Interchange, Dr. Barb Riley helped to shape directions of a new focus in our Centre on knowledge development and exchange. Dr. Riley was also the inaugural co-chair of our Knowledge Development and Exchange External Advisory Committee for our Healthy Living and Chronic Disease Strategy. Some of our other collaborations include: Propel’s leadership on a national scan and meeting on building evaluation capacity in chronic disease prevention; the Population Health Intervention Research Initiative for Canada; a series of workshops and synthesis work on systems approaches to knowledge mobilization; and a Propel-led CIHR training program in population intervention for chronic disease prevention. Most recently, we have engaged the expert advice of Drs. Riley, Manske and Yessis to help develop the measurement and monitoring strategy for the Federal-Provincial-Territorial Framework for Action on Healthy Weights. Through these and other interactions, Propel has helped to shape the thinking, strategy and actions within our Centre. We hope to continue to build on these experiences and successes.

I commend the University of Waterloo for an institution-wide focus on chronic disease prevention. I also applaud your choice to have Propel provide leadership for this multi-disciplinary and multi-sector initiative. On behalf of our Centre and the numerous colleagues who have collaborated with Propel, we strongly support the designation of the Propel Centre for Population Health Impact (Propel) as a Senate-approved centre at the University of Waterloo. The country will be well-served by a robust and vibrant Propel Centre that is dedicated to excellence in research, evaluation and knowledge exchange to inform effective policy and program interventions for preventing chronic diseases in Canada and beyond.

Yours sincerely,

Kimberly Elmslie, MSc.
Director General
Centre for Chronic Disease Prevention
Public Health Agency of Canada
November 12, 2012

University of Waterloo Senate
University of Waterloo
200 University Avenue West
Waterloo, ON N2L 3G1

To University of Waterloo Senate Board Members:

Re: Heart and Stroke Foundation support for UW Senate Approval for the Propel Centre for Population Health Impact

On behalf of the Heart and Stroke Foundation (HSF), it is my pleasure to provide this letter of support for the Propel Centre for Population Health Impact (Propel) to become a senate-approved centre at the University of Waterloo. Propel contributes to the university’s reputation for innovation, scientific excellence and societal impact. Propel is a well-established national asset within the Canadian public health and chronic disease prevention communities and is known and respected for doing relevant and rigorous studies, and linking science, policy and action. HSF is delighted to learn of Propel’s expanded mandate to catalyze new interdisciplinary collaborations at Waterloo to accelerate chronic disease prevention. This new focus will continue to build the University’s record in research excellence and impact.

For the past five years, HSF and Propel have worked in partnership to the advancement of both our missions and Propel’s expanded mandate will further enhance this partnership. The mission of HSF is: Healthy lives free of heart disease and stroke. Together we can make it happen. Propel’s focus on chronic disease prevention, tobacco control, and youth health is strategically aligned with our policy and practice agendas.

The past year has been an historic one for the HSF, with national unification of our provincial foundations and development of an HSF-wide strategic plan. An initiative known as Heart Healthy Children and Youth (HHCY) is a strategic HSF priority and represents an organization-wide commitment to creating a healthier future for Canadian children. The Foundation has an ongoing, strong commitment to evidence-based decision making and Propel has played an important role in the planning and development of this initiative with a focus on helping to effectively link evidence and action.

Through a multi-year agreement, the HSF and Propel also share a commitment to support trainees in a pan-Canadian program in population intervention for chronic disease prevention (leveraging a 6-year CIHR-funded strategic training initiative). This is a unique investment for the HSF, made in part due to the fact that the Propel-led training program is focused in a priority area for research capacity building, and adds considerable value over individual personnel awards. For example, trainees participate in a robust, interdisciplinary curriculum that enriches their degree program, and the curriculum (e.g., annual meeting, experiential learning opportunities) allows HSF to get to know and work with selective trainees.
The Foundation looks forward to an ongoing and mutually beneficial relationship with Propel and applauds the University of Waterloo for recognizing and supporting Propel as university-wide asset. Propel’s continued success will undoubtedly strengthen the University as a leader in chronic disease prevention and population health.

Sincerely,

Bobbe Wood
President
Heart and Stroke Foundation
UNIVERSITY OF WATERLOO

GRADUATE PROGRAM PROPOSAL

MASTER OF HEALTH EVALUATION

Submitted to the Ontario Universities Council on Quality Assurance

VOLUME I - PROPOSED BRIEF

NOVEMBER 20, 2012

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1.0 INTRODUCTION: Learning Objectives and Outcomes

1.1 Brief Listing of the Program

The School of Public Health and Health Systems is proposing a new Master of Health Evaluation (MHE) degree. The MHE degree will be a professional (non-thesis) program consisting of three terms of coursework, plus one additional term of professional experience in a workplace setting. Students will have the option of enrolling full-time or part-time. Full-time students are expected to complete the requirements within four terms (16 months) of study, while part-time students are expected to complete the degree within four years of initial enrolment. This degree is an online course-based Masters program and requires the completion of seven required courses, two elective courses, and a one-term professional practicum placement. The new program will charge regular tuition fees (identical to the Master of Public Health program).

1.2 Method Used for Preparation of the Brief

1.2.1 Individuals Involved in Preparing the Brief

This proposal was prepared with the generous assistance of several individuals. A leadership and planning team of faculty members from the School of Public Health and Health Systems was formed in 2010. They were tasked with developing an initial program proposal, including learning objectives, coursework, admission requirements, and experiential learning. The team consisted of Professors in the School of Public Health and Health Systems, namely Anita Myers, Stephen McColl, and Paul Stolee, as well as Sharon Campbell, who is a Senior Scientist at the Propel Centre for Population Health Impact and a Research Associate Professor in Applied Health Sciences. Additional input came from Professors Paul McDonald, Director of the School of Public Health and Health Systems; John Garcia, Associate Director for Professional Graduate Programs at the School of Public Health and Health Systems; Suzanne Tyas, Associate Dean of Graduate Studies in the Faculty of Applied Health Sciences; and Sue Horton, Associate Provost for Graduate Studies. Overall coordination and data consolidation were provided by Ms. Kristina Schmidt, a staff member in the School of Public Health and Health Systems.

Additional individuals who were consulted and provided valuable input include:
- Other tenured and tenure-track faculty members in the School of Public Health and Health Systems;
- Staff in the School of Public Health and Health Systems;
- Staff within the Faculty of Applied Health Sciences;
- Staff in the Graduate Studies Office;
- Staff in Institutional Analysis and Planning;
- Staff at the Centre for Extended Learning; and
- Staff at the University of Waterloo Library.
1.2.2 Approval Dates

Approval of this proposal brief occurred over several weeks and included the following groups/committees:

School of Public Health and Health Systems: March 30, 2011
Graduate Studies Committee for the Faculty of Applied Health Sciences: April 13, 2012
Faculty Council of the Faculty of Applied Health Sciences: April 27, 2012
Senate Graduate and Research Council: TBD

1.3 Objectives of the Program

1.3.1 Alignment with the University of Waterloo’s Mission and Academic Plans

The proposed MHE program aligns with and will contribute to the University of Waterloo’s strategic plan from 2006, entitled, “Pursuing Excellence, Seizing Opportunities for Canada, the Sixth Decade Plan, 2007-2017”.

The MHE degree builds upon the university’s distinctive expertise in distance education, as well as its continuing commitment to experiential learning. Specifically, the proposed program will be offered through online courses, and require students to complete a 12-week professional practicum. To ensure relevance and academic excellence, the curriculum is based upon recognized standards of professional competence in program evaluation. The proposed program will contribute to the university’s stated objective of increasing graduate enrolment to 25% of the total student population. The program will contribute to the university’s desire to be more socially relevant as students will work with an array of new public, private and non-profit sector partners. Improving the integration and efficiency of public health and health services is a major priority of governments around the world, including Canada. Effective evaluation of programs and policies is one method to achieve this. Evaluation “is a systematic way to improve and account for public health actions by involving procedures that are useful, feasible, ethical, and accurate” (CDC, 1999).

The MHE is also consistent with the School of Public Health and Health Systems’ mission “to advance learning, knowledge, practice and capacity in the fields of public health and health systems through strategic partnerships and excellence in teaching, research, and service.” It is one of five new programs being developed by the School and enhances training options for professionals. Furthermore, the new program builds on the foundation of successful programs currently offered by the School, including the BSc in Health Studies, the Master of Public Health, the MSc and PhD in Health Studies and Gerontology, and the two collaborative PhD programs in Aging, Health and Well-being and Work and Health.

The online delivery format will also contribute to the university’s aspirations to be more internationally relevant, by making the MHE program more accessible to international students.

1.3.2 Objectives of the MHE

The proposed MHE will provide the necessary tools for students to become core members of the health and/or public health team who are well versed in the evaluative
research and practice skills and competencies, such as those outlined by the Canadian Evaluation Society, which were used to develop learning outcomes to address the graduate degree level expectations (see Section 1.3.4).

The MHE program will provide training in the evaluation of health programs and services, broadly defined as both physical and mental health services aimed at health promotion/disease prevention, fostering change (improving health), and maintaining functioning. Our program is designed to appeal to professional audiences involved with community programs, rehabilitation, and long-term care, etc.

In addition to understanding the evaluation of programs and policies, practicing individuals need to be able to work collaboratively with a variety of individuals in a health and/or public health team, including clinicians, health planners, policy developers, administrators, and community-based organizations, among others, depending on the type of evaluation to be completed. This will encourage evaluators to become an integral part of the public health and health system (CDC, 1999).

A graduate program in health program and policy evaluation will give professionals the necessary training that “provide[s] a continuing flow of excellently qualified and motivated evaluators” (Stufflebeam, 2001, p. 445) needed to address the “demand for competent evaluation practitioners in the federal and provincial governments” (Devine, 2009, pg. 10), as well as non-profit and private sectors.

1.3.3 Evidence of Need

Evaluation is necessary to the organizational practice of public health and health systems. It must be integrated more into the daily management of programs and policies within these organizations and is a key method needed in all stages of planning and implementation of successful strategies and improvements for public health and health services (CDC, 1999; Owen, 2007). As many policies or programs implemented in society stem from public or non-profit organizations it is essential that these interventions are effective, efficient, and sustainable in order to create positive societal change (Owen, 2007). Evaluation is the only way in which programs promoting health and/or preventing injury can be distinguished from ineffective or inefficient programs or policies (CDC, 1999). Greater consistency (CDC, 1999) and systematization in evaluation practice is also required within various fields, including but not limited to agriculture, government, transportation, law, education, health services, psychological services, community development, human resources, housing, welfare, information sciences (Stufflebeam, 2001), all of which may be related to public health and health systems.

One example of many demonstrating the importance of evaluation of programs concerns the health and welfare support of indigenous peoples. Many interventions have had “little impact on the well-being of the recipients” (Owen, 2007). Evaluation at all stages of program planning and implementation will assist in determining changes and improvements that can be made to ensure that a program will have a positive impact on the population served by interventions.

Universities and colleges – including the University of Waterloo – are positioning themselves to help society address the need for health evaluators. This proposal describes an opportunity for the University to capitalize on existing strengths to deliver a high-quality graduate program in health evaluation targeting students with a background
in the health and social sciences (especially psychology and social work). The proposed MHE program will be able to increase the number of professionals with working experience in health care and public health settings who are well versed in evaluation and its applications within the health system. This degree will help to address the demand for competent evaluation practitioners required in governmental, non-governmental, and private organizations (Devine, 2009).

1.3.4 MHE Learning Outcomes

Learning outcomes for the MHE have been adapted from the “Competencies for Canadian Evaluation Practice” developed by the Canadian Evaluation Society (2010). These competencies were developed through research, member consultation and expert validation process. Our learning outcomes are clustered into five categories similar to the competency domains outlined by the Canadian Evaluation Society: (1) **reflective practice**, (2) **evaluation practice**, (3) **situational practice**, (4) **management practice**, and (5) **interpersonal practice**. Appendix 1 demonstrates how these learning outcomes align with the graduate degree level expectations for a Master’s degree (see Appendix 3). Please also refer to Section 4.4 for course descriptions and Appendix 2 for core and elective courses mapped onto the learning outcomes. An appointed curriculum committee (which includes all faculty with substantial expertise in evaluation and the Associate Director for Professional Graduate Programs) will use the information detailed in Appendix 1 and Appendix 2 to ensure that each competency and learning objective will be addressed through one or more courses in a deliberate, systematic manner.

1.3.4.1 Reflective Practice

Reflective practice includes fundamental norms and values underlying evaluation practice and awareness of one’s evaluation expertise and needs for growth.

By graduation, students will:

1. Demonstrate competence in applying the professional evaluation standards of:
   - **feasibility** – to ensure the effectiveness and efficiency of the evaluation;
   - **propriety** – to ensure that the evaluation process is fair, legal, right and just;
   - **utility** – to ensure that evaluation processes and products provide value and meet the needs of stakeholders;
   - **accuracy** – to ensure that the evaluation is dependable and truthful in its propositions and findings; and
   - **evaluation accountability** – to ensure that documentation of evaluations are adequate and that a metaevaluation is completed to facilitate the improvement and accountability of the evaluation (based on [http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements](http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements))

2. Be able to act ethically and strive for integrity and honesty by understanding and adhering to standards of ethical conduct of evaluation, including the Canadian Evaluation Society Guidelines for Ethical Conduct (see also [http://www.evaluationcanada.ca/site.cgi?s=5&ss=4&lang=EN](http://www.evaluationcanada.ca/site.cgi?s=5&ss=4&lang=EN)).

2a. Demonstrate awareness of self as an evaluator (i.e., knowledge, skills, dispositions) and reflect on personal evaluation practice (e.g., competencies and areas for growth).
2b. Be able to recognize own biases and strive to be impartial (i.e., committed to present evaluation results as objectively as possible).

Core courses contributing to these outcomes: PHS 614, PHS 651, PHS 653.

1.3.4.2 Evaluation Practice

Evaluation practice includes evaluation assessment and design, data collection, analysis, interpretation and reporting.

By graduation, students will:

1. Be competent in all aspects of the evaluation process through the application of various modes of evaluative inquiry (e.g., defining the evaluation purpose, outlining the evaluation design, establishing recommendations) in order for the evaluation results to be of value and use.
2. Be highly competent in the understanding and use of program theory (causal theories and theories of action), including the ability to create a logic model that accurately matches the program and situational context and assumptions.
3. Be able to conduct an appropriate evaluation using suitable techniques related to evaluation methods, data collection, and analysis and interpretation of results.
4. Be competent in formulating conclusions, making recommendations, and reporting on evaluation findings and results, and facilitating sensemaking/interpretation of these by various stakeholders.

Core courses contributing to these outcomes: PHS 614, PHS 605, PHS 651, PHS 652, PHS 653, PHS 654, PHS 655.

1.3.4.3 Situational Practice

Situational practice includes the application of evaluative thinking in analyzing and attending to the unique interests, issues, and contextual circumstances in which evaluation skills are being applied.

By graduation, students will:

1. Be able to identify and engage key stakeholders, identify their interests, and determine how they will be impacted by the evaluation.
2. Through interactions with relevant stakeholders, be able to determine the purpose for the evaluation in order to clarify the context and aims of the evaluation as well as the expectations, and establish shared commitment.
3. Be able to adapt to changing expectations or pressures of stakeholders, but stay true to the purpose of evaluation as well as the guiding principles (i.e., competence, integrity, accountability).
   3a Be able to examine, respect and adapt to political and social contexts as well as organizational and environmental change that may affect the ability to conduct the evaluation, the validity of the valuation process and results, or the utilization of results.
4. Be able to serve the needs of intended users by reporting evaluation results that are accurate, reasonable, implementable, and ultimately appropriate for the intended users.
4a. Be able to establish a communication strategy with stakeholders during each step of the evaluation process.

Core courses contributing to these outcomes: PHS 614, PHS 651, PHS 653, PHS 654.

1.3.4.4 Management Practice

Management practice includes managing a project/evaluation, such as budgeting, coordinating resources and supervising.

By graduation, students will:

1. Be able to define work parameters, plans and agreements with all individuals involved in the evaluation process (e.g., budgets and timelines).
2. Be able to attend to issues of evaluation feasibility to determine if the evaluation project should proceed, or if it should not occur at the time the evaluation is requested (evaluability assessment).
3. Be able to identify human, financial and other resources such as access to participants and relevant materials required to conduct the evaluation and continue to monitor them throughout the evaluation process.
4. Be able to report on progress and results at appropriate milestones during the project timeframe.
5. Be able to identify and mitigate problems/issues that may arise during the evaluation.

Core courses contributing to these outcomes: PHS 651, PHS 653.

1.3.4.5 Interpersonal Practice

Interpersonal practice includes people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity.

By graduation, students will:

1. Be comfortable using audience-appropriate communication and language to present information and convey concepts to various stakeholders.
2. Be able to establish professional credibility through practice and build trusting relationships with individuals involved in the evaluation process.
3. Be comfortable negotiating, resolving conflict, and working individually or in groups.
4. Be able to identify and respond appropriately to issues of diversity and culture, including being inclusive and equitable.

Core courses contributing to these outcomes: PHS 614, PHS 651, PHS 653, PHS 655.

1.3.5 Degree to be Offered

Title: Master of Health Evaluation
Department: School of Public Health and Health Systems
Academic Home: Faculty of Applied Health Sciences
Potential Start Date: September 2013 (online)
1.4 Admission Requirements

The minimum requirements for admission to the MHE program will be similar to that of the existing MPH degree:

- Successful completion of a 4-year undergraduate degree from a recognized university in a health-related discipline (or a 4-year degree in a non-health discipline provided the applicant has work experience in a health-related discipline). Examples of backgrounds would include, but not be limited to, nursing, social science (e.g., psychology, social work), environmental health, medicine, physical and occupational therapy, pharmacy, optometry, and public health.
- Ideally the applicant will also have at least a year of work experience in an area relevant to public health, health promotion, health care, health systems, or program evaluation. One year of experience will also enable graduates of a relevant co-op degree with at least three health-related work terms (each 4 months in length) to apply to the program.
- A minimum overall B (75%) average in undergraduate work will be required.
- Recommended to have completed an undergraduate course in statistics and research methods (with a minimum B+ average). Other applicants will be considered but they must demonstrate, to the satisfaction of the School’s Admission Committee and Associate Director for Graduate Professional Programs, that they have obtained competence in elementary statistics and qualitative research methods through undergraduate course work or professional experience.
- Two letters of reference, with at least one from an academic source.
- Resume/CV indicating past academic and professional experience.
- A letter of intent explaining the applicant’s career goals, aspirations, and potential for future leadership in the field.
- Proof of competency in English (if applicable). Scores on one of the accepted proficiency tests outlined in the University of Waterloo Graduate Studies Calendar must be submitted with the MHE application if the student has not:
  - completed three or more years of post-secondary work/education at a Canadian institution or at an institution at which English was the primary language of instruction; or
  - been employed for a similar length of time at a workplace at which English was the primary language of correspondence
Overall test scores (valid for two years from the test date) on the Test of English as a Foreign Language (TOEFL) must be at least 580 on the paper-based test (overall score of 90 on the internet-based version). Comparable scores are required on alternate tests, as described in the University of Waterloo Graduate Calendar.

The Admissions Committee will determine the suitability of each applicant’s background for success in the program. Once approval has been granted by the faculty, students may be enrolled full- or part-time.

1.5 Structure

The structure of the proposed MHE to be offered will follow a similar format to the existing Master of Public Health (MPH) degree offered through the School of Public Health and Health Systems. The program has the following features:
- course-based (nine courses required) plus a professional experience practicum of at least 420 hours;
- all required and elective courses will be offered online;
- normal time limits for full-time students will be four terms; part-time students will usually complete the degree within four years.
- students may complete their professional experience practicum full-time over one term or on a part-time basis over two terms, and be a minimum of 420 hours of supervised training; and
- focus on health and health outcomes, evaluation of health programs, policies, or other projects and types of interventions through coursework and the professional experience practicum.

Students who are admitted into the program in September 2013 will take all required courses online. They may take elective courses from our existing MPH program. Students also have the option, with permission, to take elective courses in the MSc degree program in Health Studies and Gerontology (the thesis-based program within the SPHHS), elsewhere at UW, or through the Ontario Visiting Graduate Student Plan.

Students in the MHE are not expected to pursue a thesis research agenda in parallel with their studies, nor will they normally have duties as teaching assistants (a small number of students may be offered teaching assistantships for online courses [preceptorships]). Based on our experience with an online MPH program, a course load of three courses per term for full-time students or one to two courses for part-time students is a reasonable expectation. The number, breadth, and sequences of courses have been selected to ensure that students are able to meet all learning objectives for the program. The learning experience has been designed to provide students with an opportunity to integrate and apply the knowledge and skills developed through their coursework.

The proposed MHE contains the required number of courses for a non-thesis Master’s program as outlined in the program requirements of the Graduate Studies Office at the University of Waterloo.

1.6 Effect of Structure on Quality

1.6.1 Online Learning

The program will utilize fully qualified, experienced instructors. All courses will be developed by persons with doctoral degrees in relevant areas of expertise. Many have industry/practice experience. Because of extensive partnerships, all instructors routinely consult with leading edge practitioners in the field to identify timely issues, topics, and data.

Online courses provide students with greater time table flexibility. Students are able to listen to and review lectures with greater flexibility. They are able to move through given lectures at a pace that suits their learning needs and preferences (within limits). Students are able to review key material as many times as necessary, or to scroll back and forth across modules to facilitate the integration of material.

Lectures typically include required and optional reading materials, as well as specific assignments. Readings provide detailed, extended, and/or supplementary content to the
lectures. Assignments are designed for students to integrate concepts, as well as develop specific skills, including writing skills, and self-confidence. Most courses encourage online group activities to facilitate collaboration and knowledge exchange between students, instructors and preceptors. In our experience with the online MPH program, most students develop close, ongoing collaborative working relationships with their peers that can continue long after graduation.

Consultants in the Centre for Extended Learning work closely with instructors to ensure best practices are applied in the design of courses. Careful attention is given to the development of learning aids and materials. Lectures employ a rich combination of audio and visual material. Lecture material is typically broken into manageable “chunks” that can be reviewed by students in 10- to 45-minute intervals. One or more of these “chunks” constitute a module that is equivalent to a traditional lecture. This method improves students’ ability to digest material without becoming overwhelmed or distracted. Placing related material into a single module helps students integrate content. To maximize interest and student learning, visual aids include figures, photographs, text, and video. Recordings are high quality and audio tracks are edited to remove potential distractions. Instructors develop highly interactive tools and activities for students that allow students to experience various potential inputs and outcomes.

Courses employ Desire2Learn (D2L) as the learning management platform, which is designated as the Waterloo_Learn system for the purposes of offering online courses through the University of Waterloo. This platform enables students to keep abreast of news items and announcements; communicate with instructors, preceptors and fellow students; work individually or in groups; download lectures, readings, assignments and other course material, and upload grades and instructor feedback (in text, video or audio formats). Technical assistance is available through program staff, as well as staff at the Centre for Extended Learning and the Centre for Teaching Excellence.

The ability to take the program on a part-time basis is expected to be appealing to health professionals who are unable to take a sabbatical and must work while completing their degree. Part-time studies also make it possible for domestic and international students to spread out the cost of their degree over a longer period of time. The inclusion of persons with current and/or previous professional experience is also an important learning resource for students who either have little experience, or have experience in a different area. Courses actively encourage students to draw upon and share their experience with peers. It also helps ensure examples and data are timely and relevant to the course/program.

### 1.6.2 Student Advisement

All students will receive support and advice on academic matters, including the professional experience practicum, from a variety of individuals associated with the School of Public Health and Health Systems. To assist in navigating program requirements, students may contact the Professional Graduate Program Coordinator and/or the Professional Graduate Program Assistant, with oversight from the Associate Director for Professional Graduate Programs, and a program advisory committee (made up of faculty members who contribute to the MHE program). During the professional experience practicum, students will also receive support and guidance from their workplace supervisors, who will be provided with mentoring and materials to ensure that they are effective in giving students a successful practicum experience.
Although students must find their own practicum (learning experience), the program will develop and maintain a database accessible to students and faculty members which includes current job openings, previous positions and employers, sample learning contracts, etc.

1.6.3 Requirements of the Professional Experience Practicum

The professional experience practicum provides several advantages to students. It provides a way for students to gain work experience in the field of health evaluation, by enabling them to complete some type of practical output, such as an evaluation plan or small evaluation. Professional students who may already have experience in this area may choose to complete their workplace opportunity in an environment less familiar to them, which will broaden their scope of knowledge and practice. Workplace sites may include public health departments, various government agencies, community-based organizations, etc. Students also have the opportunity to complete their practicum in a location outside of Canada or an international health agency within Canada to gain a global or international health perspective in the field of health evaluation.

Based on the increased demand for health program or policy evaluators in the workforce, many practicum sites may be interested in hiring MHE graduates. A professional experience practicum will enable employers to assess the skills of future graduates, which may lead to potential hire of the student upon graduation.

Students will be required to find their own workplace opportunity suited to their career goals and aspirations and preferred practice environments and public health issues. However, they will receive on-going information from the School of Public Health and Health Systems throughout their studies regarding potential employers seeking students. The School will ensure that workplace settings meet the following conditions:

- that the employer demonstrates commitment to education and student learning in the area of health evaluation;
- that the employer provides the student a meaningful learning experience and opportunity to complete an evaluation project;
- that MHE students receive a positive working experience in a practical setting that will enhance the skills acquired in their course work prior to the work term; and
- that the MHE students’ professional experience practicum goals are related to the program’s learning outcomes.

Supervision and assessment of each professional experience practicum will be the joint responsibility of (1) a designated field supervisor employed within the organization where the professional experience takes place, and (2) the Associate Director for Professional Graduate Programs. Students may also receive support and advice on academic matters from the School’s program advisory committee (made up of faculty members with specialization in evaluation and who contribute to the program). The field supervisor will have primary oversight and responsibility for the day-to-day work experience of the student(s), such as assigning some type of evaluation-related project or other specific objectives, work tasks, training exercises, projects, and assignments as part of the basis for assessment of the student. The main responsibilities of the Associate Director for Professional Graduate Programs is to ensure that the professional experience is in accord with the overall educational objectives of the MHE program, to
address both the student and field supervisor in questions of an advanced theoretical or conceptual nature, to provide helpful advice when needed, and to ensure the learning and academic integrity of the professional experience by helping to formulate learning objectives for each student and reviewing the assessment of each student at the end of their work experience.

1.7 Program Content

1.7.1 Current State of the Discipline

The most recent information on Canadian programs comes from the Consortium of Universities for Evaluation Education (CUEE), which is a partnership between the Centre of Excellence for Evaluation (Treasury Board of Canada), the Canadian Evaluation Society (CES), and member universities who pay an annual fee to participate. The School of Public Health and Health Systems has been a member of the CUEE for several years, with Dr. Myers serving as University of Waterloo's representative. The minutes of the October 2010 CUEE meeting contain important information on the roles of the federal government and universities in training evaluators, and sharing courses between universities (e.g., issues of transfer credits, revenue sharing, compatibility of platforms for online course delivery, and so on).

It is important to bear in mind that the focus of evaluation training is quite different for federal evaluators (e.g., audit function, results-based management) than for those doing evaluation in non-governmental organizations and other sectors (where the primary uses of evaluation are for accountability and informed planning and decision-making). As noted by the CUEE in October 2010, the Canada School of Public Service (CSPS) is in a position to deliver generic evaluation training. Thus, universities, the CES, and private firms are better equipped to handle more specialized training.

We see our "niche" as providing training in the evaluation of health programs/services, broadly defined as both physical and mental health services aimed at health promotion/disease prevention, fostering change (improving health) and maintaining functioning. Our program will particularly appeal to those in public health, health promotion, community health, rehabilitation, long-term care, and health system planning and design.

Our environmental scan of graduate educational institutions in Canada, the United States, and elsewhere (see Appendix 6) found several universities offering evaluation courses (e.g., program evaluation, qualitative evaluation methods, etc.). However, many were either certificates or diplomas in evaluation. A similar result was described in the “Consortium of Universities for Evaluation Education (CUEE) Project: Research on Evaluation Education at the Graduate Level in Canadian Universities” (Devine, 2009). The report also found very few graduate programs in Canada offering a degree specific to evaluation. According to the research by Devine (2009), 10 graduate-level programs (two of these are concentrations in non-evaluation programs) and 80 graduate-level courses in program evaluation were offered at institutions across Canada. Ontario, Quebec and British Columbia deliver the most evaluation courses and programs compared to other parts of the country (Devine, 2009). Similar to Canada, very few universities in America or elsewhere offer degrees in evaluation (American Evaluation Association, n.d.). Also, to our knowledge, no health evaluation graduate program was found in Canada to date and no other institutions have indicated an interest in starting a
program dedicated to program and policy evaluation for population health and health systems.

Evaluation is a relatively new field and no quantitative data are available to suggest that there is a demand for evaluators. However, anecdotal evidence from a variety of stakeholders indicated the need for qualified and competent evaluators with credentials. The MHE will facilitate this credentialing process (see Section 1.7.3), as the learning outcomes of the program are based on the competencies set by the Canadian Evaluation Society (see Section 1.3.4). Credentialing is one way in which evaluators can become professionally recognized (CES, 2010; Quesnel, 2010). It is anticipated that as the professionalism of evaluation increases so will the use of evaluations (T. K. Gussman Associates Inc., 2005).

Our MHE degree will provide students with a greater breadth of knowledge than certificate or diploma programs in evaluation. Rather than only being required to take a few (two to four) core courses, students enrolled in the MHE will be required to take seven core courses. As evaluation continues to evolve and become increasingly complex and comprehensive, this program will educate students on emerging new methodologies and provide students with the ability to conduct a wide range of evaluations, from economic evaluations to performance evaluations.

The curriculum will address topics to ensure that MHE students understand health systems and are able to use appropriate evaluative techniques to improve population health and health system outcomes (as opposed to merely clinical or individual outcomes). Students will use a systems thinking approach to evaluation, study theory and applications in program evaluation, quantitative and qualitative methods and analysis, program evaluation practice, survey methods and take other elective courses more closely related to public health, such as surveillance and health and risk communication.

1.7.2 Graduate-Level Courses

Students in the program will be required to take nine graduate-level courses. Seven of the nine courses are required and ensure that students develop the full range of professional competencies recommended by the Canadian Evaluation Society:

- PHS 614 – Foundations of Program Evaluation (existing course with a new name)
- PHS 605 – Quantitative Methods & Analysis (existing course with new name)
- PHS 651* – Theory & Applications in Program Evaluation
- PHS 652* – Qualitative and Mixed Methods and Analysis
- PHS 653* – Program Evaluation Practice & Management
- PHS 654* – Systems Thinking and Analysis
- PHS 655* – Survey Methods

*Designated course numbers for new courses are pending approval.

Students must also complete two elective courses. The following is a list of possible elective courses currently in the Graduate Calendar and offered by the School of Public Health and Health Systems. Additional courses may become available, pending approval of an on line professional masters program in health informatics (field in public
health and health systems). All of the PHS listed courses are currently available online as part of the MPH program:

HSG 609 – Population Intervention Research for Chronic Disease Prevention
PHS/HSG 611 – Health Care System
PHS 603 – Health Policy in Public Health
PHS 606 – Principles of Epidemiology
PHS 608 – Health and Risk Communication in Public Health
PHS 609 – Management and Administration of Public Health Services
PHS 617 – Population Intervention for Disease Prevention and Health Promotion
PHS 632 – Health Economics and Public Health
PHS 638 – Special Topics Course: Social Justice and Public Health
PHS 662 – Global Health

Following completion of the necessary prerequisite courses, students will conclude the program with a supervised practicum (PHS 641 – Professional Experience Practicum).

Students may voluntarily arrange to take an extra elective course if they are seeking additional background in health.

To ensure that students also receive knowledge on global and international health, a variety of the core courses will use such examples throughout the program, including assigned readings. Students may also choose to take the elective titled “Global Health.” Furthermore, students may conduct their practicum in a location outside of Canada, or an international health agency within Canada to gain broader experiences.

Please refer to Section 4 of this proposal for more details on the curriculum, including descriptions of each course.

1.7.3 Unique Program Innovations/Creative Components

Unique aspects of the proposed program include the following:

- The first health evaluation program in Ontario and Canada to offer the degree through online learning;
- The ability to register and complete the program either full-time or part-time;
- The curriculum that has been developed with specific reference to recognized competencies from the Canadian Evaluation Society; and
- Graduates of the MHE, who are members of the Canadian Evaluation Society (CES), may apply for the Credentialed Evaluator designation. Applications are reviewed and decisions made by the CES Credentialing Board, which consists of Honorary Credentialed members, including Dr. Myers, a faculty member affiliated with the proposed MHE program. Other qualifications required to become a Credentialed Evaluator include evidence of two years of full-time equivalent evaluation-related work experience within the last ten years, demonstration of relevant education and/or experience to 70% of the competencies in each of the five domains of the Competencies for Canadian Evaluation Practice, and 40 hours of learning every three years (CES, 2010). A graduate of the MHE will be able to use their education and practicum experience to possibly meet all of these additional three requirements. First, the MHE program learning outcomes have been adapted from the Competencies for Canadian Evaluation Practice developed by the CES (see Section
1.3.4). Second, the MHE can count towards the 40 hours of continuing education. Finally, the 12-week practicum, and possibly the course work, may contribute to the relevant work experience required when applying to become a Credentialed Evaluator.

1.8 Mode of Delivery

When the new program is implemented all courses will be offered online to part-time and full-time students, which will provide greater access to graduate-level health evaluation education. The program will also allow students to work part-time or full-time depending on their enrolment status and provide flexibility in their study schedule.

All courses are one term in length, with the exception of the professional experience practicum, which may be done by part-time students over two terms. Students will be required to complete individual and/or group assignments, quizzes, and/or tests. These will be marked by the faculty member moderating the course and/or teaching assistants who are well versed in the course content.

The 420-hour professional experience practicum will be supervised by a qualified individual at an approved workplace. The Associate Director for Professional Graduate Programs who is affiliated with the MHE program will assess whether the workplace opportunity is appropriate to the program’s learning objectives and approves all placements and workplace supervisors to ensure they are appropriate, qualified, and sufficiently committed. Workplace supervisors are also provided with suggestions and materials to ensure they are effective. To ensure successful completion of the practicum, the student’s experience and progress will be monitored throughout the term. Grading will be on a credit or non-credit basis.

Orientation to the online learning environment, access to resources, and information about the professional experience practicum will be provided to students through a handbook and/or email announcements, similar to the resources provided to students of the existing MPH program.

Students may receive further support and advice on academic matters through the Associate Director for Professional Graduate Programs with the assistance from the School’s evaluation fellow, a program advisory committee (made up of faculty members who contribute to the program and have evaluation expertise), as well as the Professional Graduate Program Coordinator and the Professional Graduate Program Assistant.

1.9 Assessment of Teaching and Learning

1.9.1 Evaluation of the Program

The new MHE will be evaluated in several ways. First, we will annually monitor the quality, quantity and type of applicants to the program, as well as rates of acceptance. Once students have enrolled we will monitor withdrawals, transfers in and out of the program, numbers of students on academic probation, and time to completion. An annual survey of graduates will assess satisfaction with the overall program, the proportion of students who apply for additional education, and the proportion of graduates employed in work related to health evaluation.
A self-study of the program will be completed every seven years and is a quality assurance method to assist the university in evaluating the current standards of the program. This review includes the use of external assessors. The self-study will help us identify any areas that require improvement or further consideration.

1.9.2 Evaluation of Courses

Consistent with current University of Waterloo practices, students will receive evaluation forms prior to the completion of each course they take in the program to assess the strengths and/or weaknesses of the course and to suggest improvements to enhance the learning experiences of students.

1.9.3 Assessment of Learning – Evaluation of Student Achievement

Students will be evaluated through quizzes, tests, and/or assignments to ensure that they are achieving the learning outcomes for each course and the graduate degree level expectations of the MHE program.

Students will have the opportunity to develop strong writing skills, which will be assessed throughout all courses of the program (with the exception of a quantitative and research methods courses) as well as the professional experience practicum. For example, students will be required to complete comprehensive written assignments, and instructors are expected to provide detailed feedback on both substantive issues and writing skills.

For online course development, faculty members affiliated with the MHE program will work with the Centre for Extended Learning at the University of Waterloo to ensure that assessment methods for the online learning environment are appropriate for the various learning styles and needs of students.

The professional experience practicum will be assessed throughout the term by the student’s workplace supervisor, who will provide the student with ongoing feedback. The student, in consultation with their workplace supervisor, will develop learning goals prior to the start of the professional experience. The Associate Director for Graduate Programs will also ensure that the student’s workplace and learning goals meet the program’s learning objectives. A mid-term evaluation will be completed by the student’s workplace supervisor and forwarded to the Associate Director for Graduate Programs to ensure the student will fulfill the learning goals. Upon completion of the professional experience, a final evaluation is completed by the workplace supervisor and forwarded to the Associate Director outlining the student’s strengths and weaknesses in completing the goals of the professional experience.

Through the assignments, tests, and professional experience practicum, students will apply the theory and concepts related to health evaluation as well as the critical thinking skills they have developed throughout their graduate education.
2.0 HUMAN RESOURCES

2.1 Resources for the Proposed Program

2.1.1 Number and Quality of Faculty

The School of Public Health and Health Systems currently offers one undergraduate degree (BSc in Health Studies) and three graduate degrees (MSc in Health Studies and Gerontology, Master of Public Health, and a PhD in Health Studies and Gerontology). It also contributes to two collaborative doctoral programs (Aging, Health and Well-being; Work and Health), which are sponsored through the Faculty of Applied Health Sciences. Similar to the current MHE proposal, our MPH program offers online course-based modules and is aimed at training professional practitioners. It also requires the completion of coursework, plus a 12-week work practicum. All other graduate programs are more traditional thesis-based research-oriented degrees. Coursework for thesis-based programs are generally, although not exclusively, offered via onsite courses and seminars.

In addition to this new MHE program, the strategic plan for the School of Public Health and Health Systems calls for the submission of proposals to create a Bachelor of Public Health, a Bachelor of Health Promotion, a Master of Health Informatics (also a professional, online program), and a Doctorate in Public Health. All of our degree programs are trans-disciplinary and require faculty with expertise across an array of disciplines and fields including public health, psychology, sociology, economics, geography, statistics, epidemiology, organizational management, health policy, program evaluation, computer science, physiology, genetics, and toxicology to name a few.

Therefore, in order to maintain maximum human resource flexibility and ensure courses are taught by instructors with sufficient expertise, the School does not designate faculty members to specific degree programs. Rather, faculty members contribute to multiple degree programs. For example, existing faculty and new hires with expertise in program evaluation may be expected to teach one or more program evaluation courses in our BSc, MSc, MPH or PhD programs. We plan to continue this practice for the new MHE field. Therefore, no faculty members are included in Category 1 (i.e., tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review) in Table 1. Faculty members with specific disciplinary expertise must be shared across degree programs, which mean that no faculty member is exclusively allocated to just one degree program. This maximizes the School’s ability to cover for sabbaticals and other types of leave.

It should also be noted that the School has a number of joint faculty positions with other academic units at the University of Waterloo. Given that public health and health systems require multi-disciplinary perspectives, this has been a deliberate strategy to forge strategic, functional linkages with other academic units.

As of February 2012, the School of Public Health and Health Systems had a total complement of 20.97 regular tenure and tenure-track faculty members. This includes five faculty members with significant joint appointments (at least 25% in another department or school). In addition, the School has one full-time continuing lecturer (1.0 FTE), a full-time tenure-track faculty position bridged to a retirement (1.0 FTE), two definite-term appointments (1.8 FTE), and one full-time visiting scientist.
The University of Waterloo’s Provost and the Dean of Applied Health Sciences have approved a human resource plan for the School of Public Health and Health Systems which calls for the addition of nine new full-time tenured/tenure-track faculty members, including three with specific expertise in health evaluation. As of September, 2012, we had hired a full time tenure track faculty member with expertise in evaluation, and a second faculty member with expertise in health informatics. We have also added a highly experienced PhD level faculty member with expertise in evaluation as and evaluation fellow. We expect to advertise for a second full time, tenure track position in health evaluation in late fall, 2012, with an aim to having them start their position in the spring of 2013. Our plan calls for adding a third tenure track faculty position in health evaluation in the winter of 2015. These three new tenure track positions in evaluation will complement our existing complement of three full-time tenured or tenure track faculty (Garcia, Myers, Stolee), one definite term appointment (Anthony), and a new evaluation fellow (Campbell) with substantial expertise in program evaluation. As the new evaluation fellow, Campbell will assist the Associate Director for Professional Graduate Programs (Garcia) to provide leadership for the implementation and evaluation of the new program. Other faculty members listed in Table 1 have expertise to teach required courses in quantitative methods (e.g., Cooke, Dubin, Hirdes, Tyas), quantitative and mixed methods (e.g., Elliott, Garcia, Campbell), survey methods (e.g., Cooke, Dubin, Hammond, Hirdes, McDonald), and elective courses.

Table 1 provides a summary of our faculty complement relevant to the delivery of the MHE, including their gender, rank, type of appointment, and field(s) of expertise. A curriculum vitae is provided for each faculty member in Volume II of this proposal.

**Table 1 – SPHHS Faculty Involved in the Delivery of the Proposed MHE Program**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Gender</th>
<th>Home Unit</th>
<th>% of time in SPHHS</th>
<th>Supervisory privileges</th>
<th>Expertise/Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arocha, Jose</td>
<td>Associate M</td>
<td>M</td>
<td>SPHHS</td>
<td>100%</td>
<td>Full</td>
<td>health system reform</td>
</tr>
<tr>
<td>Bigelow, Phillip</td>
<td>Associate M</td>
<td>M</td>
<td>SPHHS</td>
<td>100%</td>
<td>Full</td>
<td>health and the environment</td>
</tr>
<tr>
<td>Cameron, AJ Roy</td>
<td>Full professor</td>
<td>M</td>
<td>SPHHS</td>
<td>100%</td>
<td>Full</td>
<td>chronic disease prevention</td>
</tr>
<tr>
<td>Cooke, Martin</td>
<td>Associate M</td>
<td>M</td>
<td>Sociology</td>
<td>49%</td>
<td>Full</td>
<td>health inequalities</td>
</tr>
<tr>
<td>Dubin, Joel</td>
<td>Associate M</td>
<td>M</td>
<td>Statistics</td>
<td>49%</td>
<td>Full</td>
<td>chronic disease prevention</td>
</tr>
<tr>
<td>Elliott, Susan</td>
<td>Full professor</td>
<td>F</td>
<td>SPHHS</td>
<td>100% (Dean)</td>
<td>Full</td>
<td>health and the environment</td>
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<tr>
<td>Garcia, John</td>
<td>Associate M</td>
<td>M</td>
<td>SPHHS</td>
<td>100%</td>
<td>Masters</td>
<td>chronic disease prevention</td>
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<tr>
<td>Hammond, David</td>
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<td>SPHHS</td>
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<td>Full</td>
<td>chronic disease prevention</td>
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<tr>
<td>Hanning, Rhona</td>
<td>Associate F</td>
<td>F</td>
<td>SPHHS</td>
<td>100%</td>
<td>Full</td>
<td>food and water</td>
</tr>
<tr>
<td>Hirdes, John</td>
<td>Full professor</td>
<td>M</td>
<td>SPHHS</td>
<td>100%</td>
<td>Full</td>
<td>health system reform</td>
</tr>
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</table>
### Category 4 – Non-Tenure-Track Core Faculty Members Involved in Non-exclusive Teaching in the Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Gender</th>
<th>Home Unit¹</th>
<th>% of time in SPHHS</th>
<th>Supervisory privileges²</th>
<th>Expertise/Field³</th>
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<tbody>
<tr>
<td>Anthony, Kelly</td>
<td>Def. term lecturer</td>
<td>F</td>
<td>SPHHS</td>
<td>100%</td>
<td>NA</td>
<td>health inequalities</td>
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<tr>
<td>Jessup, Linda</td>
<td>Continuing lecturer</td>
<td>F</td>
<td>SPHHS</td>
<td>100%</td>
<td>NA</td>
<td>health and aging</td>
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### Category 6 - Non-core Faculty who Participate in the Teaching of Graduate Courses

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<th>Name</th>
<th>Rank</th>
<th>Gender</th>
<th>Home Unit¹</th>
<th>% of time</th>
<th>Supervisory privileges²</th>
<th>Expertise/Field³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campbell, Sharon</td>
<td>Associate Professor/ Evaluation Fellow</td>
<td>F</td>
<td>SPHHS</td>
<td>10%</td>
<td>Full</td>
<td>chronic disease prevention</td>
</tr>
<tr>
<td>Chen, Helen</td>
<td>Visiting scientist</td>
<td>F</td>
<td>SPHHS</td>
<td>100%</td>
<td>Yes</td>
<td>health system reform</td>
</tr>
</tbody>
</table>

Notes for Table 1:

1. This is the department of the faculty member associated with the program under review. Appointment Type and Department Org Unit are as recorded in Human Resources.
2. The level of supervisory privileges held by each faculty member, e.g. full, masters only, co-supervision only, etc.
3. The particular fields of study in which a faculty member is active.
4. HI = Health Informatics
5. HE = Health Evaluation

### 2.2 External Operating Research Funding

Research funding levels of faculty do not impact directly on the proposed program because it is a course-based professional curriculum that does not include a thesis. Faculty members are not normally expected to provide funding for course-based masters students through their research grants. However, a very small proportion of students...
who have significant professional experience in health evaluation will have the option of replacing the standard 12-week professional experience practicum with a 12-week research practicum (either with a faculty member or an external agency). This is the only occasion where faculty might be approached to provide a one-term research project and to provide a modest stipend during the practicum. Table 2 provides the operating research funding by source and year. Table 2A shows the external operating funding.

TABLE 2 – Operating Research Funding

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Tri-Agency Awards 3</th>
<th>Public Sector and Non-Profit Funding 4</th>
<th>Private Sector Funding 5</th>
<th>Internal Awards 6</th>
<th>Equipment Awards 7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>$833,000</td>
<td>$982,000</td>
<td>$155,000</td>
<td>$0</td>
<td>$0</td>
<td>$1,970,000</td>
</tr>
<tr>
<td>2006/07</td>
<td>$675,000</td>
<td>$1,093,000</td>
<td>$377,000</td>
<td>$0</td>
<td>$40,000</td>
<td>$2,185,000</td>
</tr>
<tr>
<td>2007/08</td>
<td>$1,268,000</td>
<td>$554,000</td>
<td>$141,000</td>
<td>$5,000</td>
<td>$48,000</td>
<td>$2,016,000</td>
</tr>
<tr>
<td>2008/09</td>
<td>$972,000</td>
<td>$896,000</td>
<td>$585,000</td>
<td>$0</td>
<td>$26,000</td>
<td>$2,479,000</td>
</tr>
<tr>
<td>2009/10</td>
<td>$1,182,000</td>
<td>$1,073,000</td>
<td>$360,000</td>
<td>$0</td>
<td>$0</td>
<td>$2,615,000</td>
</tr>
<tr>
<td>2010/11</td>
<td>$1,185,000</td>
<td>$1,366,000</td>
<td>$361,000</td>
<td>$0</td>
<td>$0</td>
<td>$2,912,000</td>
</tr>
<tr>
<td>2011/12*</td>
<td>$842,000</td>
<td>$679,000</td>
<td>$220,000</td>
<td>$15,000</td>
<td>$0</td>
<td>$1,756,000</td>
</tr>
<tr>
<td>Totals</td>
<td>$6,957,000</td>
<td>$6,643,000</td>
<td>$2,199,000</td>
<td>$20,000</td>
<td>$114,000</td>
<td>$15,933,000</td>
</tr>
</tbody>
</table>

Notes for Table 2:
1 Data is reported on the primary investigator only. Table includes research awards for primary investigators identified in Table 1.
2 The fiscal year used when reporting research awards is the fiscal year used by the government granting agencies. The government fiscal year runs from April 1st until March 31st, thus the 2010/11 fiscal year runs from April 1st, 2010 until March 31st 2011.
3 Excludes equipment grants (e.g. NSERC RTI).
4 Excludes equipment grants and internal awards (e.g. CFI, UW-RIF, UW-SSHRC).
5 Includes funding received from Industry partners.
6 Includes UW-RIF and UW-SSHRC.
7 Includes NSERC-RTI and CFI.
* 2011/12 data is preliminary, and only provides data on research awards received to date.
TABLE 2A – External Operating Funding

Table 2A: Total External Operating Funding (7 years*) by Field 1

<table>
<thead>
<tr>
<th>Field 2</th>
<th>Tri-Agency Awards 3</th>
<th>Public Sector and Non-Profit Funding 4</th>
<th>Private Sector Funding 5</th>
<th>Equipment Awards 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Disease Prevention and Management</td>
<td>$2,538,000</td>
<td>$2,909,000</td>
<td>$836,000</td>
<td>$0</td>
<td>$6,283,000</td>
</tr>
<tr>
<td>Food and Water Safety, Security and Governance</td>
<td>$603,000</td>
<td>$567,000</td>
<td>$40,000</td>
<td>$0</td>
<td>$1,210,000</td>
</tr>
<tr>
<td>Health and Aging</td>
<td>$1,606,000</td>
<td>$425,000</td>
<td>$301,000</td>
<td>$0</td>
<td>$2,332,000</td>
</tr>
<tr>
<td>Health and the Environment</td>
<td>$54,000</td>
<td>$136,000</td>
<td>$0</td>
<td>$0</td>
<td>$190,000</td>
</tr>
<tr>
<td>Health System Reform, Integration and Informatics</td>
<td>$1,502,000</td>
<td>$2,250,000</td>
<td>$1,024,000</td>
<td>$0</td>
<td>$4,776,000</td>
</tr>
<tr>
<td>Reducing Health Inequalities</td>
<td>$654,000</td>
<td>$357,000</td>
<td>$0</td>
<td>$115,000</td>
<td>$1,126,000</td>
</tr>
<tr>
<td>Total</td>
<td>$6,957,000</td>
<td>$6,644,000</td>
<td>$2,201,000</td>
<td>$115,000</td>
<td>$15,917,000</td>
</tr>
</tbody>
</table>

Notes for Table 2A:
1 Data is reported on the primary investigator only. Table includes research awards for primary investigators identified in Table 1. Data is reported for the 7 most recent fiscal years, from 2005/06 to 2011/12, inclusive. The fiscal year used when reporting research awards is the fiscal year used by the government. The government fiscal year runs from April 1st until March 31st, thus the 2010/11 fiscal year runs from April 1st, 2010 until March 31st 2011.
2 Faculty members are listed in the Fields specified in Table 1.
3 Excludes equipment grants (e.g. NSERC RTI).
4 Excludes equipment grants and internal awards (e.g. CFI, UW-RIF, UW-SSHRC).
5 Includes funding received from Industry partners.
6 Includes NSERC-RTI and CFI.
* 2011/12 data is preliminary, and only provides data on research awards received to date.

2.3 Commitment of Faculty from Other Graduate Programs/Other Institutions

Commitment from other graduate programs or other academic institutions to successfully deliver the proposed MHE program is not required. We will, however, need external organizations to provide practica opportunities for students. We already have excellent relationships with such organizations, which provide practica for the MPH students.

2.4 Quality of Faculty

As outlined in Section 2.1, the School has a large number of highly qualified tenured or tenure-track faculty members. All have PhDs. Several faculty members that will be directly associated with the new MHE have multiple years of practice within health evaluation. One of the faculty members is also a Consortium of Universities for Evaluation Education (CUEE) member and the representative from the University of Waterloo with the interest in developing and offering evaluation-related graduate courses and credentials.
Most faculty members maintain close research and service linkages with key external agencies, and frequently act as consultants and special advisors. For example, two faculty members were principal advisors and contributed to the writing of the 2002 Romanow Commission on the Future of Health Care in Canada. Several faculty members are members of key advisory committees of provincial, national and international health bodies. Their work has directly informed the development of a wide array of health policies, programs, services, and guidelines. One faculty member is the co-author of a brief assessment tool used by every long-term care and mental health facility in the province of Ontario, as well as other Canadian and international jurisdictions.

The work of our faculty remains relevant, timely and influential. Standards of academic innovation and productivity are high. Several faculty members have been named or elected fellows of leading health and research organizations. Their lifetime contributions have recently been recognized by the Canadian Public Health Association, the Canadian Evaluation Society, and others. Our faculty members conduct leading-edge research specifically designed to inform policy and health practice. As a result, our research is funded by a combination of traditional peer-reviewed sources and special contracts and contribution agreements from government agencies. The average level of sponsored research funds per full-time faculty member is well above average for all academic units at the University of Waterloo. Approximately 20% of faculty members currently have a major research chair from agencies such as CIHR, Cancer Care Ontario, and the Ontario Ministry of Health. Over one-third of graduate students in our research-oriented programs have won major studentships from the tri-councils (CIHR, NSERC or SSHRC) or Ontario Graduate Scholarships (OGS).

Over the last five years, two of our faculty members were recognized by the University of Waterloo with special Awards for Excellence in Graduate Supervision. In 2010-11, three different faculty members were nominated for Distinguished Teaching Awards or Supervisory Awards. Significantly, the nominations were all initiated by our students.

The qualifications, research, innovation, and scholarly record of each faculty member involved in the proposed program can be viewed in Volume II – Faculty CVs.

3.0 PHYSICAL AND FINANCIAL RESOURCES

3.1 Library Resources

Please refer to Appendix 8 for a report from the library.

3.2 Laboratory Resources

Not applicable. The program does not include a laboratory component.

3.3 Computer Facilities

The Applied Health Sciences Computing Office provides computer services to graduate students in programs within the School of Public Health and Health Systems.
All students in this program will be provided with a NEXUS account on the university computing system, which will give students on-campus and remote access to email, the internet, and the Desire2Learn software. The account provides students with personal file space for 10 GB of storage, which is automatically backed up daily on a secure drive.

The Desire2Learn online course management system will be the software that students will log into to access online courses and complete the course requirements. Students are required to have their own computers with reliable internet access to complete the program successfully. Off-campus students will be able to access the University’s computing resources, such as library catalogues or online journal articles.

Students attending on-campus courses (first year of program implementation only) or who are visiting the campus will have access to a small graduate computer lab (i.e., computers and printers) within the School of Public Health and Health Systems. High-speed internet will be available to students using desktop computers in the computer labs. However, it is anticipated that most students will have their own laptop that will be able to access the secure wireless internet on campus. All offices and teaching areas within the Faculty of Applied Health Sciences provide students, staff and faculty members with access to a wireless network.

Students relying on the online distance education learning format will be expected to use personal computing resources in their place of work or residence for basic computing needs. However, off-campus students will have remote access to the on-campus computing resources through high-speed remote access protocols that enable “work-at-home” connections to university computers and their software resources.

### 3.4 Space

Faculty, staff, and graduate students (in the MSc and PhD programs) occupy space in Burt Mathews Hall and the Lyle Hallman Institute for Health Promotion. This includes 25 offices for faculty, five offices for administrative staff, and several rooms to host graduate students and research staff. We have plans to construct a new building (see below), which is expected to accommodate additional faculty and staff.

No seminar or meeting rooms will be needed for MHE students, as courses will be administered online. Similarly, because this is a professional course-based degree, students are not provided with individual office or desk space. We have, however, established a hotelling office and resource room for use by students in the MPH program who occasionally visit campus. This room will also be made available to MHE students.

The program does not require any laboratory or research space, since students are not routinely engaged in traditional research projects under the supervision of a faculty member.

The Faculty of Applied Health Sciences is currently developing a proposal and financial plan to construct a new building of approximately 71,000 square feet. The building will host the School of Public Health and Health Systems, including all faculty, staff, and graduate students. Preliminary plans include at least two new state of the art large classrooms, seminar rooms, a student counseling and support centre, a data repository (which will help students access large health related data sets from Statistics Canada, the Canadian Institutes of Health Information, and others) and a data visualization...
centre. The data visualization centre will enable students to better understand and visualize how data analytics can be used to describe health promotion problems, and perform micro-simulations of the effect of various health promotion interventions. The timeline for the new building is still under development, but it is unlikely to be available for occupancy until at least September 2015.

3.5 Financial Support

Students registered in professional course-based graduate programs, including the new MHE degree, are not offered guaranteed financial support through the School. However, students will receive email announcements of awards for which they may be eligible. They may also receive additional information from the Graduate Studies Office. Normally, awards are based on academic performance, research excellence, and/or financial need. Students are encouraged to compete in any graduate-level competition open to course-based Masters students, such as the Ontario Graduate Scholarship (OGS) (for any student enrolled in a graduate program at an Ontario university).

Given the acute need for persons with advanced skills in evaluation, we expect that some workplaces will offer financial assistance to current employees (or prospective employees) who wish to complete the degree.

Students who are in financial need may receive bursaries available through the University of Waterloo Graduate Studies Office. However, they are restricted to full-time students who are Canadian Citizens or Permanent Residents. The Ontario Student Assistance Program (OSAP) provides assistance based on financial need to eligible students. The Faculty of Applied Health Sciences also has an Emergency Loan Fund for graduate students experiencing short-term financial difficulties. Maternity and Adoption Bursaries, as well as Day Care Bursaries are available through the Graduate Studies Office.

Students who have received an award must remain in full-time status to be eligible for this funding, which will go towards their tuition and other university fees.

There may be a possibility for some full-time MHE students to find opportunities as Research Assistants or Teaching Assistants (for example, on courses or topics specific to health evaluation and public health and health systems), which would assist in covering tuition costs. However, such opportunities are not guaranteed upon admission and students will be required to complete a training course to be a teaching assistant for an online course (preceptors).

Based on our experience with the MPH program, most students should be able to find paid work placements. However, on occasion, rich learning opportunities arise in settings that are unable to pay the student, or able to pay them less than $5,000 for the 12 weeks of work. In these instances, the School of Public Health and Health Systems has budgeted a small amount (max. of $30,000/yr) to supplement students during their work terms.

3.6 Financial Resources

The School currently has a total budget of approximately four million dollars for salaries (excluding benefits), student support, and other costs. Over the years we have created
efficiencies by pooling and sharing resources across all our degree programs. At full implementation, the new MHE field is expected to generate revenues that will be used to offset the costs of the three new faculty positions, 0.5 FTE staff, student support, and other program costs (office supplies, printing, telephone). Funds for student support are expected to be modest (see Section 3.5).

4.0 CURRICULUM

4.1 The Intellectual Development and the Educational Experience of the Student

4.1.1 Orientation for New Students

Students will receive orientation to the University and Faculty of Applied Health Sciences through the Graduate Studies Calendar and an MHE Handbook (Appendix 9), which will be fully developed prior to students commencing the program. The MHE Handbook provides information, such as program requirements, professional experience practicum responsibilities, and financial assistance, which will assist students in successfully completing the program. The MPH Handbook will be adapted for use in the development of the MHE Handbook. Emails and online course announcements will also provide students with up-to-date information related to health evaluation.

4.1.2 Workshops

Throughout the program, the university will regularly provide MHE students with information on upcoming workshops, thesis defenses, and other learning opportunities through email or in the announcements section of an online course.

Students will be provided links to websites, such as professional associations, which may list dates of upcoming conferences that students may be able to attend. These types of opportunities will enable students to network and gather additional knowledge within the area of study (i.e., health evaluation).

4.1.3 Professional Experience Practicum and Experiential Learning

The one-term professional experience practicum is essential to the MHE program, as it will provide students with an opportunity to apply their skills and knowledge they have gained throughout the program within Canada or internationally. It should be noted that all students will have completed all required core courses prior to the commencement of the practicum. Students who already have experience within health evaluation will be encouraged to choose another area within the field to enhance their knowledge and acquire new skills. Furthermore, these experiential learning opportunities will increase students’ connectedness within their community. Students with extensive professional experience directly relevant to the professional practice of health evaluation may request to undertake a 12-week research-oriented practicum, either at an external workplace, or with a faculty member in the School of Public Health and Health Systems. All students will follow the same instructions as outlined in the PHS 641 course description (see Section 4.4.1).
4.2 Program Regulations

4.2.1 Admission Standards and Admission Policies

Candidates will apply to the program using Waterloo’s fully online application processing and management system. The Associate Director for Professional Graduate Programs in the School of Public Health and Health Systems, in consultation with faculty members in the health evaluation area, will make appropriate offer recommendations based on the pool of applicants for this field. Subsequent approval of recommended applicants is given by the Associate Dean of Graduate Studies in the Faculty of Applied Health Sciences. Final approval is granted by the Graduate Studies Office.

If the applicant meets the requirements and is granted admission, the prospective student will receive an offer of admission, which he/she can accept or decline using Quest (an online student information system). The applicant will need to accept or decline the offer of admission within a specified time frame.

Students who have received an offer of admission to the University of Waterloo may submit a written request for a deferral of admission using the Deferral Request Form, which is sent electronically to the Graduate Studies Office. The notice of deferral must be submitted no later than one month prior to the start of the program and they must state the reason(s). The deferral will be voided if the student continues to study in another post-secondary program. A deferral may not exceed three academic terms and the student must confirm their offer of admission by the deadline stated on the offer.

Once enrolled, full-time students will usually complete their degree in 16 months, while part-time students will usually complete the requirements within four years of initial entry into the program. Full- and part-time students must maintain continuous enrolment, either active or inactive, for each term of the program.

4.2.2 Course Requirements

Students complete a total of 9 courses (7 required courses, and 2 elective courses) as well as a professional experience practicum. These requirements ensure that students meet the learning objectives of the program. The required courses are outlined in Section 4.4.1.

4.2.3 Examination and Evaluation Procedures

Student performance will be assessed annually for progress towards the MHE. Students must obtain an average of at least 70% in each course with an overall average of 75% in the program, according to University policy. A student obtaining a failing grade in any course (core course or elective course) will be reviewed by the School, which may result in the student having to withdraw from the program.

The professional experience practicum will be assessed on a credit/non-credit basis. Students who fail to gain satisfactory credit for the professional experience practicum will be required to register for and successfully complete a second professional experience practicum to satisfy their MHE degree requirements.
4.2.4 Language Requirements

As the official language of instruction at the University of Waterloo is English, graduate students must have sufficient English skills to be successful in completing the program requirements.

MHE applicants must provide proof of competency in English (if applicable). Scores on one of the accepted proficiency tests outlined in the University of Waterloo Graduate Studies Calendar must be submitted with them MHE application if the student has not:

- completed three or more years of post-secondary work/education at a Canadian institution or at an institution at which English was the primary language of instruction;
- been employed for a similar length of time at a workplace at which English was the primary language of correspondence.

If an applicant does not meet the above-listed requirements, they must provide certification of English language proficiency. Overall test scores (valid for two years from the test date) on the Test of English as a Foreign Language (TOEFL) must be at least 580 on the paper-based test (overall score of 90 on the internet-based version). Comparable scores are required on alternate tests, as described in the University of Waterloo Graduate Calendar.

4.2.5 Residence Regulations

Residence is related to terms of enrolment and on-campus activity. Full-time students are required to be enrolled continuously for a minimum of three terms while part-time students are required to be enrolled for six terms.

According to the Graduate Studies Calendar, the maximum number of transferable credits for this course-based Master’s program is one-half of the course credits required for the degree. However, these transfer credits must not have been credited towards a previous degree and a minimum of 70% (UW converted grade) is required for each credit.

4.2.6 Professional Experience Practicum and Standards of Evaluation

The proposed MHE program includes a professional experience practicum, which is required for all full- and part-time students. The professional experience practicum will carry a course weight of 3.0 term courses (i.e. 1.5 units) toward the MHE degree with normal full-time tuition fees charged to the student.

The 12-week professional experience practicum will provide opportunities for students to gain relevant practical experience working within a local public health unit, provincial and federal governmental agency, or non-governmental organization, etc, within Canada or internationally. The workplace experience will provide an understanding of the practical realities of health evaluation and expose students to other investigations and collaborative working relationships. Practicum supervisors will provide students the opportunity to complete some type of practical output, such as an evaluation plan or small evaluation.
Students with substantial relevant professional experience in health evaluation may, with the approval of the Associate Director for Professional Graduate Programs, undertake a practicum experience that is more research-oriented. This may include undertaking a research project in an external agency or under the mentorship of a faculty member in the School of Public Health and Health Systems. However, all students will follow the same instructions as outlined in the PHS 641 course description (see Section 4.4.1).

The professional experience practicum component will include a contract stipulating learning objectives. The work to be completed to meet these objectives must be jointly approved by the student, the workplace supervisor, the Associated Director for Professional Graduate Programs and the Professional Graduate Program Coordinator. The contract ensures that the workplace supervisor will provide structured oversight and support to the students. A written report (e.g. evaluation plan or a small evaluation) by the student, together with a letter (interim and final evaluation) from the workplace supervisor, will be used to evaluate student performance. This course is graded on a credit/non-credit basis. Failure to gain satisfactory credit for the professional experience practicum will require the student to register for and successfully complete a second professional experience practicum to satisfy their MHE degree requirements.

Only MHE students in good academic standing will be eligible to begin the professional experience practicum. The workplace experience will be arranged by the individual student and must be approved by the School of Public Health and Health Systems. Students will enroll in the practicum after completing all required courses. In some cases, with permission of the Associate Director for Professional Programs, a student may enroll in one course while completing the professional experience practicum.

4.2.7 Progress Reports

Students will receive indication by email that an annual progress report is to be completed and submitted by June of each year they are enrolled in the program. They will receive the required form to complete, which must be submitted to their academic advisor. The purpose of the progress report is to summarize a student’s progress to date and state plans for the remaining requirements, ultimately to ensure that the student will successfully complete the program. Following submission of the report, students will receive feedback from the Associate Director of Professional Graduate Programs to assist them in completing their degree.

4.2.8 Requirements to Remain in Good Academic Standing

Progression and standing requirements are the same as those already approved and implemented for existing course-based Master’s students in the School of Public Health and Health Systems. A minimum grade of 70% (B-) in each course is required for graduate students. However, the overall minimum cumulative average required for courses in the program is 75%. Failure in any course will require a review by the School of Public Health and Health Systems, which may result in a student having to withdraw from the program.

It is intended that all of the academic regulations governing the MHE mirror the approved operating procedures of the School of Public Health and Health Systems, whether the procedure is explicitly mentioned in this document or not.
4.3 Part-time Studies

Students may register in the program in either full- or part-time status. MHE courses for both full-time and part-time study formats will be supported using self-directed learning packages offered through the Centre for Extended Learning. These online courses will be conducive to all students, as they provide the flexibility to study and complete the course requirements at any time and at one’s own pace. Part-time studies will be particularly favourable to working health professionals. Part-time students normally take one course per term, but may be granted permission to take two courses to complete their degree within term limits, or to take important pre-requisites.

Part-time students will usually complete their degree within four years of initial program entry, with continuous registration for each term of the program. Students are permitted to transfer from part-time to full-time studies and vice versa with approval from the Associate Director for Professional Graduate Programs and Associate Dean of Graduate Studies.

Experiential learning opportunities will be provided to students through the required professional experience practicum as well as potential workshops or conferences that students may choose to attend to enhance their educational experience.

Course development and teaching in this program will be factored into the normal workload for faculty members. It is expected that course development in collaboration with the Centre for Extended Learning will require one term. Once the course is implemented online varying amounts of time will be required by the professor leading the course, depending on the method of instruction and evaluation.

4.4 Curriculum

The minimum course requirements for the MHE are 9 one-term (0.5 unit weight) graduate courses and a professional experience practicum (1.5 unit weight). Required courses include a combination of health evaluation and public health and health systems courses. Courses will be offered only once in each academic year. Students will be required to adhere to the curriculum sequence as outlined in the course sequence charts (See Appendices 3 and 4).

Students who have previously earned a credit in a course equivalent to one of the required courses can replace the required course with another Waterloo graduate course in the same general area, subject to the approval of the Associate Director of Professional Graduate Programs. There is no credit for advance standing in this program: all students take 9 courses irrespective of background.

Policies and procedures for graduate student management such as those related to admission, progression, course substitution, etc. are the same as those already in place for graduate studies within the School of Public Health and Health Systems.

4.4.1 Required Courses

The School of Public Health and Health Systems is in the process of modifying the nomenclature it uses for numbering courses. At present, the prefix HSG is used for all courses except those in the MPH program which use a PHS prefix. From this point
forward, our intention is to use the PHS prefix for courses which are available through online learning, or are required courses for professional masters and doctoral programs (e.g., the MPH, MHE). Some courses may be cross-listed with an HSG prefix to indicate that it is also available to MSc and PhD students.

**PHS 614 – Foundations of Program Evaluation (0.5) LEC**  
(modification of existing course)

Methods and applications of intervention evaluation in public health, as a means to ensure the effectiveness, accountability and continuous improvement of public health interventions. Basic evaluation models and concepts of evaluation design are provided as an introduction, including the relationship between intervention planning (organization and program planning) and evaluation. Case examples are used to illustrate methodological, political and ethical challenges of program evaluation in the public health context.

Antirequisite: HSG 604 – Evaluation of Health and Human Service Programs

**PHS 605 – Quantitative Methods & Analysis (0.5) LEC**  
(modification and re-titling of existing “Biostatistics” course)

This course is an introduction to biostatistics for those planning a career in public health. Students will learn various biostatistical techniques, how to apply those techniques in the analysis of data from health related studies, and how to interpret the results from those analyses. Topics include types of data, descriptive statistics, probability, distributions of data, exploratory data analysis, confidence intervals, hypothesis testing, regression analysis, analysis of variance, and brief exposure to categorical data analysis and survival analysis. Emphasis will be on conceptual understanding of topics as well as carrying out various data analysis applications.

Antirequisite: HSG 605C – Logistic Regression and Its Application

**PHS 651 – Theory & Applications in Program Evaluation (0.5) LEC**  
(new course)

An advanced program and policy evaluation course that provides theoretical knowledge, skills, and application of program evaluation approaches, including organizational and program planning. A more in-depth coverage of topics will be presented, including case studies and the understanding and use of program and policy intervention theory. This includes the creation of logic models, the identification of the purpose of the evaluation, the development of an appropriate evaluation design, and consideration of factors associated with knowledge use.

Prerequisite: PHS 614 - Foundations of Program Evaluation or HSG 604 – Evaluation of Health and Human Service Programs

**PHS 652 – Qualitative and Mixed Methods and Analysis (0.5) LEC**  
(new course)

This course applies qualitative and mixed methods approaches to program evaluation and public health practice. A critical analysis will inform health policy and practice based
on methodological approaches most appropriate to the type of evaluation being conducted. Data collection tools, such as focus groups or interviews will be taught, as well as useful techniques for data analysis, interpretation of results, and presentation of findings.

**PHS 653 – Evaluation Practice & Management (0.5) LEC**  
(new course)

Key concepts necessary for successful evaluation practice and management are discussed and applied using case examples. Evaluation practice examples that are discussed include learning to understand and incorporate consideration of diversity, societal, organizational and environmental context in the conduct of evaluations. Key project management concepts relevant to each step of the evaluation of intervention will be covered, including (but not limited to) selecting research questions and focusing design considerations, budgets, timelines, politics, and contingency plans as well as creating and working in teams.

Prerequisite: PHS 614 and PHS 651

**PHS 654 – Systems Thinking and Analysis (0.5) LEC**  
(new course)

This course provides the theory and tools needed to apply systems thinking and a systems approach to health program evaluation. An in-depth understanding of various forms of evaluation -- process, utilization-focused, stake-holder, formative, developmental, and comprehensive evaluation -- will be acquired.

**PHS 655 – Survey Methods (0.5) LEC**  
(new course)

This course provides in-depth coverage of measurement development and data gathering methods needed for evaluation data collection. Various measurement approaches will be studied, including questionnaire and survey design. Students will develop a measure (e.g. psycho/socio-metric scale) and test its reliability and validity, and understand precision and bias in questionnaire design and survey data. Students will acquire critical skills needed to determine if an existing measure is applicable to a particular evaluation design.

Prerequisites: PHS 605 – Quantitative Methods and Analysis, HSG 605 Correlation and Regression, or PHS 652 – Qualitative and Mixed Methods and Analysis

**PHS 641 – Professional Experience Practicum (1.5 units)**  
(existing course; course description changed slightly from calendar)

The supervised practicum is intended to provide the student with an opportunity to apply course learning in a health or health system setting. The placement may involve any of the activities or functions of students’ field of study: public health, informatics, evaluation, etc. A contract stipulating practicum objectives, and work to be completed and evaluated to meet these objectives, must be jointly approved by the student, the student's field supervisor, the academic supervisor, and the practicum coordinator. A written report by
the student, together with a letter from the field supervisor, are used by the practicum coordinator to evaluate student performance at midterm and completion of the practicum. Graded on a Credit/Non-credit basis. Course open to School of Public Health and Health Systems students only. Completion of all prerequisite coursework is required before commencing the practicum.

**4.4.2 Elective Courses**

A wide number of elective courses are available to students. A student is required to select two additional elective courses offered within the School of Public Health and Health Systems. Students resident on campus are also free to select courses from Waterloo's regular graduate course offerings. However, the suitability of an elective course for credit toward the MHE is determined by the Associate Director for Professional Graduate Programs.

Existing online elective courses that may be of interest to students include HSG 609, HSG 611, PHS 603, PHS 606, PHS 608, PHS 609, PHS 617, PHS 632, PHS 638, PHS 662 (see course descriptions below).

**HSG 609 Population Intervention Research for Chronic Disease Prevention (0.50) LEC**
*(course already in calendar and offered online)*

This course introduces concepts, theories and methods pertinent to the conduct of research for population intervention, especially as it relates to chronic disease prevention. Modules introduce ecological, utilitarian and social justice frameworks, ethical challenges, the importance of integrated knowledge translation and new methodologies for informing the development of population interventions. Students gain experience writing and critically reviewing grant proposals.

Antirequisite: PHS 617

**HSG 611 The Health Care System (0.50) LEC**
*(course already in calendar; will be listed jointly as PHS course. This course will be placed online by Fall 2013 and will be available to all SPHHS graduate students.)*

This course examines the environment in which health care systems operate, with a focus on policy formulation legislative frameworks, governance structures, and funding models. Special attention is given to issues related to electronic health records and health information systems. A focus on international settings with strong track records in health informatics is central to this course.

**PHS 603 Health Policy in Public Health (0.50) LEC**
*(course already in calendar)*

A critical analysis of policy formulation, implementation and evaluation related to public health policy. This course will provide an introduction to contemporary issues in public health policy, as well as an overview of the public health system in Canada. The course will emphasize applied examples of public health within the Canadian context.
PHS 606 Principles of Epidemiology for Public Health (0.50) LEC  
(course already in calendar)

This course introduces the principles, methods, and uses of epidemiology in the practice of public health. After completion of this course, students will be able to critically read and interpret epidemiologic research and clearly communicate epidemiologic findings. They will be familiar with health status measurement, data sources, screening, surveillance, outbreak investigation, and methods to support program planning and evaluation. Students will have a sound understanding of basic epidemiologic concepts, including prevalence, incidence, study designs, measures of association, bias, confounding and causal inference.

Prerequisite: PHS 605  
Antirequisite: HSG 606

PHS 608 Health and Risk Communication in Public Health (0.50) LEC  
(course already in calendar)

An overview of theories, research findings, and applications of health communication and risk communication in public health. The course examines theories of group interaction and mass communication related to community perceptions of public health problems and practices, the impact of new technologies on public health communication, intercultural issues in health communication, health literacy, social marketing, and links between health communication and public health policy.

Prerequisite PHS 601.

PHS 609 Management and Administration of Public Health Services (0.50) LEC  
(course already in calendar)

Approaches to strategic planning and organizational design, key concepts of human resource management in achieving the strategic objectives of public health organizations, and the fundamentals of operation planning, budgeting, financial management and project management.

Prerequisite PHS 601

PHS 617 Population Intervention for Disease Prevention and Health Promotion (0.50) LEC  
(course already in calendar)

This course introduces the principals and methods for the effective design, selection and implementation of public health interventions to address socio-behavioural risk factors. At completion, students will be able to: determine when interventions are justified; differentiate between individual and population level interventions; describe various types of interventions; use theory and evidence to select and design interventions including the appropriate mixes of intervention types, sites, and delivery systems. Emphasis is placed on self-learning through reading and problem-based learning. Lectures highlight and link important constructs, theories, perspectives, and bodies of evidence.
PHS 632 Health Economics and Public Health (0.50) LEC  
(course already in calendar)

An exploration of the socioeconomic determinants of health, the role of economics in public health policy, and the uses of economic evaluation methods in public health decision-making. Course open to MPH students. Others may be admitted with consent of instructor.

PHS 638 Selected Topics in Public Health (0.50) LEC  
( Social Justice & Public Health  
(course already in calendar)

Fall/Winter/Spring specific topics in public health.

PHS 662 Global Health (0.50) LEC  
(course already in calendar)

"Global Health" refers to health issues and concerns that transcend national borders, class, race ethnicity, and culture. This course will examine Global Health issues and challenges in the 21st century from a Public Health perspective. Issues range from socioeconomic factors, health systems, culture, human rights, ecological sustainability, humanitarian assistance, and war and peace. Group work is emphasized. There may be opportunities for service learning or interviews with frontline providers to explore Global Health in a local context.

Prerequisite MPH and HSG Graduate Plans - All others require the permission of the instructor.

4.5 Collateral and Supporting Departments

Students will take all courses offered by the School of Public Health and Health Systems to complete their degree. No support or collaboration with other departments is necessary. However, potential partners who may be contacted during program development include other individuals/departments on campus (e.g., Dr. Mark Seasons in Planning), known evaluators from nearby universities (e.g., Dr. Harry Cummings from U Guelph who specializes in rural development) and SIG (Social Innovations Group) in Waterloo who have hosted lectures or workshops by expert evaluators (e.g., Michael Patton).

4.6 Organizational Structure

Oversight for this new degree will be provided by the School of Public Health and Health Systems. The School is an academic unit within the Faculty of Applied Health Sciences. MHE program management will be assigned to the Associate Director for Professional Graduate Programs. This portfolio is also responsible for managing our MPH program as well as a new field in health informatics (public health and health systems focus).

The Associate Director for Professional Graduate Programs will be assisted by two full-time staff members (i.e., the Professional Graduate Program Coordinator and the Professional Graduate Program Assistant), and a program committee of four other faculty members from the School. Each faculty member in the program committee regularly teaches in at least one of the professional programs ensuring that each program is equally represented by at least one individual. All programs are aimed at
producing working professionals using online, course-based programs. Therefore, having one committee ensures uniformity across these similarly structured programs. The Associate Director for Professional Graduate Programs reports to the Director of the School of Public Health and Health Systems, and is a member of the School's executive committee (along with the Associate Director for Undergraduate Studies, the Associate Director for Graduate Research Studies, and the Administrative Assistant to the Director). The Director of the School reports to the Dean of Applied Health Sciences, and sits on the Faculty’s Administrative Council and Faculty Council Executive.

5.0 PROJECTED ENROLMENT

5.1 Projected Student Intake (FTEs), September 2013 to 2018

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<tbody>
<tr>
<td>Domestic, full-time FTE</td>
<td>10</td>
<td>13</td>
<td>16</td>
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<tr>
<td>Domestic, part-time FTE</td>
<td>2.1</td>
<td>3</td>
<td>3.9</td>
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<tr>
<td>International, full-time FTE</td>
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<td>5</td>
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<tr>
<td>International, part-time FTE</td>
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<td>0</td>
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<tr>
<td>Total FTE intake</td>
<td>12.1</td>
<td>18</td>
<td>24.9</td>
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5.2 Projected Student Enrolment (FTEs), November 1, 2013 to 2018

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<tbody>
<tr>
<td>Domestic, full-time FTE</td>
<td>6.7</td>
<td>15.3</td>
<td>19.3</td>
<td>21.3</td>
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<tr>
<td>Domestic, part-time FTE</td>
<td>1.4</td>
<td>4.1</td>
<td>6.3</td>
<td>7.5</td>
<td>7.8</td>
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<tr>
<td>International, full-time FTE</td>
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<td>1.3</td>
<td>4.7</td>
<td>6.7</td>
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<tr>
<td>International, full-time FTE</td>
<td>0</td>
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<tr>
<td>Total FTE enrolment</td>
<td>8.1</td>
<td>20.7</td>
<td>30.3</td>
<td>35.5</td>
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APPENDIX 1 – Learning Outcomes: Alignment with Graduate Degree Level Expectations

### Reflective Practice
(this includes fundamental norms and values underlying evaluation practice and awareness of one’s evaluation expertise and needs for growth)

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<tbody>
<tr>
<td>1. Demonstrate competence in applying the professional evaluation standards of</td>
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<tr>
<td>- feasibility – to ensure the effectiveness and efficiency of the evaluation</td>
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<td>X</td>
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<td>- propriety – to ensure that the evaluation process is fair, legal, right and just</td>
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<tr>
<td>- utility – to ensure that evaluation processes and products provide value and meet the needs of stakeholders</td>
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<tr>
<td>- accuracy – to ensure that the evaluation is dependable and truthful in its propositions and findings</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>- evaluation accountability – to ensure that documentation of evaluations are adequate and that a metaevaluation is completed to facilitate the improvement and accountability of the evaluation (based on <a href="http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements">http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements</a>)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2. Be able to act ethically and strive for integrity and honesty by understanding and adhering to standards of ethical conduct of evaluation, including the Canadian Evaluation Society Guidelines for Ethical Conduct (see also <a href="http://www.evaluationcanada.ca/site.cgi?s=5&amp;ss=4&amp;_lang=EN">http://www.evaluationcanada.ca/site.cgi?s=5&amp;ss=4&amp;_lang=EN</a>)</td>
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<td>2a. Demonstrate awareness of self as an evaluator (i.e., knowledge, skills, dispositions) and reflect on personal evaluation practice (e.g., competencies and areas for growth)</td>
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<td>2b. Be able to recognize own biases and strive to be impartial (i.e., committed to present evaluation results as objectively as possible)</td>
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### Evaluation Practice

(this includes evaluation assessment and design, data collection, analysis, interpretation and reporting)

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<tbody>
<tr>
<td>1.</td>
<td>Be competent in all aspects of the evaluation process through the application of various modes of evaluative inquiry (e.g., defining the evaluation purpose, outlining the evaluation design, establishing recommendations) in order for the evaluation results to be of value and use</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2.</td>
<td>Be highly competent in the understanding and use of program theory (causal theories and theories of action), including the ability to create a logic model that accurately matches the program and situational context and assumptions</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3.</td>
<td>Be able to conduct an appropriate evaluation using suitable techniques related to evaluation methods, data collection, and analysis and interpretation of results</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>4.</td>
<td>Be competent in formulating conclusions, making recommendations, and reporting on evaluation findings and results, and facilitating sensemaking/interpretation of these by various stakeholders</td>
<td>X</td>
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### Situational Practice

(includes the application of evaluative thinking in analyzing and attending to the unique interests, issues, and contextual circumstances in which evaluation skills are being applied)

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<tbody>
<tr>
<td>1.</td>
<td>Be able to identify and engage key stakeholders, identify their interests, and determine how they will be impacted by the evaluation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2.</td>
<td>Through interactions with relevant stakeholders, be able to determine the purpose for the evaluation in order to clarify the context and aims of the evaluation as well as the expectations, and establish shared commitment</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3.</td>
<td>Be able to adapt to changing expectations or pressures of stakeholders, but stay true to the purpose of evaluation as well as the guiding principles (i.e., competence, integrity, accountability)</td>
<td>X</td>
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<tr>
<td>3a</td>
<td>Be able to examine, respect and adapt to political and social contexts as well as organizational and environmental change that may affect the ability to conduct the evaluation, the validity of the valuation process and results, or the utilization of results</td>
<td>X</td>
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<tr>
<td>4.</td>
<td>Be able to serve the needs of intended users by reporting evaluation results that are accurate, reasonable, implementable, and ultimately appropriate for the intended users</td>
<td>X</td>
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| **Management Practice**  
(includes managing a project/evaluation, such as budgeting, coordinating resources and  
supervising)                                      |   |   |   |   |   |   |   |
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<tbody>
<tr>
<td>1. Be able to define work parameters, plans and agreements with all individuals involved in the evaluation process (e.g., budgets and timelines)</td>
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<tr>
<td>2. Be able to attend to issues of evaluation feasibility to determine if the evaluation project should proceed, or if it should not occur at the time the evaluation is requested (evaluability assessment)</td>
<td>X</td>
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<tr>
<td>3. Be able to identify human, financial and other resources such as access to participants and relevant materials required to conduct the evaluation and continue to monitor them throughout the evaluation process</td>
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<tr>
<td>4. Be able to report on progress and results at appropriate milestones during the project timeframe</td>
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<td>5. Be able to identify and mitigate problems/issues that may arise during the evaluation</td>
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| **Interpersonal Practice**  
(includes people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity) |   |   |   |   |   |   |
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<tbody>
<tr>
<td>1. Be comfortable using audience-appropriate communication and language to present information and convey concepts to various stakeholders</td>
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<td>X</td>
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<tr>
<td>2. Be able to establish professional credibility through practice and build trusting relationships with individuals involved in the evaluation process</td>
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<tr>
<td>3. Be comfortable negotiating, resolving conflict, and working individually or in groups</td>
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<td>4. Be able to identify and respond appropriately to issues of diversity and culture, including being inclusive and equitable</td>
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APPENDIX 2 – Core Courses and Elective Courses: Alignment with Graduate Degree Level Expectations

<table>
<thead>
<tr>
<th>MHE LEARNING OUTCOMES</th>
<th>CORE COURSES</th>
<th>ELECTIVE COURSES</th>
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</thead>
<tbody>
<tr>
<td>Reflective Practice</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Evaluation Practice</td>
<td>X</td>
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<tr>
<td>Situational Practice</td>
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<td>X</td>
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<tr>
<td>Management Practice</td>
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<tr>
<td>Interpersonal Practice</td>
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<tbody>
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<td>Reflective Practice</td>
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<tr>
<td>Evaluation Practice</td>
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<td>Situational Practice</td>
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<td>Interpersonal Practice</td>
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Reflective Practice | Evaluation Practice | Situational Practice | Management Practice | Interpersonal Practice
APPENDIX 3 – Masters Degree Level Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
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<tbody>
<tr>
<td><strong>1. Depth and breadth of knowledge</strong></td>
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<tr>
<td>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;</td>
</tr>
<tr>
<td><strong>2. Research and scholarship</strong></td>
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<tr>
<td>A conceptual understanding and methodological competence that</td>
</tr>
<tr>
<td>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</td>
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<tr>
<td>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</td>
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<tr>
<td>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</td>
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<tr>
<td>On the basis of that competence, has shown at least one of the following:</td>
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<tr>
<td>a) The development and support of a sustained argument in written form; or</td>
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<tr>
<td>b) Originality in the application of knowledge.</td>
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<tr>
<td><strong>3. Level of application of knowledge</strong></td>
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<tr>
<td>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</td>
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<tr>
<td><strong>4. Professional capacity/autonomy</strong></td>
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<tr>
<td>The qualities and transferable skills necessary for employment requiring:</td>
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<tr>
<td>a) The exercise of initiative and of personal responsibility and accountability; and</td>
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<tr>
<td>b) Decision-making in complex situations;</td>
</tr>
<tr>
<td>c) The intellectual independence required for continuing professional development;</td>
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<tr>
<td>d) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</td>
</tr>
<tr>
<td>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</td>
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<tr>
<td><strong>5. Level of communications skills</strong></td>
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<tr>
<td>The ability to communicate ideas, issues and conclusions clearly.</td>
</tr>
<tr>
<td><strong>6. Awareness of limits of knowledge</strong></td>
</tr>
<tr>
<td>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</td>
</tr>
</tbody>
</table>
## APPENDIX 4 – Program Sequence for Full-Time Students

<table>
<thead>
<tr>
<th></th>
<th>Term 1 (Fall)</th>
<th>Term 2 (Winter)</th>
<th>Term 3 (Spring)</th>
<th>Term 4 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 605 –</td>
<td>Quantitative Methods &amp; Analysis (formerly called Biostatistics)</td>
<td>PHS 652 – Qualitative and Mixed Methods &amp; Analysis</td>
<td>One elective</td>
<td>One elective</td>
</tr>
<tr>
<td>PHS 654 –</td>
<td>Systems Thinking and Analysis</td>
<td>One elective</td>
<td>One elective</td>
<td></td>
</tr>
</tbody>
</table>

## APPENDIX 5 – Program Sequence for Part-Time Students

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Winter Year 1</th>
<th>Spring Year 1</th>
<th>Fall Year 2</th>
<th>Winter Year 2</th>
<th>Spring Year 2</th>
<th>Fall Year 3</th>
<th>Winter Year 3</th>
<th>Spring Year 3</th>
<th>Fall Year 4</th>
<th>Winter Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 605 Quant. method</td>
<td>PHS 652 Qual. method</td>
<td>PHS 655 Survey</td>
<td>PHS 614 Found. of eval.</td>
<td>PHS 651 Theory &amp; appl.</td>
<td>PHS 653 Pract. &amp; magt.</td>
<td>PHS 654 Systems think.</td>
<td>one elective</td>
<td>one elective</td>
<td>PHS 641 (pract.)</td>
<td>PHS 641 (pract. if nec.)</td>
</tr>
</tbody>
</table>
## APPENDIX 6 – MHE Related Graduate Programs – Summary of Curriculum

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Student Admission</th>
<th>Type</th>
<th>Program Requirements</th>
<th>Courses (* denotes core courses)</th>
<th>Practicum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pittsburg</td>
<td>School of Public Health</td>
<td>Master of Public Health enrolled or post BA/BSc</td>
<td>Certificate</td>
<td>15 credits total 2 core courses (6) + 1 elective (3) practicum (6)</td>
<td>*INTRO APPLIED RESEARCH (3) *HEALTH PROGRAM EVAL (3) *1 elective methods (3) *PRACTICUM (6)</td>
<td>400 contact hours applied evaluation practicum</td>
</tr>
<tr>
<td>Melbourne</td>
<td>Graduate School of Education</td>
<td>Master of Evaluation</td>
<td>Course-only stream: 1 ds core + 4 electives 100 points (24 credits) 1 yr FT or 2 yr PT Thesis stream: 1 ds core + 2 electives 150 points (36 credits) 1.5 yr FT or 3 yr PT thesis (24 credits)</td>
<td>*Program Eval: Forms &amp; Approaches (6) 4 electives (3 each) from: - Debates in Evaluation - Recent Approaches to Evaluation - Evaluation Capacity Develop &amp; Change - Qualitative Methods - Introduction to Quantitative Methods - Mixed Methods Research and Evaluation (all courses available online)</td>
<td>Optional Thesis – no practicum</td>
<td></td>
</tr>
<tr>
<td>Laval</td>
<td>Faculty of Medicine MPH program</td>
<td>MPH enrolled or freestanding</td>
<td>Certificate</td>
<td>15 credits total 2 core courses (6) + 2 electives A (6) + 1 elective B (3)</td>
<td>*Evaluation: fundamental theory &amp; practice *Measurement and Health 2 of 3 electives A: - Evaluation: applications &amp; innovations - Methods of evaluation of health programs &amp; services - Economic evaluation in health: theories &amp; applications 1 of electives B: - epidem; quant; qual; biostats; service organiz.</td>
<td>none</td>
</tr>
<tr>
<td>Québec à Montréal</td>
<td>Ecoles des Sciences de la Gestion (School of Management Science)</td>
<td>Bachelor’s degree or equivalent</td>
<td>Advanced Graduate Diploma (DESS) Short Graduate Program ~Programs taught in French</td>
<td>24 credits (8 courses) - people who do not hold a graduate diploma 15 credits – people who already hold a graduate diploma</td>
<td>*Four required courses: Intro to Eval Process^; Prof Conduct in Program Eval^; Perform. indicators in program eval^; Assessment, accountability and communication of the social performance of organizations^ *One course in three of the four block categories, in the following areas: societal issues, quant. and qual. methods, management, and communication *One of the following: a seminar course or a course in evaluation of a project/program/service</td>
<td>none</td>
</tr>
</tbody>
</table>
The Program – Master of Health Evaluation

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Student Admission</th>
<th>Type</th>
<th>Program Requirements</th>
<th>Courses (* denotes core courses)</th>
<th>Practicum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carleton</strong></td>
<td>School of Public Policy &amp; Admin</td>
<td>BA degree or no degree w</td>
<td>Graduate Diploma in Public Policy and</td>
<td>6 courses total - 4 core + 2 elective</td>
<td>*Policy and Program Evaluation: an intro to evaluation theory and practice</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>experience 'selective'</td>
<td>Program Evaluation (DPE)</td>
<td></td>
<td>*Research Methods and Design I (quant)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;executive&quot; 15 months or 2 year FT</td>
<td></td>
<td>*Research Methods and Design II (qual)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* Capstone - Evaluation Cases and Applications</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2 elective courses one of the following areas:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- additional evaluation methodology</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- management of evaluation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- policy (none are directly health-related)</td>
<td></td>
</tr>
<tr>
<td><strong>Ottawa</strong></td>
<td>Faculty of Education &amp; Faculty of</td>
<td>- Honours Bachelor’s in</td>
<td>Certificate</td>
<td>5 courses total 4 core + 1 elective</td>
<td>*Program evaluation: Methods &amp; practice (Psych or Edu courses)</td>
<td>Practicum: practical experience in program evaluation in a community agency or organization</td>
</tr>
<tr>
<td>Social Sciences (Psychology)</td>
<td></td>
<td>Education, Social Sci, Health</td>
<td></td>
<td></td>
<td>*Social &amp; community intervention (Practicum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sci or Psych (or equiv) (70%</td>
<td></td>
<td></td>
<td>*Program evaluation: Theory &amp; Contemp Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>avg)</td>
<td></td>
<td></td>
<td>*Integrative Seminar in PE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- with u/g course in research</td>
<td></td>
<td></td>
<td>1 elective: quant res; qual res; adv stats: instrument devel other topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>methods (+ stats)</td>
<td></td>
<td></td>
<td>MHA 6203 PROGRAM EVALUATION FOR HEALTH CARE MANAGERS (el)</td>
<td></td>
</tr>
<tr>
<td><strong>Victoria</strong></td>
<td>School of Public Administration</td>
<td>BA (B average)</td>
<td>Graduate Certificate in Evaluation (online</td>
<td>4 core (no electives)</td>
<td>* ADMN 537 Program Evaluation and Performance Measurement</td>
<td>None</td>
</tr>
<tr>
<td>(SPA)</td>
<td>(SPA)</td>
<td>prereqs: Basic Stats, Res.</td>
<td>online PT-only</td>
<td>Practicum course (triple weighted)</td>
<td>*ADMN 580 Qualitative Evaluation Methods and Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design, Economics</td>
<td>Graduate Diploma In Evaluation</td>
<td>Students generally require from 1 to 2 term to complete the Project.</td>
<td>*ADMN 582 Topics in Program Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*ADMN 544 Economic Evaluation Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*ADMN 596 (4.5 units) Evaluation Project Evaluation project for a client/organization. The project is supervised</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>by a faculty member in the SPA and the final report is assessed by a committee consisting of the academic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>supervisor, a second reader, and a practitioner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluation Project (+ report)</td>
<td></td>
</tr>
<tr>
<td><strong>Alberta</strong></td>
<td>School of Psychology</td>
<td>Four-year undergraduate</td>
<td>Master of Education in Measurement,</td>
<td>7 courses total 5 core + 2 elective + Thesis</td>
<td>*EDPY 501 Introduction to Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>degree or equivalent</td>
<td>Evaluation, and Cognition</td>
<td></td>
<td>*EDPY 505 Advanced Univariate Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(typically in education or</td>
<td></td>
<td></td>
<td>*EDPY 507 Test Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>psychology)</td>
<td></td>
<td></td>
<td>*EDPY 508 Item Response Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*EDPY 510 Learning, Cognition, and Education 2 electives, includes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDPY 615 Program Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDPY 604 Mixed Methods Approaches to Educational Research</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Location</td>
<td>Student Admission</td>
<td>Type</td>
<td>Program Requirements</td>
<td>Courses (*denotes core courses)</td>
<td>Practicum Requirements</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
</tbody>
</table>
| **Saskatchewan**            | Dept of Psychology    | BA (Hon.) or BSc (Hon.) in Psychology or equivalent   | MA in Applied Social Psychology (2-yr program incl. thesis) | 9 courses total 7 core + 2 electives + Summer internship + Applied Res Practicum + MA Thesis | Year 1 core  
PSY 805 Univariate Statistics  
PSY 807 Multivariate Statistics  
PSY 810 Research Methods  
PSY 811 Program Evaluation  
PSY 832 Seminar in Social Psychology  
PSY 994 Thesis  
GSR 985 Ethics  
Year 2  
PSY 862 Seminar in Applied Social Psychology  
Basic Area Course  
Elective Course  
PSY 902 Practicum  
PSY 994 Thesis  
HEALTH PROGRAM PLANNING & EVALUATION (el) | Summer internship (Yr1) plus  
Applied Research Practicum (Yr 2)  
1 day per week |
| **Toronto**                 | School of Public Health | Master of Public Health Health Promotion Specialization | 10 full course equivs (20 term courses) | Term1:  
*CHL5004 Introduction to Public Health  
*CHL5801H Health Promotion  
*CHL5221H Qualitative Research Methods  
*CHL5110H Theor & Pract Program Evaluation  
Term 2:  
*CHL5220H Introduction to Epidemiology  
*CHL5803H Health Promotion Strategies  
+ 2 electives  
Term 3:  
*CHL5805H Critical Issue in Health Promotion  
*CHL5300H Public Health Policy  
+ 2 electives  
Term 4: MPH electives, and/or 2nd Practicum electives include:  
CHL5802H Planning in Health Promotion  
CHL5804H Health Behavior Change  
JXP5807H Health Communication  
NUR1028H Intro to Qualitative Research  
NUR1034H Program Plan & Eval in Nursing  
PLA1503H Planning & Social Policy  
POL2125H Experiencing Public Policy-Making  
POL2391H Comparative Political Economy  
UCS1000H Community Development | Summer term Practicum (after Term 2) |
APPENDIX 7 – Job Advertisement for MHE Positions

Applications are being accepted for the position of

Health Program and Policy Evaluation

The School of Public Health and Health Systems at the University of Waterloo is seeking an exceptional teacher and applied researcher for a tenure track position in the evaluation of health programs, policies and systems. The position requires a PhD and is suitable for persons with a demonstrated appreciation and comprehensive understanding of the field of program evaluation in the context of public health and health systems. The initial appointment will be at a rank of Assistant or Associate Professor.

The School of Public Health and Health Systems represents a bold and exciting step forward for the university. The School has evolved from an existing dynamic department in Health Studies and Gerontology and reinforces Waterloo’s reputation as Canada’s most innovative university. We seek a colleague committed to our vision of making a difference in the field of public health and health systems and who enjoys working with a vibrant, multi-disciplinary team. We are starting a six year strategic period of growth, innovation, and transformation that will add 10 new faculty positions to our existing complement of 25 professors while seeking approval to launch exciting new programs in health informatics, health evaluation, public health and health promotion. Distinctive features of the School include an emphasis on “systems thinking”, experiential and problem-based learning, close links to policy makers and program providers, and research geared to finding solutions to significant local, provincial, national and international public health issues. Over 240 graduate students and 420 undergraduates are enrolled in our existing programs, which include a BSc in health studies, an MSc in population health, an online MPH, and PhDs in population health; aging, health and well-being; and work and health. Visit http://www.ahs.uwaterloo.ca/sphhs/ for details on our programs, faculty, research facilities and centres.

Candidates who have program or policy evaluation expertise combined with an interest in global/international health, complex adaptive systems and systems thinking, health services integration and efficiency, health and aging, health inequalities, or chronic disease prevention would be particularly appealing. Demonstrated leadership and work experience as an evaluator would be an asset. The position will include a balance of teaching, graduate supervision and advisement, service, and research. The successful applicant must have a demonstrated record of achievement or show exceptional promise as a productive and innovative systems thinker and change agent, as well as an effective applied researcher, teacher and graduate supervisor.

The closing date for applications is December 5, 2011. The anticipated start date is spring, 2012. Please submit a curriculum vitae, a letter of interest, a statement of teaching philosophy and experience, as well as three letters of reference to: Dr. Paul McDonald, Professor and Director, School of Public Health and Health Systems, Burt Mathews Hall, University of Waterloo, Waterloo, Canada, N2L 3G1. Application materials may also be sent electronically to pwmcdona@uwaterloo.ca.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. The University of Waterloo encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.
APPENDIX 8 – University of Waterloo Library Report

Report on Library Resources for the Proposed Master of Health Evaluation
March 2012

The following is a summary of University of Waterloo Library information resources and services in support of the proposed Master of Health Evaluation (MHE), prepared by Jackie Stapleton, Liaison Librarian, School of Public Health and Health Systems. This is a course based, distance education Master’s program.

Information Resources

Material would be collected to support teaching and learning at the Master’s level for Health Evaluation in the following areas:

- Program evaluation
- Research methods
- Health systems

These areas, as well as library services for distance education students, already receive a high level of library support for existing courses in the Master of Public Health program in the School of Public Health and Health Systems.

The decision to purchase Library materials for the MHE program would be the responsibility of the Liaison Librarian for the School of Public Health and Health Systems in consultation with the Faculty Library Representative. Materials would be obtained in a variety of ways including firm orders, open orders, approval plans, and subscriptions.

Print Collections

The Library’s print collections that would be of interest to students in the MHE program are housed in the Davis Centre Library. Access to the entire Library collection, as well materials held by UG and WLU, is available through the web accessible search tool, Primo (http://primo.lib.uwaterloo.ca). 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 uWaterloo 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 or delivery to off campus locations.

Electronic Resources

The Library obtains resources in electronic format whenever it is possible and practical to do so and due to the nature of this distance education program, the electronic format will be emphasized. Some electronic resources are obtained directly by the University of Waterloo Library and some are obtained through membership in the Ontario Council of University Libraries (OCUL) and the Canadian Research Knowledge Network. Access to, and use of, electronic resources is generally governed by license agreements with the publisher or vendor.

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 uWaterloo 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 uWaterloo community through the Library’s participation in consortia purchasing through OCUL.

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).

uWaterloo faculty, students and staff may access electronic research databases and full text electronic journals from off-campus via the Library’s Proxy Server / Connect from Home feature. 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 Health evaluation:

- Medline
- EMBASE
- BioMedCentral
- CINAHL
- Scopus
- Web of Science
- Cochrane Library
- PsycINFO

The UW Library, along with the libraries of the University of Guelph (UG) and Wilfrid Laurier University (WLU), form the Tri-University Group of Libraries (TUG) consortium. Collections from the UG and WLU enhance the depth and breadth of local materials available in subject areas of interest to scholars involved in the Health Evaluation program.

Statistics and Numeric Data

Also available to members of the UW academic community are the data holdings of the TriUniversity Group Data Resources (TDR) (http://nesstar.tdr.uoguelph.ca/webview/index.jsp) and <odesi> (http://search2.odesi.ca/), which provide Web access to resources such as the Statistics Canada surveys, including the Canadian Census. Access is also available to the data holdings of the Inter-university Consortium for Political and Social Research (ICPSR) in Ann Arbor, Michigan (http://www.icpsr.umich.edu/icpsrweb/ICPSR/).

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 for this service is absorbed by the Library.
Most Canadian university libraries extend, at no charge, in-person borrowing privileges to faculty, students and staff across the country, see participating libraries (http://www.coppul.ca/rb/rbindex.html). This can be especially helpful for distance education students who wish to take advantage of the university library collections at their location.

**Information Services**

**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 the School of Public Health and Health Systems will be pleased to develop 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.

**Additional Information Services**

The Liaison Librarian for the School of Public Health and Health Systems 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. The Librarian also develops and maintains an online subject guide for health resources (http://subjectguides.uwaterloo.ca/health ). Also, 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). 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.

**Financial Support**

Library support for this program would come from existing allocations for the School of Public Health and Health Systems (formerly Health Studies and Gerontology) as well as from a central Electronic Resources fund which is used to support all programs. During the past seven years, the Health Studies and Gerontology library funds have spent the following on information resources:

**Table 1. Summary of Expenditures – Health Studies and Gerontology**

<table>
<thead>
<tr>
<th>Year</th>
<th>Journal Expenditure</th>
<th>Book Expenditure</th>
<th>Approval Plan Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/2005</td>
<td>$39,181.59</td>
<td>$12,271.12</td>
<td>$3,467.83</td>
<td>$54,920.54</td>
</tr>
<tr>
<td>2005/2006</td>
<td>$50,202.79</td>
<td>$20,028.43</td>
<td>$4,621.75</td>
<td>$74,852.97</td>
</tr>
<tr>
<td>2006/2007</td>
<td>$52,302.35</td>
<td>$17,394.92</td>
<td>$3,134.92</td>
<td>$72,832.19</td>
</tr>
<tr>
<td>2007/2008</td>
<td>$44,337.15</td>
<td>$16,958.94</td>
<td>$5,914.59</td>
<td>$67,210.68</td>
</tr>
<tr>
<td>2008/2009</td>
<td>$49,054.46</td>
<td>$6,512.29</td>
<td>$2,588.09</td>
<td>$58,154.84</td>
</tr>
<tr>
<td>2009/2010</td>
<td>$46,158.24</td>
<td>$11,482.53</td>
<td>$5,375.72</td>
<td>$63,016.49</td>
</tr>
<tr>
<td>2010/2011</td>
<td>$40,279.97</td>
<td>$16,838.81</td>
<td>$1,850.77</td>
<td>$58,969.55</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$321,516.56</strong></td>
<td><strong>$101,487.04</strong></td>
<td><strong>$26,953.67</strong></td>
<td><strong>$449,957.25</strong></td>
</tr>
</tbody>
</table>
Conclusion

I believe that the collections, both print and electronic, that the Library has developed for the research and teaching in the School of Public Health and Health Systems provide a high level of support for the Master of Health Evaluation. More detailed information, including monograph counts and lists of journals that would support the program are available upon request.

Submitted by Jackie Stapleton, Liaison Librarian for the School of Public Health and Health Systems

Reviewed by Susan Routliffe, Associate University Librarian, Information Resources and Services for Mark Haslett, University Librarian.
APPENDIX 9 – Draft Handbook for MHE Students

University of Waterloo
Faculty of Applied Health Sciences
School of Public Health and Health Systems

Master of Health Evaluation

Graduate Student Handbook

Updated November 2012
Important Websites

Master of Health Evaluation Home Page
<insert URL here>

School of Public Health and Health Systems Home Page:
http://uwaterloo.ca/public-health-and-health-systems/

UW Graduate Calendar:
http://gradcalendar.uwaterloo.ca/

Graduate Student Association (GSA):
http://gsa.uwaterloo.ca/

Centre for Extended Learning (CEL):
http://de.uwaterloo.ca/

UW-ACE
https://uwangel.uwaterloo.ca/uwangel/default.asp

QUEST
http://quest.uwaterloo.ca/graduate/index.html

Sharepoint Site
https://sharepoint.uwaterloo.ca/sites/mphboard/default.aspx

Library
http://subjectguides.uwaterloo.ca/mph

Bookstore
http://www.bookstore.uwaterloo.ca/home.html

UW Scholarship Information:
http://www.grad.uwaterloo.ca/scholarships/aid.asp

Centre for Teaching Excellence (CTE):
http://cte.uwaterloo.ca/graduate_programs/index.html
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Finances

Research Practicum Option for Experienced Health Program Evaluators

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Access to Building after Hours

Graduate Student Association and the Graduate Club

Libraries

Parking on Campus

Banking

Living Accommodations for Graduate Students

Centre for Career Action

Bookstore

International Student Office

Health Care

Centre for Teaching Excellence (CTE)

Child Care

Policy on Bicycles in University Buildings

I. Post-Graduation Procedures

Upcoming Term Tuition Fees for Graduating Students

J. Important Dates and Deadlines
A. Welcome from the Director

On behalf of the faculty, staff and students of the School of Public Health and Health Systems I am delighted to welcome you to the University of Waterloo and to the Master of Health Evaluation program. We hope your time and efforts will be enjoyable, productive, and rewarding. We promote our program using the words, aspire, inspire, and transform. To that end, we hope that you will join us in aspiring to solve important public health challenges, and inspire others to join us in transforming people, policies, programs and systems that will improve health.

You are joining a community of scholars which began in 1976 as the Department of Health Studies. It was created in response to Federal Health Minister Marc Lalonde's landmark report entitled, *A New Perspective on the Health of Canadians*. We were the first trans-disciplinary program in Canada with an emphasis on disease/injury prevention and health enhancement. The BSc and MSc degree programs in Health Studies were launched first, followed by the PhD program in 1989. In 1993, Health Studies merged with the program in Gerontology to create the new Department of Health Studies and Gerontology. We welcomed our first class of Master of Public Health (MPH) students in 2006 and were the first to offer the degree through distance learning.

This is an exciting time to be part of our community. In June 2011 the Board of Governors of the University of Waterloo unanimously approved transforming the Department of Health Studies and Gerontology into a new and highly innovative School of Public Health and Health Systems. This official transition occurred on September 1, 2011. We’ve developed a plan to distinguish ourselves and establish new standards for teaching, training and research. Our school is dedicating itself to system thinking, problem based and experiential learning, developing closer connections with policy makers, program providers and other social change agents, and enhancing our international reach. We are exploring an array of new degrees and products designed to be even more accessible and relevant. The Master of Health Evaluation (MHE) is an example of one of the new programs we have developed. Stay tuned for announcements and opportunities to provide shape our future.

The MHE on-line handbook includes important information on our school, faculty and university services, as well as current degree requirements. The on-line version of the handbook is revised each year. Please read it as soon as possible because it will likely answer many of your questions. Instructors and staff expect you to be familiar with the handbook and refer to it repeatedly as you proceed through the program. Please note that the handbook is an informational supplement for our students, not a replacement for the University of Waterloo Graduate Calendar which dictates the formal policies concerning registration, fees, grading, degree requirements, etc. The official calendar can be found on the web under the Graduate Studies Office (GSO) homepage.

We will do our best to make your transition to graduate school and the University of Waterloo as smooth as possible. Our aim is to create a supportive, stimulating and rewarding learning environment.

We are very proud of our current and former students. They ply their talents and skills in a wide array of fields, and places throughout the world. Congratulations on becoming part of a proud tradition of academic and public health excellence.

Best wishes and enjoy the journey!
Paul McDonald, PhD, FRSPH
Professor and Director
B. Faculty and School Organization

The School of Public Health and Health Systems is one of three academic units within the Faculty of Applied Health Sciences, which is one of six faculties at the University of Waterloo. Presently, the Dean of the Faculty is Dr. Susan Elliott and the Associate Dean for Graduate Studies in the Faculty of Applied Health Sciences is Dr. Suzanne Tyas. The Director of the School of Public Health and Health Systems is Dr. Paul McDonald and the Associate Director for Research Graduate Programs (MSc and PhD) in the School of Public Health and Health Systems is Dr. Philip Bigelow. The Associate Director for Professional Graduate Programs (MHI, MHE, and MPH) is Dr. John Garcia. Our Professional Graduate Program Coordinator is Michelle Fluit and the Professional Graduate Program Assistant is Monika Soczewinski. SPHHS faculty offices are located on the first, second and third floors of Burt Matthews Hall (BMH) and the Lyle Hallman Institute for Health Promotion (LHN). Appointments can be made through e-mail or in person.

The Professional Graduate Program Committee is responsible for the operation of graduate affairs related to the professional graduate programs, including: admission and scholarship final decisions, curriculum and degree requirements, and monitoring student progress. The committee has the mandate to provide leadership for the graduate programs and to ensure that faculty responsibilities in regard to graduate students are properly discharged.

There is a Faculty of AHS Graduate Studies Committee comprised of the Associate Dean for Graduate Studies, the Graduate Officers for each department and SPHHS, faculty members and a graduate student representative for each of the two departments and SPHHS. This committee establishes faculty level graduate policies.

The Graduate Student Association is a campus-wide association for all graduate students who are automatically members of the Health Studies and Gerontology Graduate Students’ Association. At the beginning of the Fall term, the graduate students in each Department and SPHHS elect representatives to a variety of committees and councils.

There are also department and school representatives for the following faculty level activities. In the past there has generally been one representative from all SPHHS graduate programs (MHI, MHE, MPH, MSc & PhD). If you are interested in being elected to these committees please contact Tracy Taves (Faculty Grad Coordinator) at ttaves@uwaterloo.ca:

- AHS Faculty Graduate Studies Committee
- AHS Faculty Executive and Faculty Council Meetings

The Associate Dean's office will appoint a graduate representative from the Faculty of AHS to the University Senate Graduate Council.

Staff Support in School of Public Health and Health Systems

The School of Public Health and Health Systems is located on the second floor of Burt Matthews Hall (BMH) and is open from 8:30 a.m. to 12:00 and 1:00 to 4:30 p.m., Monday to Friday.

Carol West-Seebeck, Administrative Assistant for SPHHS (ext. 36352, BMH 2312, cwestsee@uwaterloo.ca)

Pauline Smeaton, Undergraduate Assistant for SPHHS (ext. 36341, BMH 1056 psmeton@uwaterloo.ca)
Michelle Fluit, Professional Graduate Program Coordinator (ext. 37734, BMH 2309; m2fluit@uwaterloo.ca)

Monika Soczewinski, Professional Graduate Program Assistant (ext. 38200, BMH 2305, m2soczew@uwaterloo.ca)

Brent Clerk, SPHHS IT Specialist (ext: 36354, 1st floor LHN, bkclerk@uwaterloo.ca)

Tracie Wilkinson, Graduate Coordinator –MSc and PhD Programs (ext: 38455, BMH 2314, tracie.wilkinson@uwaterloo.ca)

SPHHS Faculty Members
(alphabetical listing, position, contact information, research areas):

Anthony, Kelly, PhD, Lecturer
(519) 888-4567 ext. 32802, email: kanthony@uwaterloo.ca BMH 1042
Research Areas: Attitudes regarding public policies (both US and Canadian) designed to protect disadvantaged groups; prejudice; attitudes towards, and responses to, dying and the death process; individualism and collectivism and culture.

Arocha, Jose F., PhD, Associate Professor
(519) 888-4567 ext. 32729, email: jfarocha@uwaterloo.ca BMH 2304
Research Areas: Applied cognitive science methods for the study of health information; Cognitive factors in health & medical decision making; medical expertise; Health and technological literacy and comprehension of health information; scientific foundations of health informatics.

Bigelow, Philip, PhD, Associate Professor
Associate Director, Research Graduate Programs
(519) 888-4567 ext. 38491, email: pbigelow@uwaterloo.ca BMH 2318
Research Areas
Epidemiology of injury and musculoskeletal disorders; occupational and environmental exposure and risk assessment, intervention research and evaluation of safety and health programs.

Cameron, Roy, PhD, Professor (retired)
(519) 888-4567, ext 84503, e-mail: cameron@uwaterloo.ca LHN 1727
Research Areas: smoking prevention, control in schools and communities; community-based health interventions; behavioural change for cardiovascular risk reduction, smoking, obesity.

Campbell, Sharon, PhD, Research Associate Professor and Evaluation Fellow
(519) 888-4567 ext. 84583, e-mail: sharoncm@uwaterloo.ca LHN 1726
Research Areas: cancer prevention and early detection, special interest in rural populations; tobacco control, particularly policy development and impact and role of health professionals in cessation; dissemination research.
Chen, Helen, PhD, Scientist in Residence
(519) 888-4567 ext. 32131, e-mail: helen.chen@uwaterloo.ca LHN 3721
Research Areas: Health informatics, translational research in healthcare and medicine, health system integration, semantic interoperability, healthcare decision making and decision support, health data analytics, medical imaging

Cooke, Martin, PhD, Assistant Professor
(519) 888-4567, ext. 36585, email: cooke@uwaterloo.ca PAS 2040
Joint Appointment with the Department of Sociology
Research Areas: The social demography and health of Aboriginal peoples; social inequality, the welfare state, and the life course; population aging and retirement.

Dubin, Joel, PhD, Associate Professor
(519) 888-4567, ext. 37318, email: j dubin@uwaterloo.ca MC 6104C
Joint Appointment with Statistics & Actuarial Science
Research Areas: Longitudinal data methodology and analysis, survival methodology and analysis, graphical methods. Application areas include nephrology, cancer, smoking cessation, aging, and the environment.

Elliott, Susan, PhD, Professor, Dean, Faculty of Applied Health Sciences
(519) 888-4567, ext. 31346, e-mail: elliotts@uwaterloo.ca BMH 3115
Research Areas: Environment and health, the global environment, urban social geography, and philosophy and method in the social sciences.

Garcia, John, PhD, Associate Professor
Associate Director, Professional Graduate Programs
(519) 888-4567, ext. 35516, email: jmgarcia@uwaterloo.ca BMH2310
Research Areas: disease prevention, population health, tobacco control.

Hammond, David, PhD, Assistant Professor
(519) 888-4567, ext. 36462, e-mail: dhammond@uwaterloo.ca LHN 1723
Research Areas: population health, tobacco control, risk communication, health policy evaluation, tobacco product regulation, health behaviour.

Hanning, Rhona, PhD, Associate Professor
(519) 888-4567, ext. 35685, e-mail: rhanning@uwaterloo.ca BMH 2308
Research Areas: human nutrition and chronic disease, evidence-based practice; community (especially school-based) interventions; nutritional and dietary assessment methodologies; nutritional assessment of youth, including aboriginal youth.

Heckmann, George, MD, MMath, Associate Professor
(519) 888-4567, ext. 31028, e-mail: gheckma@uwaterloo.ca
Research Areas: Cardiovascular disease in the elderly (epidemiology, diagnosis, management and quality assurance, with particular emphasis on Heart Failure), heart failure management in long-term care, cognition and frailty in patients with cardiovascular disease, community management of chronic disease: transitional care, risk stratification, impact of cholinesterase inhibitors on the risk of injury in patients with dementia.
Hirdes, John P., PhD, Professor
(519) 888-4567, ext 32007, e-mail: hirdes@uwaterloo.ca LHN 3731
Research Areas: health care information, international comparisons, health promotion, particularly the elderly; institutionalization, quality of life, social networks; social risk factors for poor health, mortality; drug utilization, smoking.

Hoffman-Goetz, Laurie, PhD, MPH, Professor
(519) 888-4567, ext 33098, e-mail: lhgoetz@uwaterloo.ca BMH 2321
Research Areas: modifiable biobehavioural risk factors, notably physical activity, for preventing common cancers: lung, breast, prostate, colon; exercise, immunity and cancer risk, health communication using mass media internet channels; health promotion education, particularly measuring women's knowledge of cancer prevention, detection and treatment.

Horton, Sue, BA, MA, PhD
Professor, CIGI Chair in Global Health Economics
Dean Graduate Studies
(519) 888-4567, ext 35129 e-mail: sehorton@uwaterloo.ca NH
Research Areas: Economics of public health, economics of nutrition, development economics, poverty.

Husted, Janice, PhD, Associate Professor
(519) 888-4567, ext 35129, e-mail: jhusted@uwaterloo.ca BMH 2306
Research Areas: epidemiologic methods; psychiatric and musculoskeletal epidemiology; conceptualization and measurement of quality of life; identification of factors that influence onset and course of psoriatic arthritis; gene-environment interactions leading to schizophrenia.

Jessup, Linda, PhD, Lecturer
Associate Chair, Undergraduate Studies
(519) 888-4567, ext 35642, e-mail: ljessup@uwaterloo.ca BMH 1054
Research Areas: developmental transitions and adolescent risk-taking behaviour; gender differences in adolescent risk-taking behaviour; healthy infant and child development; Vygotskiian models of behaviour acquisition and behaviour change.

Law, Jane, PhD, Assistant Professor
(519) 888-4567, ext 38369, e-mail: j9law@uwaterloo.ca ES1 315
Joint Appointment with the School of Planning
Research Areas: Health geomatics; healthy communities; disease mapping; measurement error, data uncertainty, and missing data adjustment in public health research; Bayesian spatial modelling and analysis in health research; determinants of health outcomes; health and crime; diet and health outcomes.

Leatherdale, Scott, PhD, Associate Professor, CCO Research Chair
(519) 888-4567, ext 37812, e-mail: sleather@uwaterloo.ca BMH 1038
Research Areas: Examining the impact of the environment (social, physical/built, policy/program) on health behaviour and health outcomes; social and cancer epidemiology; health promotion strategies; data collection, evaluation and knowledge exchange systems; population surveillance; tobacco use; alcohol and drug use; physical activity and sedentary behaviour; overweight and obesity.

Lee, Joonwu, PhD, Assistant Professor
(519) 888-4567, ext 31567, e-mail: j59lee@uwaterloo.ca BMH 1036
Research Areas: health informatics, health data mining, decision support in healthcare, predictive algorithms, applied machine learning, time series analysis, biomedical signal processing, biostatistics
Manske, Steve, EdD, Research Associate Professor  
(519) 888 4518, e-mail: manske@uwaterloo.ca LHN 1722  
*Research Areas*: knowledge synthesis (best practices); knowledge transfer; knowledge utilization (application) in population health promotion, especially as applied in tobacco control and cancer control.

Majowicz, Shannon, PhD, Assistant Professor  
(519) 888-4567, ext 31790, e-mail: smajowicz@uwaterloo.ca BMH 2316  
*Research Areas*: Foodborne and enteric diseases, surveillance and burden of illness methods, epidemiologic methods, public health practice, systems approaches to food-related health outcomes, scenario methodologies, and health communication and knowledge brokering techniques (K*) in the areas of foodborne disease and public health practice.

McColl, Stephen, PhD, Associate Professor (retired)  
(519) 888-4567, ext 32720, e-mail: mccoll@uwaterloo.ca BMH 2313  
*Research Areas*: environmental health; occupational health; health effects of chemical and microbial contaminants; environmental risk assessment; risk management of toxic chemicals; cancer prevention; health policy decision-making.

McDonald, Paul, PhD, Professor  
Director of the SPHHS  
(519) 888-4567, ext. 35839, e-mail: pwmcdona@uwaterloo.ca BMH 2311  
*Research Areas*: population behaviour change; tobacco cessation; youth tobacco use; transfer of research into practice; health policy; evidence based-decision making; cancer control; health promotion.

McKillop, Ian, PhD, Associate Professor  
(519) 888-4567, ext. 37127, e-mail: mckillop@uwaterloo.ca LHN 3736  
*Research Areas*: design and use of health information systems; costing and performance measurement of health services; data standards; security and privacy of health information.

Mielke, John, PhD, Assistant Professor  
(519) 888-4567, ext.38606, email: jmielke@uwaterloo.ca BMH 2308  
*Research Areas*: Nutritional neurobiology, neuroendocrinology, learning and memory.

Myers, Anita, PhD, Professor  
(519) 888-4567, ext.33664, e-mail: amyers@uwaterloo.ca BMH 2320  
*Research Areas*: health program evaluation, exercise and rehabilitation; patient expectations, outcome measures, gerontology.

Perlman, Chris, PhD, Assistant Professor  
(519) 888-4567, ext.33685, e-mail: chris.perlman@uwaterloo.ca BMH 1046  
*Research Areas*: Evaluation of health services for vulnerable populations, quality measurement and improvement, patient safety, mental health service use and outcomes, knowledge translation.

Riley, Barb, PhD, Research Associate Professor  
Executive Director, Propel Centre for Population Health Impact  
(519) 888-4567, ext.37562, e-mail: briley@uwaterloo.ca LHN 1721  
*Research Areas*: politics of prevention, dissemination, public health system, chronic disease and prevention, knowledge translation, research-policy interface, population interventions.
The Program – Master of Health Evaluation

Elham Satvat, PhD, Assistant Professor
(519) 888-4567, ext 32921, e-mail: esatvat@uwaterloo.ca BMH 2106
Research Areas: neurogenesis on memory formation

Stolee, Paul, PhD, Associate Professor
(519) 888-4567, ext 35879, e-mail: stolee@uwaterloo.ca LHN 3729
Research Areas: Geriatric health services, rehabilitation, long-term care, home care, health information systems and databases, health outcome measurement, optometric practice, and the integration and use of knowledge and information in practice. Current major research focus on better use of information systems in the rehabilitation of older persons.

Tyas, Suzanne, PhD, Associate Professor, Associate Dean of Graduate Studies, AHS
Joint Appointment with the department of psychology
(519) 888-4567, ext 32890, e-mail: styas@uwaterloo.ca LHN 3728, BMH 3117
Research Areas: epidemiologic methods, epidemiology of aging. Research program applies epidemiologic methods to the spectrum of cognition in aging, encompassing healthy aging, cognitive reserve and Alzheimer's disease.

Ward, Glenn, PhD, Lecturer
(519) 888-4567, ext 36234, email: grward@uwaterloo.ca BMH 1044
Research Areas: development of the adrenal response to stressor; prenatal and neonatal nutrition; neurobehavioural toxicology and teratology; neurobehavioural genetics.

NOTE: For adjunct/cross-appointed faculty to the School, refer to the Graduate Calendar.

Description of Applied Health Science Research Centres

The Propel Centre for Population Health Impact is a partnership that was formalized in 2009 between the Canadian Cancer Society (CCS) and the University of Waterloo (UW). Propel is a new entity that builds on the Canadian Cancer Society founded Centre for Behavioural Research and Program Evaluation (CBRPE) by bringing together staff from CBRPE and the Population Health Research Group (PHR). The executive director is Dr. Barbara Riley. http://www.propel.uwaterloo.ca

Consumer Health Informatics Research Partners (CHIRP)
CHIRP is a research group devoted to the investigation of Internet health information for the lay public and patients. Our research focuses on issues relevant to literacy on the Internet, including readability, quality, and comprehensibility of health information, plain language health educational materials, culturally sensitive health information, evaluation of Internet health information, and new information technologies to deliver health information. The group is headed by Dr. Laurie Hoffman-Goetz and Dr. Jose F. Arocha, (519) 888-4567 (ext. 3945). http://www.ahs.uwaterloo.ca/chirp/

Murray Alzheimer Research and Education Project (MAREP)
The mission of MAREP is to bridge the gap between research and practice for the care of persons with Alzheimer’s disease and related dementia. MAREP staff work closely with the Ontario Ministry of Health, voluntary organizations and six chronic care facilities (innovation centres) to develop educational
materials, identify and evaluate innovative programs and models of care, and disseminate research finding. http://marep.uwaterloo.ca/

**ideas for Health**
ideas FOR HEALTH is a research and education cluster based at the University of Waterloo with a focus on promoting ideas – innovations in data, evidence and application systems for the health sector. Our research cluster levers Waterloo’s existing strengths in the health sciences by engaging in leading-edge research and education activities designed to enhance Canada’s capacity and international reputation in the area of health informatics and health information systems. In doing so, ideas FOR HEALTH provides, a unifying brand for a wide range of health-related projects at Waterloo that touch the lives of Canadians every day. http://ideas.uwaterloo.ca/

**RBJ Schlegel-University of Waterloo Research Institute for Aging**
The Institute was created in 2005 as a joint venture between the Schlegel Villages and the University of Waterloo aimed at enhancing the care and quality of life of senior citizens in community-based and long-term care environments through the development and implementation of innovative research and training programs. The Institute collaborates with researchers from a variety of disciplines to conduct research relevant to senior care. http://www.the-ria.ca/
C. Important Information for New Students

**MHE and SPHHS Graduate Student Space**

All graduate students in the School of Public Health and Health Systems now share open study space. This space is located in BMH 1100A. To gain access students must see Faculty Administrative Assistant, Carol West-Seebeck BMH 2312, for a key permit once your key application has been approved.

**E-mail accounts, Computer facilities and Services**

All graduate students must obtain a “mailservices” account as soon as possible. This account is used for electronic mail messages as well as data analysis and other uses. This is your info-line of communication from the faculty, fellow students and the GSO. *New e-mail accounts will be assigned before the beginning of the student’s first term of classes.*

**DE computer requirements**

<table>
<thead>
<tr>
<th>Platform</th>
<th>PC</th>
<th>MAC</th>
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</thead>
<tbody>
<tr>
<td><strong>Platform</strong></td>
<td>Microsoft Windows</td>
<td>Apple Mac OS X</td>
</tr>
<tr>
<td><strong>Processor</strong></td>
<td>i5 or faster</td>
<td>Intel Core Duo or faster</td>
</tr>
<tr>
<td><strong>Memory</strong> (RAM)</td>
<td>2 GB</td>
<td>Recommended: 2 GB</td>
</tr>
<tr>
<td><strong>Operating System</strong></td>
<td>Windows XP SP2 or higher</td>
<td>Mac OS X 10.5 or higher</td>
</tr>
<tr>
<td><strong>Internet</strong></td>
<td></td>
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<tr>
<td><strong>Web Browser</strong></td>
<td>Explorer 8 or Firefox 4</td>
<td>Minimum: Firefox 4</td>
</tr>
<tr>
<td><strong>Web Browser Settings</strong></td>
<td>JavaScript and cookies must be enabled</td>
<td></td>
</tr>
<tr>
<td><strong>Flash Player</strong></td>
<td>Adobe Flash Player 10.0 or higher</td>
<td></td>
</tr>
<tr>
<td><strong>PDF Reader</strong></td>
<td>Supported: Adobe Reader version 9 or higher</td>
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<tr>
<td><strong>Monitor Resolution</strong></td>
<td>Recommended: 1024×768 pixels or higher</td>
<td></td>
</tr>
<tr>
<td><strong>Internet Access</strong></td>
<td>Minimum: 800×600 pixels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommended: Broadband (high-speed) Internet connection</td>
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</tbody>
</table>
**Sound**

Sound card with speakers or headphones

Some courses have additional requirements, such as a CD-ROM drive, DVD player, microphone, Java, etc. Check the CEL [Find an Online Course](http://www.lib.uwaterloo.ca/proxy/) page for your course and read the Special Notes section to find out if your course has additional requirements.

Please see [http://de.uwaterloo.ca/comp_req.html](http://de.uwaterloo.ca/comp_req.html) for the latest DE computer requirements.

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**Library Access Off-Campus**

*Note:* The full information is available online at [http://www.lib.uwaterloo.ca/proxy/](http://www.lib.uwaterloo.ca/proxy/).

"Connect from Home" is a means of making your home (off-campus) computer appear to be on-campus. Use it to prove that you are affiliated with UW; you will then be able to use online library resources (research databases, electronic journals, etc.) from off-campus. You can only use “Connect from Home” service if you are a current student, faculty, or staff member at UW and have registered your WatCard with the Library. Distance education students must contact [distance@uwaterloo.ca](mailto:distance@uwaterloo.ca) regarding WatCard inquiries. Students will not be eligible for picture submission.

Click on the Connect From Home link on either the Library Homepage or the MHE Passport to the Library website. Login using your WATCARD barcode (2118700...) and last name.

You will know you are connected when you see ".proxy.lib.uwaterloo.ca" in your URL, as shown below.

![Connection URL Example](http://journal-indexes.uwaterloo.ca.proxy.lib.uwaterloo.ca/display.cfm)

If you use bookmarks or manually enter a URL, you will be disconnected. If you do not see ".proxy.lib.uwaterloo.ca", you are no longer connected.

Warning: If you sign onto the proxy from a shared or public computer, it is important that you close the Web browser after you finish. This will prevent non-legitimate use of these resources or services in your name.
D. Registration and Tuition Payment Procedures

Tuition for regular graduate programs at the University of Waterloo is charged based on enrollment status. There are no ‘per-course’ fees applied in the MHE program.

Full-time students will generally take two or three courses per term but may take as few as one course in a term. Full-time students are expected to complete the program on a full-time schedule (generally within four terms). Part-time students pay part-time tuition and generally complete the MHE program within four years. Part-time students are permitted to take a maximum of one course per term. Those students who wish to take more than one course in a term must make a request to change their enrollment status to full-time, and are required to pay full-time tuition.

A student may request to change their status from full-time to part-time. Furthermore, if a student drops courses from a FT load to PT load after the start of classes more than once, they will be assigned permanently to PT enrollment. Full-time students will maintain their full-time status through the Practicum term as this is a 1.5 credit weight course.

If you are receiving funding you must complete a Promissory Note online. The online Promissory Note form and instructions are available at http://www.adm.uwaterloo.ca/infofin/students/Forms.html You must do this each term you are receiving funding.

1. Tuition Fee Information - Hard copy fee bills are not mailed to you from Finance. Your up-to-date account information is available on QUEST (http://www.quest.uwaterloo.ca). The enrolment and fee arrangement information is available by viewing the Graduate Studies Newsletter on the GSO website at the following address: www.grad.uwaterloo.ca/.

This Newsletter contains information on:

- Fee Payment and Enrolment
- Enrolment (Change of Status/School Review and Approval and Approval Procedures/Change of Immigration Status)
- Program Extensions
- QUEST Information and Instructions

In addition, the Graduate Studies Newsletter contains contact links to information for the following:

- Calendar of Events and Academic Deadlines: http://gradcalendar.uwaterloo.ca/page/GSO-Academic-Deadlines-and-Events
- Finance Office – Student Accounts: http://www.adm.uwaterloo.ca/infofin/students/stdfees.htm
- Graduate Studies Office: http://www.grad.uwaterloo.ca
- Graduate Studies Calendar: http://gradcalendar.uwaterloo.ca/
- Human Resources – Payroll: http://www.hr.uwaterloo.ca/student/students.html
- Human Resources – Supplementary Health Insurance and UHIP: http://www.hr.uwaterloo.ca/student/student_health.html
- WatCard Office: http://www.adm.uwaterloo.ca/infocard/
- International Student Office: http://www.iso.uwaterloo.ca/
- Graduate Student Association: http://www.gsa.uwaterloo.ca/
2. Selecting Courses - Remember, you will not receive credit for the courses if you are not officially registered in them by the course-add deadline. *This includes the practicum.* New students must register for any make-up courses outlined in your welcome e-mail received in August. Each student is expected to follow the MHE course sequence or consult with his/her academic advisor regarding course selection each term.

3. Enrollment Regulations - Familiarize yourself with the regulations in the current on-line graduate calendar and check anything you are unsure of with the Professional Graduate Program Coordinator. *By registering and paying fees, students assume responsibility for knowing the regulations and pertinent procedures as set forth in this handbook and the University of Waterloo Graduate Calendar.* Ultimately, it is your responsibility to ensure that you have met coursework and other requirements to complete your degree. The Associate Director for Professional Graduate Programs and the Professional Graduate Program Coordinator are all there to assist you in this process. Some of these regulations are listed below.

*Notes:* Students are normally expected to maintain continuous registration (in each of the three terms/year), must register for at least one course per term, and at the same capacity (either full- or part-time) as initially registered. Failure to register and pay fees each term will mean you will have to apply for readmission. Special permission is required from the Faculty Associate Dean and the University’s Dean of Graduate Studies to change your registration status from full-time to part-time (or vice versa) or to go inactive, etc. If you do request inactive status, you must seek approval from the Associate Director for Professional Graduate Programs, and the Associate Dean. A rationale explaining the reasons for the request must be submitted. Requests for inactive status will not always be approved.
E. University Policies Regarding Courses

Course Drop/Add Dates

Students may drop or add courses until the dates specified in Graduate Studies Academic Calendar (http://gradcalendar.uwaterloo.ca/?pageID=95186) by means of the on-line system Quest. Beginning in week seven of the term, the approval of the Associate Dean of Graduate Studies is required and a Graduate Student Drop/Add form, available from the Professional Graduate Program Coordinator, must be submitted. Courses cannot be dropped or added nor status changed after the examination period has begun.

Change of Enrollment Status/Voluntary Withdrawal

Forms can be found on the Program website under Current Students → Forms (http://www.grad.uwaterloo.ca/students/current/forms.asp). The form can be forwarded to the Professional Graduate Program Coordinator if you are unable to get to campus to obtain approval signatures yourself. All completed enrolment status change forms must be submitted to the Graduate Studies Office by the end of the enrolment period for the term requested (Spring term – May 31, Fall term – September 30, Winter term – January 31).

Students are required to make fee arrangements based on their expected enrolment status as of the fee payment due date for each academic term.

A change in enrolment status to part-time or inactive will require repayment of certain scholarships. Repayment amounts are calculated based on the University of Waterloo tuition refund policy.

Incomplete Courses

A grade of incomplete ("INC" on your transcript) indicates that a student has not completed the requirements of a particular course. University policy stipulates that an incomplete (INC) may remain on a student's transcript for at most two terms of registration, following the term in which the course was taken. Thereafter, INC's may only be extended on a term-by-term basis through a request from the School and the course instructor. If a grade has not been submitted by the end of the second term, the INC will automatically convert to FTC (Failure to Complete). This FTC grade may not be removed from the transcript except on appeal to the Dean of Graduate Studies. Such appeals would be granted only in exceptional circumstances such as where failure to complete was the fault of the instructor and not the student. If a student is required to withdraw due to incomplete program requirements “May Not Proceed” will be noted on their grade report. A failing grade in any course will necessitate a review of the candidate's status by the School, and may result in the requirement to withdraw from the program. Please refer to the Graduate Studies Calendar.

When an “NMR” (no mark reported) appears on your transcript, it means that no mark was submitted for you and it is your responsibility to check with the professor in order to have it changed to a grade through submission of a grade revision form. Interim grades are not assigned for two reasons. First, different assignments (extra credit for extra coursework) for some students in the class may be perceived as unfair. Secondly, INC’s are used to denote inability to complete the course assignments by the end of the term.
Auditing Courses

At present, you are not able to add an AUDIT course to your Quest record. You must obtain permission from the course instructor and approval from the Graduate Officer via a drop/add form. In addition to regular attendance in the course, the instructor has the discretion to require class participation, preparation, and sometimes completion, of assignments and/or examinations. If you find yourself in difficulty while auditing a course, you should arrange to drop the course from your schedule before the exam period. An NMR or DNW (did not write exam) cannot be given for an Audit course. Should you fail to receive an “AUD”, the course will automatically be deleted from your transcript.

Taking Courses at Other Ontario Universities

The Ontario Visiting Graduate Student Plan (OVGS) allows you to take a limited number of graduate courses at another Ontario University (Host University) while remaining registered at Waterloo. The plan allows you to bypass the usual application for admission procedures and resultant transfer of credit difficulties. You pay fees to Waterloo and are classed as a "visiting graduate student" at the Host University, where you pay no fees. Application forms are available from the Professional Graduate Program Coordinator or on-line at http://www.grad.uwaterloo.ca/forms/Convocation/OVGS/OVGSApplic2002.pdf

These forms are authorized by the university Associate Provost, Graduate Studies.

Once you have completed the printed form it is your responsibility to bring it to the Associate Director for Professional Graduate Programs, and the Dean of Graduate Studies for signatures. Attach to your OVGS application the description (e.g. calendar description, syllabus) of the course you intend to register in.

The course selected must be at the graduate level and part of the student's degree requirements. You are allowed to take a course from a Host University only if Waterloo is not offering the course and you cannot audit such a course. The OVGS is not to be used for the purposes of convenience or taking courses which do not pertain to your specific graduate program.

Once approval has been granted, the Home University will credit work done at the Host University toward the student's degree program, assuming that the student obtains a suitable standing/grade. Time spent as an Ontario Visiting Graduate Student is credited to the residency requirement at Waterloo, subject to University regulations. If you wish to withdraw from a course in which you are registered as an Ontario Visiting Graduate Student, you must obtain an official withdrawal form from the OVGS program. It is your responsibility to notify the GSO at the University of Waterloo as soon as possible should you wish to withdraw; otherwise you may be assigned a failing grade for the course.

Transfer Credits

The maximum number of transferable credits shall be one-half of the course credits required for the degree. In most cases a maximum of two 0.5 credit weight courses, are considered for transfer, considered for elective credit only.

Proposed courses for transfer credit will be assessed on a case-by-case basis. Students are responsible for supplying all required documentation for assessment. Transfer credits must be "unused" credits, i.e., they must not have been credited towards an earlier acquired degree. Transfer credits may be requested for senior undergraduate courses that are cross-listed as graduate level courses. Transfer credits must be specified in writing at the time of the School’s recommendation for admission. A minimum of 75% (UW converted grade) is required for transfer credit.
Verification of Illness

If you are ill or have personal problems that prevent you from submitting assignments or completing an exam you must notify your instructor and provide documentation from a physician. If you do not obtain the proper documentation you may not be permitted to write a makeup exam or hand an assignment in late. If you are ill, make sure you use the Verification of Illness form found at:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html

This form needs to be printed off the UW Health Services website and filled out by your physician. If you visit any clinic other than UW Health Services, you must bring this form to your physician; regular doctor’s notes may not be accepted! Even if you miss an exam due to illness and have the proper supporting documentation, make sure you let the instructor know within 48 hours of missing the exam. There are very few circumstances that would exempt a student from this.
F. Other Important Policies and Regulations

Degree Time Limits and Extensions

All requirements for the MHE degree must normally be completed within the following time periods (beginning with the term of initial registration), as stipulated by the University Senate:

Masters - Full-time: 6 terms (2 years); Part-time: 12 terms (4 years).

Transitional students – time limits depend on their particular program requirements.

You will receive notification if you are nearing your time limit and must complete a "Request for Extension of Time Limit" form indicating your plan of completion. This form must be signed by you, the Associate Director for Professional Graduate Programs, and in some cases the Associate Dean of Graduate Studies, AHS. You have until the registration deadline to complete this form. Students who register, but fail to have their extensions approved may be asked to withdraw. Students who have been granted an extension of time limit are considered to be on probation, and can be asked to withdraw from the program if progress is not deemed to be satisfactory.

Note: Count each active term of registration as one (both full-time and part-time students). Do not be confused by 0.5 on the registration record for part-time students.

Student Advising and Monitoring of Progress

The Professional Graduate Program Coordinator and the Associate Director for Professional Graduate Programs will be your principal personal contacts on specific learning and career questions (e.g. assistance with choosing electives based on career aspirations).

Note: questions related to logistics and University and program policies should be addressed to the Professional Graduate Program Coordinator, Michelle Fluit at m2fluit@uwaterloo.ca.

In most cases communication with the Professional Graduate Program Coordinator and the Associate Director for Professional Graduate Programs will be by phone, e-mail or, if feasible, in person, depending on your mutual preferences.

There are a number of points in your progress throughout the program when the Associate Director for Professional Graduate Programs will need to review specific documents. The major ones apply to the Practicum and to the Annual Progress Report required by the Faculty of Applied Health Sciences.

The Associate Director for Professional Graduate Programs should be regularly kept apprised of your progress and any problems arising (due to financial, health or other personal circumstances). The student should feel free to consult with the Associate Director for Professional Graduate Programs on any of these matters.

According to AHS Graduate Faculty Policy, the progress of graduate students is to be monitored and evaluated annually during the Spring term. The mechanism for this is an annual progress report in which you will summarize your progress to date and state your plans for your remaining milestones. The annual progress report presents an opportunity for you to meet (virtually or otherwise) with the Associate Director for Professional Graduate Programs to review your progress and develop a plan with projected timelines for the realistic completion of all degree requirements, including discussion of practicum queries. Feedback from the Associate Director for Professional Graduate Programs is intended to assist you in completing your degree as efficiently and realistically as possible.
Early in the Spring term, you will receive an e-mail from the Professional Graduate Program Coordinator asking you to complete the form, and providing a due date to submit your report. You will be able to find the Annual Progress Report form in Waterloo_Learn, in the MHE Information Site. You should then complete the report in the fillable PDF form format and submit it into the dropbox in Waterloo_Learn by the specified deadline.

The Advising Team, lead by the Associate Director for Professional Graduate Programs, will review the reports. You will be contacted if there are any serious concerns about your progress, to discuss your options and develop a plan for successfully completing the program.

The Professional Graduate Program Coordinator and the Associate Director for Professional Graduate Programs are an important support for you over your time in the MHE program.

**Integrity in Research and Scholarship**

The School is committed to the highest standards of integrity in research and scholarship by faculty, students, and staff. Please refer to the University Policy on Intellectual Property, Policy #73 for more information on ownership of scholarly work.

**Maternity, Adoption and Parental Leave**

Graduate Students who wish to take maternity, adoption, or parental leave may register for an inactive (full leave) or part-time (partial leave). Inactive status must be approved by the Associate Director for Professional Graduate Programs and Associate Dean for Graduate Studies. The choice of registration status depends primarily on the amount of time you expect to be able to devote to your academic program during the leave, and must be made in consultation with the Associate Director for Professional Graduate Programs. Where external agencies are involved (as with visa students or those holding external scholarships) you should consult these agencies before applying for part-time or inactive registration. If you are approved to register “inactive”, you pay no tuition fees; if you register part-time, you pay part-time tuition fees. In either case the degree time limit is extended appropriately.

Full-time graduate students are eligible to receive a Bursary during a full or partial maternity or adoption leave provided that they have been registered as full-time graduate students at UW for at least two academic terms prior to the start of the leave. Part-time graduate students are eligible to receive a Bursary during a full four-month maternity or adoption leave provided that they have been registered as full- or part-time graduate students at UW for at least two academic terms prior to the leave, and are receiving financial support (TA, preceptorship, scholarship, or bursary) during the academic term preceding the leave.

Students are advised to consult the Parental Leave Advisor in the Graduate Studies Office at an early stage in planning for a maternity/adoption/parental leave. Please refer to the University policies found on the website: [http://gradcalendar.uwaterloo.ca/page/GSO-Maternity-Adoption-Parental-Leave](http://gradcalendar.uwaterloo.ca/page/GSO-Maternity-Adoption-Parental-Leave)

**Policies on Student Grievance and Academic Disciplines**

A student who has a question or complaint is advised to follow normal administrative channels: 1st: Professional Graduate Program Coordinator and 2nd: Associate Director for Professional Graduate Programs. Do not go directly to the School Director, the Associate Dean of Graduate Studies and/or Dean of Graduate Studies. The Associate Director for Professional Graduate Programs will consult these individuals as required, using the School Graduate Affairs Committee for advice as needed. Student appeal procedures are set out in the Student Grievance Policy # 70.
If you have a grievance or question about an academic decision, you are strongly encouraged to first speak informally with the course instructor and/or the Associate Director for Professional Graduate Programs within the School.

Policy #71, Student Academic Discipline Policy, should also be referred to. Policy Guidelines of Graduate Student Support and other policy excerpts are listed in the document regarding UW Policies, Procedures and Committees which is included in the offer of admission package sent to you. Please refer to the Graduate Studies Office website for UW Policies, Procedures, Councils & Committees.

Financial Policies and Assistance

Scholarships
All students should refer to the Scholarship/Funding information webpage http://www.ahs.uwaterloo.ca/hsg/mp/hmp/current/scholarships.html.

All full-time MHE graduate students are encouraged to apply for the Ontario Graduate Scholarships (OGS) (for any students enrolled in a graduate program at an Ontario university). Students should apply for this scholarship in the early Fall (September and October deadlines) for the following academic year. President's Graduate Scholarship (PGS) is available for all OGS recipients. Students awarded an OGS should be prepared to accept a TA or RA position within the School in order to receive their departmental PGS top-up.

Precepting and Teaching Assistantship (TA)
MHE students who are interested in TA and preceptor positions should inform the Professional Graduate Program Coordinator of their interests. If available, TA positions are usually assigned to undergraduate Health Studies classes at UW. Because (on-campus) class attendance and office hours are typically required, TA positions are better suited for students living in Waterloo and surrounding area. Preceptor positions offer an alternative as they represent online TA positions for PHS (i.e. MPH, MHI or MHE) courses. Currently these positions are available to full-time students only. Students who wish to become preceptors are required to undergo training, which occurs during the Spring term. Training is online and lasts six weeks. Workload is approximately 2-3 hours per week. Students who complete the training are expected to be available to precept for at least one course in future terms. To be a preceptor students must have previously taken the course in question or have sufficient relevant knowledge and experience. In awarding preceptor and TA positions, the first priority must be to award a student who can function effectively within a particular course. The questions of student need and overall excellence are secondary to the departmental teaching requirement. There is no guarantee that students will receive TA or preceptor positions.

The rate of pay is the same for both TA and preceptor positions. For preceptor and TA positions, an average of ten hours per week of work is expected. For students classified as full-time the maximum you can work, according to Provincial Government Policy, is ten hours per week on average. Please refer to the Policy Guidelines on Graduate Student Support and UW Policies, Procedures and Committees handout, distributed with your offer of admission package.

Procedures for Getting Paid
If you are receiving a Teaching or Preceptor assistantship, you must complete a number of forms (e.g., income tax, unemployment insurance) before you will be paid. The Department of Human Resources has sign up days but you can also obtain information on the web at http://www.hr.uwaterloo.ca/student/studentsignup.html. If you complete this process before the cut-off date, you will be eligible for the first pay period at the end of September. Your pay will be deposited.
directly into your bank account on the last Friday of each month. Please contact the GSC if you have any questions.

*Note to International Graduate Students on a Student Authorization:* International students working on campus (employed through the University of Waterloo) are now exempt from needing an Employment Authorization provided the primary document is a valid Student Authorization. If authorizations have to be renewed, kits are available from the International Student Office, NH 2080. Please contact the International Student Office at (519) 888-4567, ext. 32814 or drop by their office. The International Student Office can provide you with important information about employment, obtaining a Social Insurance Number, mandatory health insurance, etc.

**Other Sources of Financial Support**

Bursaries are available for students in financial need through the UW Graduate Studies Officer. These are restricted to full-time students who are Canadian Citizens or Permanent Residents. The Ontario Student Assistance Program (OSAP) provides various types of assistance based on financial need to eligible students. AHS also has an Emergency Loan Fund for graduate students experiencing short-term financial difficulties. Maternity and Adoption Bursaries, as well as Day Care Bursaries are available through the Graduate Studies Office. Other UW and external scholarships are also available for graduate students in AHS. For more information see the UW Graduate Studies web page. More information can be accessed by visiting the MHE Scholarship/Funding webpage at [http://www.ahs.uwaterloo.ca/hsg/mph/current/scholarships.html](http://www.ahs.uwaterloo.ca/hsg/mph/current/scholarships.html).
G. Description of MHE Graduate Program and Degree Requirements

The MHE program, offered by the School of Public Health and Health Systems, provides advanced training in core competencies for professional evaluators. The program builds on the School’s unique strengths in the areas of health behaviour, population health promotion, and environmental health sciences. The course-based curriculum is designed to increase the number of professionals with working experience in health care and public health settings who are well versed in evaluation and its applications within the health system. The program is ideal for both recent Bachelor’s degree graduates and those established in the field who wish to upgrade their training. The goal of the program is to prepare a new generation of health evaluators, who are skilled in improving the integration and efficiency of public health and health services and systems to better protect health, prevent illness, and help people to achieve a healthier life for themselves and their communities in Canada and around the world.

The MHE program offers students the choice of either a full-time or part-time program of studies. Full-time students must complete their degree within 2 years. Part-time students must complete their degree within four years of initial program entry. However, based on the course sequence, full-time students should normally complete the program within 4 terms while part-time students should normally complete the program within 10-11 terms. Courses are offered in three terms of each academic year. For all students, continuous registration for each term of the program is required. Students are permitted to transfer from part-time to full-time studies and vice versa with approval from the Associate Director for Professional Graduate Programs and Associate Dean of Graduate Studies.

This graduate degree program will be delivered in a self-directed, online education format, with course materials distributed over the internet. All other required courses have no on-campus component. On occasion, new elective courses may be offered on campus for one term and then offered online during subsequent years. Access to reliable high-speed internet service is highly recommended in order to have the best experience with our online courses.

Note: The UW MHE program is an applied professional degree program that is course-work and practicum based. This is not a research degree that would necessarily prepare students for doctoral studies.

Curriculum

The UW MHE program comprises mainly a course-based curriculum, which includes 7 required core lecture/seminar courses (12 weeks each), plus 2 elective courses. In addition, students must complete a supervised 12 week Professional Experience Practicum. Workplace sites may include hospitals, government agencies, community-based organizations, integrated delivery systems, etc. There is no research/thesis option. It should be considered that all prerequisite courses must be completed before the practicum. This means that full-time and part-time students must complete PHS 605, 614, 651, 652, 653, 654, and 655 as well as two electives prior to the start of the practicum (PHS 641).

While in the program students should expect to spend 12-15 hr/week on each course. In general, full-time students will have 3 courses per term while part-time students will have 1 course per term. For full-time students that means they will spend up to 45 hours/week on coursework.

The online delivery format will provide opportunities for the students to interact with the content, with faculty members, and with each other. Courses will incorporate small group discussions, as well as opportunities for larger discussions. In addition, online course features may include reflective activities, animated content delivery, and self-evaluating quizzes.
The Program – Master of Health Evaluation

Course Requirements

The minimum course requirements are 9 one-term (0.5 unit weight) graduate courses, and a practicum (1.5 unit weight). Courses include the required courses of Public Health Sciences (PHS) 605, 614, 641, 651, 652, 653, 654, 655, and two elective courses.

At a minimum, and in accordance with University policy, students must obtain an average of at least a B-(70%) in aggregate on the course presented in fulfillment of the degree requirements with an overall average of 75% in the program. A failing grade in any course will necessitate a review of the candidate's status by the department, and may result in a candidate being required to withdraw from the program.

Course Offerings


Core Courses

- PHS 614 – Foundations of Program Evaluation (existing course with a new name)
- PHS 605 – Quantitative Methods & Analysis (existing course with new name)
- PHS 651 – Theory & Applications in Program Evaluation
- PHS 652 – Qualitative and Mixed Methods and Analysis
- PHS 653 – Program Evaluation Practice & Management
- PHS 654 – Systems Thinking and Analysis
- PHS 655 – Survey Methods

Elective Courses

- HSG 609 – Population Intervention Research for Chronic Disease Prevention
- PHS 611 – Health Care System
- PHS 603 – Health Policy in Public Health
- PHS 606 – Principles of Epidemiology
- PHS 608 – Health and Risk Communication in Public Health
- PHS 609 – Management and Administration of Public Health Services
- PHS 617 – Population Intervention for Disease Prevention and Health Promotion
- PHS 632 – Health Economics and Public Health
- PHS 638 – Special Topics Course: Social Justice and Public Health
- PHS 662 – Global Health

Other Elective Courses

Students may take other graduate courses offered within the SPHHS (see SPHHS graduate handbook) although these courses are not offered via online education. Alternatively, students may take other graduate elective courses (and from other universities) subject to approval. In such cases, students must provide a course description and other required information about the course. Students should not enroll in courses listed as undergrad courses, except in special cases and with approval from the Associate Director for Professional Graduate Programs. Suitability of an elective course for credit toward the MHE is determined by the Associate Director for Professional Graduate Programs.

Typical course sequence can be downloaded from <insert URL here>. Students must also complete an Intention to Graduate form and send it to the Professional Graduate Program Coordinator during the final term of the program. To download the form visit http://www.grad.uwaterloo.ca/students/current/forms.asp.
Professional Experience Practicum

Description and Objectives

The UW MHE program provides opportunities for students to gain relevant practical experience by completing a 12 week practicum, working in public health departments, various government agencies, community-based organizations, etc. Students with prior health program evaluation experience may choose to complete their workplace opportunity in an area less familiar to them, which will broaden their scope of practice. Students who have significant professional experience in health program evaluation will have the option of replacing the standard professional experience practicum with a research practicum (either with a faculty member or an external agency), following the same requirements as outlined in the PHS 641 course description.

The practicum is a mandatory component of the MHE degree program. Students must complete the prerequisite courses before starting their practicum. Students work closely with the Associate Director for Professional Graduate Programs and a field supervisor from the practicum site to set up specific arrangements. Students may take one elective course (if necessary) while completing the practicum term. The practicum is generally completed on a full-time basis (35 hours/week) over a minimum of 12 weeks. In addition, students must have at least 1 hour per week of face-to-face interaction with their supervisor(s). Part-time practicum placements may be arranged over two terms (Fall and Winter terms); however, students must log a minimum of 420 hours of work over the two terms. It is possible for part-time students to complete their practicum within their current place of employment. Specific arrangements need to be discussed with the student’s academic advisor before proceeding with this type of arrangement. Tele-work for part of a practicum placement may be considered in exceptional circumstances.

The supervised health program evaluation practicum is intended to provide the student with an opportunity to apply course learning in a public health or health system setting. The placement may involve identifying, designing, and managing informatics solutions. The practicum should allow the student to continue to improve program evaluation competencies. In addition, the practicum experience will provide an understanding of the practical realities of health program evaluation and expose students to other investigations and collaborative working relationships.

A Practicum Learning contract stipulating practicum objectives, and work to be completed and evaluated to meet these objectives, must be jointly approved by the student, the student's field supervisor, and the Associate Director for Professional Graduate Programs. Students may also need to complete an MHE Practicum Agreement form. A written report by the student (for the host site), together with a letter (interim and final evaluation) from the field supervisor, are used by the Profession Graduate Program Coordinator and the Associate Director for Professional Graduate Programs to evaluate student performance. This course is graded on a Credit/Non-credit basis.

Practicum placements are to be arranged by the individual students. Students can access a database of potential practicum sites arranged by the School. They will also receive on-going information from the School throughout their studies regarding potential employers seeking students. The practicum is subject to approval by the Associate Director for Professional Graduate Programs. The practicum will have its own course site in D2L where students can communicate with each other about their practicum experiences and share insights.
Responsibilities (student, the Associate Director for Professional Graduate Programs, practicum field supervisor)

The student needs to actively engage in finding and negotiating an appropriate practicum to meet his/her learning and career development needs. The Program will assist by identifying practicum opportunities, but it is up to the student to secure a placement. This means taking the initiative to contact potential supervisors, as well as working throughout the Program to make sure that his/her oral and written communications skills are adequate to succeed in the application process.

The student is expected to:

- Work with the Associate Director for Professional Graduate Programs, as necessary, to clarify personal and professional learning needs.
- Choose/develop a practicum of interest and make contact with the practicum supervisor.
- Work with the practicum supervisor to establish a Learning Contract prior to the start of practicum.
- Seek ethics approval, if required, for any of the practicum-related projects.
- Once agreed to by the practicum supervisor, provide the Learning Contract to the Associate Director for Professional Graduate Programs for review and approval. The Associate Director should have an opportunity to see and comment on the draft learning contract before the practicum supervisor signs it – principally to avoid extra steps for the student. Submit the final signed Learning Contract to the Learning Contract dropbox in the Practicum Course in Waterloo_Learn.
- Conduct activities to meet learning objectives, service expectations and other deliverables of the Learning Contract. Identify, if applicable, where practicum is not meeting learning needs.
- Meet professional standards of conduct, including respect for the confidentiality of health or other information on individuals that they may encounter as part of their practicum experience, as well as respect for the confidentiality of agency information. Responsible behaviour regarding attendance and interest in agency activities is expected.
- Participate in mid-placement interview and complete the Interim Evaluation Form with your practicum supervisor. Submit the completed and signed form to the Interim Evaluation dropbox in the Practicum Course in Waterloo_LEarn.
- Participate in final evaluation interview and complete the Final Evaluation Form with your practicum supervisor. Submit the completed and signed form to the Final Evaluation dropbox in the Practicum Course in Waterloo_LEarn.
- Complete the Student Host Evaluation form and submit it to the Student Host Evaluation dropbox in the Practicum Course in Waterloo_LEarn.

The Associate Director for Professional Graduate Programs has responsibility for overseeing the academic aspects of the student’s practicum to ensure that it will meet the learning needs of the student and the academic requirements of the University of Waterloo MHE program. The Associate Director is available to help you in identifying your professional and career objectives, clarifying your learning objectives and narrowing your choices among potential practicum sites (you will first initiate contact with potential supervisors, and apply to practicum opportunities that will be e-mailed regularly by the staff and faculty from the MHE program, so this won’t be needed in every case).

The Associate Director for Professional Graduate Programs is expected to:

- Assist the student, as needed, to clarify and identify realistic goals and specific learning objectives for the practicum and may assist with the identification of potential practica.
- Advise on the development of a Learning Contract.
- Review and approve the Learning Contract before the start of the practicum to ensure that it meets academic and quality expectations (NB the idea is that you won’t spend 2 weeks of a fairly short practicum working on your learning contract!).
The Program – Master of Health Evaluation

- Be available to address any concerns or difficulties experienced during the practicum. (May attend the interim and/or final evaluation, e.g. at the request of the student or practicum supervisor).
- Review, evaluate and provide feedback on any project that is part of the evaluation of the student.
- Review your mid-term evaluation and provide advice if there are areas where you need to improve.
- Work together to develop a plan to help you if there are warning signs that you might not pass practicum Review your practicum supervisor’s evaluation and your practicum deliverable(s) on completion of practicum and sign off, indicating that you should receive academic credit for your work.
- Review and sign off on the student’s evaluation of the practicum experience.

The practicum field supervisor ensures the necessary practice and learning environment for the student and provides ongoing guidance, support and supervision.

The practicum supervisor is expected to:
- Identify potential projects and/or learning experiences in his/her organization.
- Negotiate with the student the details of the Learning Contract (e.g. assist the student in identifying reachable, appropriate and meaningful learning objectives and outcomes). Ideally, this should be done in person with the student. This would provide an opportunity to discuss the educational and practice needs of the student, expectations and needs of the host organization, expected activities and responsibilities, project deliverables, any relevant policies or procedures related to the practicum site, and stipend-related issues.
- Review and sign off on the Learning Contract prepared by the student (which normally would have been developed in collaboration with the practicum supervisor).
- Make necessary arrangements to provide for space, computer, phone, supplies, etc.
- Provide orientation to the workplace, organizational structure, and functions.
- Provide access to information, individuals and work teams, and support opportunities for exposure to ongoing activities (e.g. Board and other relevant meetings, field visits, investigations, seminars, etc.), as well as identifying additional opportunities for public health practice.
- Meet with the student regularly (suggested minimum supervisory time is one hour weekly) to review progress and provide feedback and direction. Ideally this would be in person, but interaction by phone or other electronic means can be used on occasion when it is not feasible to meet in person.
- Suggest supplementary readings or projects to enhance the experience.
- Discuss student needs with the Associate Director for Professional Graduate Programs as necessary.
- Provide a mid-placement evaluation of the student’s progress and discuss it with him/her.
- Provide a final evaluation of the student’s progress and discuss it with him/her.

Finances
For some practicum placements listed in the database, the host sites pay students a salary or stipend. Students who are not receiving income from their host site or employer are eligible for a Practicum Award. A limited number of awards will be available each year. To apply for the award, students must complete the Practicum Award form (available from the Sharepoint site (ads/username and password)) and submit it to the Professional Graduate Program Coordinator by the first day of the academic term in which the practicum will take place or unless otherwise specified. Earlier submissions are strongly encouraged because of the limited availability of awards. The award cannot be submitted until a learning contract has been initiated with the host site.

Students must also complete the Work/Education Placement Agreement if participating in an unpaid practicum placement. The form must be submitted to the Professional Graduate Program Coordinator.
before beginning the placement. This form ensures you have insurance coverage in case of an accident. The forms are available on the Sharepoint site located on the program’s website.
**H. Additional Information about the University Of Waterloo**

**Student Representation on Committees**
At the start of each school year and/or when there is an opening, MHE students will be invited to join the following committees.

- Professional Graduate Programs Committee – 1 student
- MHE Evaluation Advisory Committee – 1 student
- SPHHS School Meetings – 1 student and 1 alternate

Nature of commitment varies across the positions. On-campus attendance is required.

**Access to Building after Hours**
A building key is not necessary as Burt Matthews Hall is open 24 hours a day except during the December break. Corridor doors are locked between 4:30 p.m. and 8:30 a.m. on weekdays and all day on weekends. Access to other buildings (e.g., Math & Computer, or the Physical Activities Complex) is possible most hours that you would have need to use these facilities.

The information in this section is relatively up-to-date. If you require more accurate details, please refer to the latest edition of the Waterloo Graduate Calendar.

**Graduate Student Association and the Graduate Club**
All graduate students are automatically members of The Graduate Student Association. The Grad House is situated in the centre of campus and serves lunches and alcoholic and non-alcoholic beverages at moderate prices. Consult your fellow SPHHS graduate students for more information.

**Libraries**
There are a number of libraries on campus. The Dana Porter Arts Library, which is located in the centre of the campus, is the main library. The Engineering, Mathematics and Science (EMS) Library is in the Davis Centre and contains materials related to mathematics, economics, physical science, and so on. For manuals and other materials related to computer software and its application, Information Systems & Technology (IST) has a special library on the first floor of the Math and Computer building. The Faculty of Environmental Studies maintains a map library on the main floor of the Environmental Studies Building (ES1).

The University is linked to the Ontario Inter-University Library System whereby it is possible to obtain a copy of a book or journal which is not available in our library within 48 hours. Inter-library loan (ILL) service reaches across North America. An ILL office is located in the Dana Porter Arts Library, Room LIB 224.

The Faculty operates the Lois Matthews Reading Room in BMH 3035. It is available to faculty and graduate students for informal meetings and conversation as well as browsing.

**Parking on Campus**
You may park in any of the visitor parking lots and pay each time you enter. You may pay by the term in selected lots (depending on the availability of space), in which case you need to contact the Parking Office in the Security Department which is located in the Commissary (COM), extension 33100. Further information and rates can be found at [http://parking.uwaterloo.ca/](http://parking.uwaterloo.ca/).
Banking

Major banking organizations have branch offices located close to the University and the Canadian Imperial Bank of Commerce has a branch located on the lower level of the Student Life Centre. Assistantship and scholarship payments are deposited directly into your local account. Please check with the Payroll Department in the General Services Complex (GSC) to be sure that you have filled out the appropriate forms.

Living Accommodations for Graduate Students

As with most university cities, housing is at a premium. Although not necessary, if you choose to stay near campus, the earlier you can arrange accommodation, the closer you will be to the University and the cheaper the rate. There is a Housing Office located in Village 1 (V1) which provides lists of apartments and rooms to rent. You should consult this source as soon as possible. Another good source of information is the current graduate students who, based on experience, may be familiar with upcoming vacancies. New to campus housing is Columbia Lake Village, designed specifically for graduate students. Further information can be found at [http://www.housing.uwaterloo.ca/residences/clv/index.html](http://www.housing.uwaterloo.ca/residences/clv/index.html)

Centre for Career Action

The Centre for Career Action provides assistance to students graduating with advanced degrees who are seeking employment. Types of employment and the organizations and agencies compatible with individual students' needs and abilities are discussed during personal interviews with career advisors. Group sessions for students are held on job-hunting techniques, resume writing and successful interviewing. Each year, several hundred employers are invited to conduct on-campus interviews for all graduating students. Post-graduate students may participate in interviews during the Fall and Winter terms. The offices are located on the first floor of Tatham Centre.

Bookstore

The BookStore, with three sales areas, is located in South Campus Hall. It provides for all of the student's textbook needs, more than 30,000 titles of non-required books, engineering, art and optometry supplies, stationery and crested merchandise.

Normal Bookstore hours are 9:00 a.m. to 5:00 p.m., Monday through Friday. Extended hours as posted as required. On-line purchases can be made and delivery arranged. For general information, call extension 32902.

International Student Office

The International Student Office (ISO) aids international students through its special programs and by providing information on many aspects of living in Canada: immigration regulations, community services, personal problems, legal problems, cultural adjustment, orientation to university life, and so on. Programs include Host Families, English conversation class, English tutors, temporary housing, TOEFL preparation courses and United States visa service. All students from outside Canada are invited to visit the International Student Office in Needles Hall, Room 2080. Hours are 8:30 a.m. to 4:30 p.m., Monday to Friday.

Health Care

Health Services – [http://www.healthservices.uwaterloo.ca](http://www.healthservices.uwaterloo.ca). Registered students can receive medical care, nursing care and counseling services at Health and Safety. A roster of family doctors attends Health and Safety each day to see students. A Health and Safety physician is on 24-hour call seven days a week for students.
Hours: Monday to Friday – Fall & Winter terms 8:30 a.m. – 7:30 p.m.; Spring term 8:30 a.m. to 5:00 p.m.

Allergy Injections: Fall & Winter terms 9:00 a.m. – 5:00 p.m.; Spring term 9:00 a.m. to 4:00 p.m. (unless posted otherwise)

Health Insurance: Physicians' fees at Health and Safety as well as laboratory work and X-rays are paid for by the Ontario Health Insurance Plan (OHIP). For detailed information on OHIP, students can obtain a free booklet, “The Ontario Health Insurance Plan General Guide”, at the Clinic. OHIP application forms are also available at the Clinic. Students from other Canadian provinces and foreign students should check with Health and Safety staff regarding their coverage.

With the exception of visa students, all full-time students are covered by a Student Supplementary Health Insurance Plan. Premiums are shown in the Schedule of Fees. Dependent (family) coverage can be obtained by payment of an additional premium. A pamphlet detailing this plan is available at Health and Safety, the Registrar's Office, Financial Services, or the Federation of Students' Office.

Visa students, no longer covered under the Supplementary Health Insurance Plan since June 30, 1994, should enroll for the UHIP or University Health Insurance Plan. This plan can cover either the student alone, one dependent or more than one dependent at different costs. To apply for dependent coverage the student must apply for coverage within 30 days of arriving in Canada. After this time the student must seek coverage from another private insurer or be responsible for his or her own medical costs. The Graduate Studies Office cautions that medical costs are very high, for example, one day in the hospital can cost as much as $2,000.00 in Canada. Information regarding this plan can be obtained from the Graduate Studies Office.

Centre for Teaching Excellence (CTE)

The Centre for Teaching Excellence (CTE) was established at the University of Waterloo in 2007 via a merger of the Teaching Resources Offices (TRACE), the Centre for Learning and Teaching Through Technology (LT3), and Learning Resources and Innovation (LRI).

The Centre for Teaching Excellence provides workshops and other sessions that help prepare graduate students for the teaching aspect of an academic career. These include the Certificate in University Teaching (CUT) and the International TA (ITA) program. Complementing these professional development opportunities are teaching-related workshops offered by individual departments. Graduate students who have taken full advantage of these opportunities have subsequently reported that they were considered more desirable candidates for academic positions, and felt better prepared for the classroom after being hired to a post-secondary institution. For more information visit http://cte.uwaterloo.ca/graduate_programs/index.html

Child Care

There are a variety of child care services available through four centres on campus. The Early Childhood Education Centre provides half-day preschool programs for children ages 3-5. The Hildegard Marsden Co-operative Day Nursery provides full day care for infants and children ages 3 months – 6 years. Both
the Klemmer Farmhouse Co-operative Nursery and the Paintin' Place Co-operative Day Care provide full-day care for toddlers and pre-school children.

**Policy on Bicycles in University Buildings**

This statement makes clear that bicycles are not to be taken into or parked in campus buildings. The only exceptions are the storing of bicycles in areas specifically designated for this purpose located in the residence facilities and the UW Bike Centre in the Student Life Centre. Departments administering buildings and UW Police are authorized to remove any bicycles found within campus buildings and not parked in outside bicycle racks. This policy is not intended to discourage bicycle use but to ensure UW's compliance with fire and life safety requirements.
I. Post-Graduation Procedures

Please see the ‘Graduation’ section of the program’s website (http://www.ahs.uwaterloo.ca/hsg/mph/current/graduation.html) to review relevant information and download the Intent to Graduate/Program Completion form. In order to prepare for the Fall convocation (http://www.registrar.uwaterloo.ca/convocation/index.html), this form must be submitted before the end of August.

Also, make sure you return any keys to university rooms/buildings to the Faculty Administrative Assistant, BMH 2312 and pay any outstanding tuition, photocopying and/or library bills. Please inform the Professional Graduate Program Coordinator of your initial job and title for purposes of future Graduate Reports.

Upcoming Term Tuition Fees for Graduating Students
Submission of the Intention to Graduate form impacts tuition refunds and/or cancellation of your Finance account. The School processes your Intention to Graduate form shortly after you submit it and you will be contacted if there are any issues that might stand in the way of your graduation. The Graduate Office then processes Intention to Graduate requests in the beginning of September (for Fall convocation). Until the Graduate Office processes your graduation information, your Quest account might ask that you pay tuition fees for the upcoming Fall term. If you have submitted your Intention to Graduate form by the August 31st deadline, please ignore the tuition fees request for the upcoming term - they will disappear as soon as the Graduate Office processes your graduation request.
J. Important Dates and Deadlines

OGS
- Professional Graduate Program Coordinator will send out an announcement email concerning the scholarship at the beginning of September
- Departmental deadline for completed application mid-October

Annual Progress Report
- School deadline for completed report is in June

Academic Term Deadlines

For Calendar of events and academic deadlines see http://gradcalendar.uwaterloo.ca/?pageID=95186

Holidays and University Closures

http://gradcalendar.uwaterloo.ca/?pageID=95186
APPENDIX 10 – Senate Graduate & Research Council
New and Revised Course Submissions

Faculty: APPLIED HEALTH SCIENCES

Effective date: 9/1/2013

Course □ Milestone □ Milestone title:
New □ Revision □ Inactivation □

Subject code (applicable for courses only): PHS Course number: 614

For course revision, indicate the type(s) of changes e.g. consent, description, title, requisites:
Course Description; Requisites

Course title (maximum 100 characters): Foundations of Program Evaluation

Course short title (maximum 30 characters): Foundations of Program Evaln

Grading Basis: NUM

Consent Required: None

Credit Weight 0.50

Course description:

Methods and applications of program evaluation in public health, as a means to ensure the effectiveness, accountability and continuous improvement of public health programs. Case examples are used to illustrate methodological, political and ethical challenges of program evaluation in the public health context. Course open to MPH students. Others may be admitted with consent of instructor.

New course description (for course description revision):

Methods and applications of intervention evaluation in public health, as a means to ensure the effectiveness, accountability and continuous improvement of public health interventions. Basic
evaluation models and concepts of evaluation design are provided as an introduction, including the relationship between intervention planning (organization and program planning) and evaluation. Case examples are used to illustrate methodological, political and ethical challenges of program evaluation in the public health context.

Meet type(s): LECTURE ONLINE

Primary meet type: LECTURE

Requisites: Prerequisite: SPHHS students only.
Antirequisite: HSG 604 Evaluation of Health and Human Service Programs

Special topics course: Yes ☐ No ☑

Cross-listed: Yes ☐ No ☑

Course subject(s) to be cross-listed with and approval status: N/A

Sections combined/heldwith: N/A

Rationale:
This on-line course was originally developed for the Master of Public Health program, but will be modified to also accommodate students in the new Master of Health Evaluation program. Students enrolled in any of the professional graduate degree programs offered by the School of Public Health and Health Systems may enroll in this course.

Prepared by: keschmid Date: 10/31/2012
Faculty:  

APPLIED HEALTH SCIENCES

Effective date:  

9/1/2013

Course ☐ Milestone ☐ Milestone title:

New ☐ Revision ☐ Inactivation ☐

Subject code (applicable for courses only):  

PHS  

Course number:  

605

For course revision, indicate the type(s) of changes e.g. consent, description, title, requisites:

Title; Requisites

Course title (maximum 100 characters):  

Biostatistics in Public Health

New course title:  

Quantitative Methods and Analysis

Course short title (maximum 30 characters):  

Quant. Methods & Analysis

Grading Basis:  

NUM

Consent Required:  

None

Credit Weight  

0.50

Course description:

This course is an introduction to biostatistics for those planning a career in public health. Students will learn various biostatistical techniques, how to apply those techniques in the analysis of data from health studies, and how to interpret the results from those analyses. Topics include types of data, descriptive statistics, probability, distributions of data, exploratory data analysis, confidence intervals, hypothesis testing, regression analysis, analysis of variance, and brief exposure to categorical data analysis and survival analysis. Emphasis will be on conceptual understanding of topics as well as carrying out various data analysis applications.

New course description (for course description revision):  

N/A

Meet type(s):  

LECTURE  

ONLINE

Primary meet type:  

LECTURE
Requisites: **Prerequisite:** SPHHS students only.
**Antirequisite:** HSG 605C – Logistic Regression and its Application

Special topics course: Yes ☐ No ☑

Cross-listed: Yes ☐ No ☑

Course subject(s) to be cross-listed with and approval status: **N/A**

Sections combined/held with: **N/A**

**Rationale:**
This course was originally developed for the Master of Public Health Program and is currently offered online by the School of Public Health and Health Systems. It will become available to students in any of the professional graduate degree programs offered by the School. The name change provides a more detailed description of what the course offers.

Prepared by: keschmid Date: 10/31/2012
Faculty: APPLIED HEALTH SCIENCES

Effective date: 1/1/2014

Course ☐ Milestone ☐ Milestone title:
New ☐ Revision ☐ Inactivation ☐

Subject code (applicable for courses only): PHS  Course number: 651

For course revision, indicate the type(s) of changes e.g. consent, description, title, requisites: N/A

Course title (maximum 100 characters): Theory and Applications in Program Evaluation

Course short title (maximum 30 characters): Theory and Apps in Prgm Evaln

Grading Basis: NUM

Consent Required: None

Credit Weight 0.50

Course description:
An advanced program and policy evaluation course that provides theoretical knowledge, skills, and application of program evaluation approaches, including organizational and program planning. A more in-depth coverage of topics will be presented, including case studies and the understanding and use of program and policy intervention theory. This includes the creation of logic models, the identification of the purpose of the evaluation, the development of an appropriate evaluation design, and consideration of factors associated with knowledge use.

New course description (for course description revision): N/A

Meet type(s): LECTURE ONLINE

Primary meet type: LECTURE

Requisites: Prerequisite: SPHHS students only; PHS 614 Foundations for Program Evaluation or HSG 604 Evaluation of Health and Human Service Programs
Special topics course: Yes ☐ No ☑

Cross-listed: Yes ☐ No ☑

Course subject(s) to be cross-listed with and approval status: N/A

Sections combined/held with: N/A

Rationale:
This online course is required for the Master of Health Evaluation program offered by the School of Public Health and Health Systems. Students will acquire health evaluation competencies in reflective, evaluation, situational, management, and interpersonal practice (i.e., competencies necessary for the profession).

Prepared by: keschmid Date: 10/31/2012
Faculty: APPLIED HEALTH SCIENCES

Effective date: 1/1/2014

Course  ☐ Milestone  ☐ Milestone title:
New  ☐ Revision  ☐ Inactivation  ☐

Subject code (applicable for courses only): PHS  Course number: 652

For course revision, indicate the type(s) of changes e.g. consent, description, title, requisites: N/A

Course title (maximum 100 characters): Qualitative and Mixed Methods and Analysis

Course short title (maximum 30 characters): Qual. & Mixed Mthds & Analysis

Grading Basis: NUM

Consent Required: None

Credit Weight 0.50

Course description:
This course applies qualitative and mixed methods approaches to program evaluation and public health practice. A critical analysis will inform health policy and practice based on methodological approaches most appropriate to the type of evaluation being conducted. Data collection tools, such as focus groups or interviews will be taught, as well as useful techniques for data analysis, interpretation of results, and presentation of findings.

New course description (for course description revision): N/A

Meet type(s): LECTURE  ONLINE

Primary meet type: LECTURE

Requisites: Prerequisite: SPHHS students only.
Special topics course: Yes ☐ No □

Cross-listed: Yes ☐ No □

Course subject(s) to be cross-listed with and approval status: N/A

Sections combined/held with: N/A

Rationale:
This online course is required for the Master of Health Evaluation program offered by the School of Public Health and Health Systems. Students will acquire health evaluation competencies necessary for the profession, including specific skills related to evaluation practice, one of the core learning outcomes of the program.

Prepared by: keschmid       Date: 10/31/2012
Faculty: APPLIED HEALTH SCIENCES

Effective date: 5/1/2014

Course ☐ Milestone ☐ Milestone title:

New ☐ Revision ☐ Inactivation ☐

Subject code (applicable for courses only): PHS  Course number: 653

For course revision, indicate the type(s) of changes e.g. consent, description, title, requisites: N/A

Course title (maximum 100 characters): Evaluation Practice and Management

Course short title (maximum 30 characters): Evaln Practice & Management

Grading Basis: NUM

Consent Required: None

Credit Weight 0.50

Course description:
Key concepts necessary for successful evaluation practice and management are discussed and applied using case examples. Evaluation practice examples that are discussed include learning to understand and incorporate consideration of diversity, societal, organizational and environmental context in the conduct of evaluations. Key project management concepts relevant to each step of the evaluation of intervention will be covered, including (but not limited to) selecting research questions and focusing design considerations, budgets, timelines, politics, and contingency plans as well as creating and working in teams.

New course description (for course description revision): N/A

Meet type(s): LECTURE  ONLINE

Primary meet type: LECTURE

Requisites: Prerequisite: SPHHS students only; PHS 614 and PHS 651
Special topics course: Yes ☐ No ☐

Cross-listed: Yes ☐ No ☐

Course subject(s) to be cross-listed with and approval status: N/A

Sections combined/held with: N/A

Rationale:
This online course is required for the Master of Health Evaluation program offered by the School of Public Health and Health Systems. Students will acquire health evaluation competencies in reflective, evaluation, situational, management, and interpersonal practice (i.e., competencies that are necessary for the profession).

Prepared by: keschmid       Date: 10/31/2012
Faculty: APPLIED HEALTH SCIENCES

Effective date: 9/1/2013

Course □ Milestone □ Milestone title:
New □ Revision □ Inactivation □

Subject code (applicable for courses only): PHS  Course number: 654

For course revision, indicate the type(s) of changes e.g. consent, description, title, requisites: N/A

Course title (maximum 100 characters): Systems Thinking and Analysis

Course short title (maximum 30 characters): Systems Thinking and Analysis

Grading Basis: NUM

Consent Required: None

Credit Weight 0.50

Course description:
This course provides the theory and tools needed to apply systems thinking and a systems approach to health program evaluation. An in-depth understanding of various forms of evaluation -- process, utilization-focused, stake-holder, formative, developmental, and comprehensive evaluation -- will be acquired.

New course description (for course description revision): N/A

Meet type(s): LECTURE ONLINE

Primary meet type: LECTURE

Requisites: Prerequisite: SPHHS students only.

Special topics course: Yes □ No ■

Cross-listed: Yes □ No ■

GRADUATE STUDIES OFFICE
Waterloo, Ontario, Canada N2L 3G1
uwaterloo.ca/graduate-studies | gsoffice@uwaterloo.ca
Fax 519-746-3051

Senate Graduate and Research Council – Course/Milestone – New/Revision/Inactivation form
Course subject(s) to be cross-listed with and approval status: N/A

Sections combined/held with: N/A

Rationale:
This online course is required for the Master of Health Evaluation program offered by the School of Public Health and Health Systems. Students will acquire health evaluation competencies in evaluation, situational, and interpersonal practice (i.e., competencies that are necessary in the profession).

Prepared by: keschmid Date: 10/31/2012
Faculty:                      APPLIED HEALTH SCIENCES

Effective date:              5/1/2014

Course ☐ Milestone □ Milestone title:
New    ☐ Revision □ Inactivation □

Subject code (applicable for courses only):   PHS    Course number: 655

For course revision, indicate the type(s) of changes e.g. consent, description, title, requisites: N/A

Course title (maximum 100 characters):  Survey Methods

Course short title (maximum 30 characters): Survey Methods

Grading Basis:                  NUM

Consent Required:               None

Credit Weight                  0.50

Course description:
This course provides in-depth coverage of measurement development and data gathering methods needed for evaluation data collection. Various measurement approaches will be studied, including questionnaire and survey design. Students will develop a measure (e.g. psycho/socio-metric scale) and test its reliability and validity, and understand precision and bias in questionnaire design and survey data. Students will acquire critical skills needed to determine if an existing measure is applicable to a particular evaluation design.

New course description (for course description revision): N/A

Meet type(s):                   LECTURE     ONLINE

Primary meet type:             LECTURE

Requisites:  Prerequisites: SPHHS students only; PHS 605, HSG 605, or PHS 652.

Special topics course:         Yes □ No ☐
Cross-listed: Yes ☐ No ■

Course subject(s) to be cross-listed with and approval status: N/A

Sections combined/held with: N/A

Rationale: This online course is required for the Master of Health Evaluation program offered by the School of Public Health and Health Systems. Students will acquire health evaluation competencies in evaluation and interpersonal practice (i.e., competencies that are necessary in the profession).

Prepared by: keschmid Date: 10/31/2012
REFERENCES


To: Arts Faculty Council

From: Patricia O'Brien, School of Accounting and Finance

re: Inactivation of diplomas in IT and IS-Assurance

Date: 22 June 2012

Proposed: To inactivate the graduate diploma programs in Business Information Technology and in Information System Assurance, and delete associated courses from the UW calendar.

Rationale: The diploma programs in Business Information Technology (BIT) and Information System Assurance (ISA) were conceived as distance education programs, offering graduate diplomas to individuals who completed a set of on-line courses. The programs did not attract a sufficient number of qualified students to justify continuing them. In 2010, the SAF Executive Council suspended further admissions to both programs, but did not formally inactivate them. This proposal will do so. The SAF faculty approved the inactivation proposal at its June 2012 meeting.

The following courses, which were exclusive to these diploma programs, will be deleted from the University calendar:

ACC 620 - Enterprise IT Architecture and Configuration Management
ACC 624 - IT Security
ACC 625 - IT Strategic Planning
ACC 627 - Business Process Enablement and Project Management
Senate Bylaw 8

A bylaw relating to the establishment of the Graduate & Research Council 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. GRADUATE & RESEARCH COUNCIL

There shall be a Council of the University, appointed by and responsible to the Senate, called the Graduate & Research Council.

2. GRADUATE & RESEARCH COUNCIL MEMBERSHIP

The membership of this Council shall consist of the following:

   a. President of the University
   b. Vice-President, Academic & Provost
   c. Associate Provost, Graduate Studies, who shall co-Chair this Council
   d. Associate Dean of Graduate Studies
   e. Vice-President, University Research, who shall co-Chair this Council
   f. Associate Vice President, Research
   g. Associate Vice President, External Research
   h. Director, Research Ethics & Grants
   i. Director, Contracts Research & Industrial Grants
   j. Director of Graduate Studies, Academic Services
   k. University Librarian
   l. President of the Graduate Student Association
   m. Two faculty members with Approved Doctoral Dissertation Supervisor (ADDS) status from each Faculty, one of whom must be an associate dean with a research and/or graduate studies portfolio [associate dean positions are exofficio; others are two years]
   n. One faculty member from the Federated & Affiliated Colleges, who shall serve for a term of two years.
   o. One graduate student from each Faculty, each of whom shall serve for a term of two years.

3. POWERS AND DUTIES OF THE GRADUATE & RESEARCH COUNCIL

The Graduate & Research Council shall consider all questions relating to the academic quality of graduate studies and research activity within the University and, without intending to restrict the generality of the foregoing, the Graduate & Research Council shall,

   a. Make recommendations to the Senate with respect to the government, direction and management of, or any changes in rules, regulations or policies for graduate studies and research in the University.
   b. Advise the Vice-President, Academic & Provost on all matters relating to graduate studies and research.
   c. Receive, consider, study and review briefs on any aspect of graduate studies and research from members of the University.
   d. Make recommendations to Senate with respect to any financial matter pertaining to graduate studies and research.
   e. Consider, study and review all proposals for new graduate programs, the deletion of graduate programs, major changes to existing graduate programs, arrange for internal appraisals as the Council shall see fit, and make recommendations to the Senate thereon.
f. On behalf of the Senate, consider and approve all new graduate courses, the deletion of graduate courses, and proposed minor changes to existing graduate courses and programs, and provide the Senate with a brief summary of Council's deliberations in this regard. Any matter of controversy that might arise may be referred to the Senate.

g. Consider, study and review all proposals for new centres and institutes, and the closure of centres and institutes, and make recommendations to the Senate thereon.

h. On behalf of the Senate, consider and approve renewals for centres and institutes, and report such renewals to the Senate for information. Any matter of controversy that might arise may be referred to Senate.

i. On behalf of the Senate, consider and approve all new graduate scholarships and awards. Any matter of controversy that might arise may be referred to the Senate.

4. 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.

c. In this Bylaw, where the title "Dean of Graduate Studies" appears, an Acting Dean of Graduate Studies, or Dean of 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 Dean of Graduate Studies, with the latter's full rights and responsibilities.

d. In this Bylaw, where the title "Vice-President, University Research" appears, an Acting Vice-President, University Research, or Vice-President, University Research 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 Vice-President, University Research, with the latter's full rights and responsibilities.

Senate Bylaw Number 8
Approved by Senate December 4, 1972.
Amended by Senate in two readings September - October 1975.
Amended by Senate in two readings September - October 1977.
Amended by Senate in two readings May - June 1981.
Amended by Senate in two readings April - May 1982.
Amended by Senate in two readings April - May 1987.
Amended by Senate in two readings January - February 1989.
Amended by Senate in two readings June and October, 1995.
Amended by Senate in two readings May - June 2003.
Amended by Senate in one reading May 19, 2009.

Senate Bylaw Number 12
Approved by Senate in two readings November-December, 1988.
Approved by Senate in two readings on November 15, 1993.
Approved by Senate in two readings June and October, 1995.
Amended by Senate on June 17, 1996.
Merged with revised Bylaw 8, June 2003, to reflect the amalgamation of the Senate Graduate & Research Council.
University of Waterloo
SENATE NOMINATING COMMITTEE FOR HONORARY DEGREES
Report to Senate
21 January 2013

The Senate Nominating Committee for Honorary Degrees met on 17 October 2012 and agreed to forward the following item to Senate for approval. This item is recommended for inclusion in the regular agenda. [Further information is available from the secretary, ext 38990].

FOR APPROVAL

GUIDELINES FOR THE AWARDING OF HONORARY DEGREES

1. Motion. That Senate approve the amendment to the guidelines for the awarding of honorary degrees to reflect the current Senate-approved membership on the committee, as follows and as outlined in Attachment 1 [underline = new text; strikeout = deleted text]:

Procedure
Honorary degrees are approved by Senate on recommendation of the committee, consisting of four five ex-officio members: the president (chair); vice-president, academic & provost; vice-president, advancement; associate provost, graduate studies; and chair, Honorary Member of the University Committee (a staff member); and the following members appointed by the Senate: one faculty member from each faculty; one faculty member representing the university colleges; two undergraduate students and one graduate student; and one alumnus/a. The registrar attends as observer. The committee accepts nominations from faculty committees, individual members of the university community and others, and will take an active role in generating nominations.

Rationale
Senate, at its meeting on 19 November 2012, approved an amendment to the committee’s terms of reference to add the ex-officio membership of the vice-president, advancement. This amendment will bring consistency between the Senate-approved documents which empower the committee and guide its activities.

/mg

Feridun Hamdullahpur
Chair
Honorary Degrees Awarded

The University of Waterloo confers the following honorary degrees, *honoris causa*:

- For scholarly/professional achievement: **DEng** (Doctor of Engineering), **DES** (Doctor of Environmental Studies), **DLitt** (Doctor of Letters), **DSc** (Doctor of Science), **DD** (Doctor of Divinity), **DMath** (Doctor of Mathematics). These degrees are normally awarded to persons of international stature who have made outstanding contributions to their discipline, to the development of their profession, or who have pioneered or revolutionized a field.

- For service to society: **LLD** (Doctor of Laws) This degree is awarded for outstanding contributions to the development of some aspect of Canadian society, or its role on the international scene, or to someone who has brought honour to Canada on the world stage.

Purpose

An honorary degree is the highest honour conferred by the university. Through the conferring of honorary degrees, the University of Waterloo seeks to recognize outstanding achievement, whether academic or through service to society.

Selection Guidelines

The Senate Nominating Committee for Honorary Degrees (the “committee”) will review each nominee in terms of whether he or she personifies the core values of the relevant faculty and/or the university, and exemplifies the personal and professional characteristics to which we wish our students to aspire. People thus recognized should be such as to provide example and inspiration to University of Waterloo students and graduates. Decisions taken by the committee will seek to reflect the diverse social and cultural character of Canada as well as the academic diversity of the university itself.

The range of achievement considered by the committee is broad, and includes such fields as research, scholarship, the arts, business, and professional and voluntary service, including exceptional service or significant contribution to the university, the community, nation, or the world. The committee seeks especially to honour those whose contributions have not yet been widely recognized.

It is not essential that a candidate have a direct connection with the university, but there should be a compelling reason why this particular university should confer its highest honour on an individual at a particular time.

Serving politicians, either Canadian or foreign, are not excluded from consideration for honorary degrees. Sensitive, however, to the perception of government influence on institutional autonomy and academic freedom, the committee will look for evidence in nominees of: exceptional service or leadership over an extended period in public life; general (as distinct from partisan) esteem; and a strong reason why the University of Waterloo in particular should confer the honour.

Individuals holding "adjunct" appointments are not excluded from consideration.

Exclusions

Active or newly retired members of the university faculty or staff will not normally be considered for honorary degrees. Where an exception is made, it should be for achievement or service beyond the university.
In Absentia
Normally, honorary degrees are not awarded posthumously or in absentia.

Nomination Package
All nominations must be submitted in writing; the nomination package should normally include:

- a nomination letter (2-3 pages) from a member of the university signed by one or more faculty members internal to the university;
- a clear statement (up to 300 words) stating the reasons why the nominee should be honoured by the University of Waterloo at this time. This statement should provide a brief overview of the outstanding achievements/contributions this individual has made that have led to the nomination and why it is believed that UW in particular should consider conferring an honorary degree on this individual;
- a letter signed by the dean supporting the nomination;
- a current curriculum vitae, including current mailing and email addresses;
- links to online information, or other attachments, or any other appropriate materials such as news articles, literature, etc., that would help in the committee’s evaluation.

Because of the need for strict confidentiality, nominators should not seek letters of support or reference from individuals external to the university. The committee may contact the nominators should it require further information to make an evaluation.

Completed nomination packages should be sent to the Secretary of the Senate Nominating Committee for Honorary Degrees, c/o Secretariat, NH 3060. All information received by the committee is held in confidence.

If possible, and as deemed appropriate, nominators are encouraged to organize supplementary events within the nominating faculty or the university to complement the convocation activities (such as a special lecture by the honorary degree recipient).

Considerations
Since almost all candidates for honorary degrees will be distinguished people in one way or another, it is the task of the committee to investigate and judge their relative merits and make preferential choices. While there are not specific criteria against which to assess candidates for honorary degrees, there are certain questions which will guide the committee in its deliberations:

- In what ways is this candidate’s achievement truly outstanding?
- In what ways has scholarship, a profession, or some significant segment of society benefitted by this contribution?
- Will this person’s achievement be seen to be important and exemplary to the students who will graduate at that convocation?
- Has this person been sufficiently recognized already by other honours and awards?
- Has this person been appropriately recognized by the field or profession in which he/she is said to excel?
- Why is it appropriate for the University of Waterloo to honour this person at this time?
- Does this candidate help Waterloo achieve the goal of reflecting, in the honours it bestows, the diversity of Canadian society or the academic diversity of the university?
**Procedure**

Honorary degrees are approved by Senate on recommendation of the committee, consisting of five ex-officio members: the president (chair); vice-president, academic & provost; vice-president, advancement; associate provost, graduate studies; and chair, Honorary Member of the University Committee (a staff member); and the following members appointed by the Senate: one faculty member from each faculty; one faculty member representing the university colleges; two undergraduate students and one graduate student; and one alumnus/a. The registrar attends as observer. The committee accepts nominations from faculty committees, individual members of the university community and others, and will take an active role in generating nominations.

All recommendations for DEng, DES, DLitt, DSc, and DMath must be first considered by the pertinent faculty committee, and supported in writing by the dean of the faculty. Nominations for the DD will be first considered by one or more of the university colleges, and supported in writing by the president/principal of the pertinent college. Nominations for the LLD may be made directly to the Senate Nominating Committee for Honorary Degrees. (Note: Nominations for the LLD submitted directly to the committee will be forwarded to the pertinent faculty for information prior to being considered by the committee.)

The committee will meet periodically to consider nominations. Only candidates who have the support of at least two-thirds of the members of the committee will be approved for forwarding to Senate. The committee may, where it chooses, defer consideration of candidates pending further information. Mindful that committee discussions are confidential, in the event that a candidate is not approved for inclusion in the pool (i.e., not forwarded to Senate), a brief note will be sent to the nominators, copied to the appropriate dean, indicating why a nomination was not successful.

Once approved by Senate, candidates are added to the "pool" of potential honorary degree recipients, to be chosen by the committee as convocations roll round. Choice of convocation speakers will be left to the president who shall normally consult with the Senate Nominating Committee for Honorary Degrees and the dean of the relevant faculty.

Normally, not more than two honorary degrees will be conferred at any convocation ceremony.

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*Approved at Senate:*

*March 22, 1999*

*April 17, 2006*

*June 21, 2010*

*Revised draft - December 6, 2012*
Senate Undergraduate Council met on 11 December 2012 and agreed to forward the following items to Senate for approval. Council recommends that these items be included in the regular agenda. Items recommended for inclusion in the consent agenda are contained within a separate report.

Further details may be obtained at: www.secretariat.uwaterloo.ca/Committees/senate/uge.htm.

FOR APPROVAL

ACADEMIC PLAN INACTIVATION  [effective September 1, 2014]

- Faculty of Science
  - Earth Sciences
  - Earth Sciences Atmospheric Specialization (Co-op and Regular)

  1. Motion: To approve the inactivation of the Earth Sciences Atmospheric Specialization (Co-op and Regular) plan.

  Rationale: The atmospheric specialization, which was developed ten years ago, has had only a few students enrolled in it. The total enrolment for all four years of the program has never been more than four. In addition, the two professors who taught the three pivotal courses required in the program are no longer with the department. There is no justification based on enrollment numbers to continue the program and no faculty to carry out the teaching of the program’s required courses.

PROPOSED CHANGES TO BYLAW 9 – FOR FIRST READING

• Senate Bylaw 9: A bylaw relating to the establishment of the Undergraduate Council of the Senate of the University of Waterloo

The amended bylaw is recommended to Senate for first reading. The changes include removing a position which no longer exists (The Advisor on Interdisciplinary Programs); removing delegates (brings the bylaw’s text more in line with Senate’s other bylaws, in particular with that of the Senate Graduate and Research Council); and clarifying the chair of the council and student representation. Other changes are minor housekeeping amendments. (Note: new text = bold; deleted text = strikethrough.)

Senate Bylaw 9

A bylaw relating to the establishment of the Undergraduate Council 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. UNDERGRADUATE COUNCIL

   There shall be a council of the university, appointed by and responsible to Senate, called the Undergraduate Council.

2. UNDERGRADUATE COUNCIL MEMBERSHIP

   The membership of this council shall consist of the following:

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1 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]
a. The president of the university.
b. The vice-president, academic & provost, or delegate, who shall Chair this Council.
c. The associate vice-president, academic programs & strategic initiatives, who shall chair this council.
d. The dean of each the federated university college.
e. The associate dean for undergraduate studies for each faculty.
f. The Advisor on Interdisciplinary Programs.
g. The registrar of the university.
h. The director of Co-operative Education & Career Services.
i. The librarian or delegate.

j. An executive member of the Federation of Students or delegate.
k. One member of the faculty from each faculty of the university which offers undergraduate programs, each of whom shall serve for a term of two years.
l. One member of faculty from each the federated university college, who shall serve for a term of two years.
m. One member of faculty from the affiliated university colleges, who shall serve for a term of two years.

n. One undergraduate student from each Faculty of the University which offers undergraduate programs, each of whom shall serve for a term of two years. The vice-president (education) or equivalent from the Undergraduate Student Council of each faculty of the university.

3. POWERS AND DUTIES OF THE UNDERGRADUATE COUNCIL

The Undergraduate Council shall consider all questions relating to the academic quality of undergraduate studies within the university and, without intending to restrict the generality of the foregoing, the Undergraduate Council shall,

a. Make recommendations to Senate with respect to rules and regulations for the government, direction and management of undergraduate studies in the university.
b. Make recommendations to Senate with respect to new undergraduate programs/plans, and the deletion of undergraduate programs/plans.
c. On behalf of Senate, consider and approve all new undergraduate courses, the deletion of undergraduate courses, and proposed changes to existing undergraduate courses and programs and/or plans, and provide Senate with a summary of council’s deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.
d. Advise the vice-president, academic & provost on all matters relating to undergraduate studies.
e. Consider, study and review briefs on any aspect of undergraduate studies from members of the university.

4. 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.

First reading, approved at Senate on November 18, 2002; second reading, approved at Senate on May 20, 2003.

/kjj
17 December 2012

Geoff McBoyle
Associate Vice-President, Academic Programs & Strategic Initiatives