# Senate Notice of Meeting

**Date:** Monday 23 February 2015  
**Time:** 3:30 p.m.  
**Place:** Needles Hall, Room 3001

## OPEN SESSION

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30</td>
<td>Conflict of Interest</td>
<td>Declaration</td>
</tr>
<tr>
<td>3:35</td>
<td><strong>Consent Agenda</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Motion:</strong> To approve or receive for information by consent items 2-6 below.</td>
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<tr>
<td>3:40</td>
<td>Minutes of the 19 January 2015 Meeting</td>
<td>Decision</td>
</tr>
<tr>
<td>3:45</td>
<td>Reports from Committees and Councils</td>
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<tr>
<td></td>
<td>a. Executive Committee</td>
<td>Information</td>
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<tr>
<td></td>
<td>b. Graduate &amp; Research Council</td>
<td>Information</td>
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<tr>
<td></td>
<td>c. Undergraduate Council</td>
<td>Decision/Information</td>
</tr>
<tr>
<td>3:50</td>
<td>Report of the President</td>
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<tr>
<td></td>
<td>a. Honorary Degrees and Convocation Speakers</td>
<td>Call for Nominations</td>
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<td></td>
<td>b. Recognition and Commendation</td>
<td>Information</td>
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<tr>
<td>4:00</td>
<td>Report of the Associate Provost, Graduate Studies</td>
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<tr>
<td></td>
<td>a. Early Issuance of Graduate Degree</td>
<td>Information</td>
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<tr>
<td>4:05</td>
<td>Reports from the Faculties and Renison University College</td>
<td>Information</td>
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## Regular Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Action</th>
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<tbody>
<tr>
<td>3:40</td>
<td>Business Arising from the Minutes</td>
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<tr>
<td>3:45</td>
<td>Teaching Presentation: Professor Sanjeev Bedi, Mechanical &amp; Mechatronics Engineering</td>
<td>Information</td>
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<tr>
<td>3:55</td>
<td>Reports from Councils</td>
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<tr>
<td></td>
<td>a. Graduate &amp; Research</td>
<td>Decision</td>
</tr>
<tr>
<td>4:05</td>
<td>b. Undergraduate</td>
<td>Decision/Information</td>
</tr>
<tr>
<td>4:15</td>
<td>Report of the President</td>
<td>Information</td>
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<tr>
<td>4:25</td>
<td>Q&amp;A Period with the President</td>
<td>Information</td>
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<tr>
<td>4:40</td>
<td>Report of the Vice-President, Academic &amp; Provost</td>
<td>Information</td>
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<tr>
<td></td>
<td>a. 2014-15 Operating Budget Update</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>b. Undergraduate Admissions Update</td>
<td>Information</td>
</tr>
<tr>
<td>5:00</td>
<td>Report of the Vice-President, University Research</td>
<td>Information</td>
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<tr>
<td>5:10</td>
<td>Weather Closing Guidelines</td>
<td>Discussion</td>
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<tr>
<td>5:20</td>
<td>Other Business</td>
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</table>
## CONFIDENTIAL SESSION

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<tr>
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<tbody>
<tr>
<td>5:25</td>
<td>16. Conflict of Interest</td>
<td>Declaration</td>
</tr>
<tr>
<td>5:30</td>
<td>17. Minutes of the 19 January 2015 Meeting</td>
<td>Decision</td>
</tr>
<tr>
<td>5:35</td>
<td>18. Business Arising from the Minutes</td>
<td></td>
</tr>
<tr>
<td>5:40</td>
<td>19. Other Business</td>
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</tbody>
</table>

JLAd Logan Atkinson
5 February 2015
University Secretary & General Counsel
Secretary to Senate
University of Waterloo
SENATE
Minutes of the Monday 19 January 2015 Meeting


Guests: Steven Amirikah, Nello Angerilli, Dwight Aplevich, Ila Berman, Mario Coniglio, Mahejabeen Ebrahim, Donna Ellis, Wayne Loucks, Flora Ng, Wayne Parker, Neil Randall, Daniela Seskar-Hencic, Allan Starr, Marilyn Thompson, Dave Wallace

Secretariat & Office of General Counsel: Logan Atkinson, Tracy Dietrich


*regrets

Organization of Meeting: Feridun Hamdullahpur, chair of Senate, took the chair, and Logan Atkinson, secretary of Senate, acted as secretary. Atkinson advised that due notice of the meeting had been given, a quorum was present, and the meeting was properly constituted.

OPEN SESSION

1. CONFLICT OF INTEREST
Senators were asked to declare any conflicts they may have in relation to the items on the agenda. No conflicts were declared.

Consent Agenda
Senate heard a motion to approve or receive for information by consent items 2-9 below.

2. MINUTES OF THE 17 NOVEMBER 2014 MEETING
Senate approved the minutes of the meeting as distributed.

3. REPORTS FROM COUNCILS
Graduate & Research Council. Senate received the report for information.

Undergraduate Council
- Transfer Credits, Faculty of Arts. Senate approved amendments to the faculty’s regulation on transfer credits as presented in the report.
• Transfer of Work Term Credits, Co-operative Education and Career Action. Senate approved amendments to the undergraduate calendar text providing clarity to students on the transfer of co-op work term credits as presented in the report.

Senate received the remaining items in the report for information.

4. REPORT OF THE PRESIDENT  
   Recognition and Commendation. Senate received the report for information.

   Tenure and Promotion of Faculty Members. Senate received the report for information.

5. REPORTS FROM THE FACULTIES  
   Senate received the reports for information.

6. COMMITTEE APPOINTMENTS  
   Senate approved the following appointments:
   • Committee on Student Appeals: Doug Turner (political science) as arts undergraduate student representative, replacing Renishaki Kamalanathan, term to 30 April 2015.
   • Executive Committee: John Garcia (public health & health systems) as AHS faculty senator representative, replacing Richard Wells, and Coleen Even (French studies) as graduate student senator representative, replacing Maryam Shahtaheri, terms to 30 April 2015.
   • Long Range Planning Committee: Maryam Shahtaheri (president, GSA) as graduate student senator representative, replacing Coleen Even, term to 30 April 2015.

7. REPORT OF THE COU ACADEMIC COLLEAGUE  
   Senate received the report for information.

8. REPORT OF THE ASSOCIATE PROVOST, GRADUATE STUDIES  
   Early Issuance of Graduate Degree. Senate received the report for information.

9. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH  
   International Programs Office Name Change. Senate received the report for information.

Hamdullahpur and Porreca. Carried.

Regular Agenda

10. BUSINESS ARISING FROM THE MINUTES  
   Teaching on Saturday. Atkinson was asked why the report from the Registrar’s Office including Saturday teaching during fall 2015 was not brought back to Senate as originally intended. He advised that additional changes to the report are to be made and it is anticipated that the report will come back to Senate in February.

11. GAMES INSTITUTE PRESENTATION  
   Dixon introduced Neil Randall, director of the Games Institute and professor of English language and literature. Randall gave an interesting presentation, outlining some of the history of the Games Institute, and summarizing some of the exciting research projects underway. He commented in particular on the extraordinary opportunities for integration of games into teaching and learning.
In response to a question, Randall commented on the relative advantages and disadvantages of tabletop games and electronic games.


12. REPORTS FROM COMMITTEES AND COUNCILS

University Appointments Review Committee. Flora Ng, chair of the committee, made a presentation to Senate, and thanked Associate University Secretary & Senior Legal Counsel Sian Williams for her management of process. She also thanked the members of the committee, each mentioned in the report distributed to Senate.

In response to questions, Ng advised that: data generated by UARC will be very helpful in developing strategies for equitable hiring processes in each faculty; work continues to improve the governance of the faculty hiring process to ensure compliance with the temporary foreign workers program; the applicant pools in different disciplines and faculties may be quite different in their composition, and those differences may have an impact on strategies for equitable hiring; information is gathered by those making offers to prospective faculty to help understand why certain candidates refuse an offer.


Executive Committee

- **Delegation of Authority to the Executive Committee.** Senate heard a motion to delegate to the Executive Committee authority to approve the appointment of the Dean of Mathematics on behalf of Senate.

  Orchard and Peers.

  Orchard explained the circumstances under which the delegation of authority is recommended. The alternative is a special meeting of Senate in advance of the meeting of the Board of Governors on 3 February. He also advised that the logistics of making the appointment and the need for fairness to the candidate require us to move as quickly as possible when the successful candidate has been identified.

  The question was called, and the motion carried.

Graduate & Research Council. Senate heard a motion to the following effects:

- **Course-based/Experiential Option, Master of Science in Kinesiology, Kinesiology, Faculty of Applied Health Sciences** – to approve the new course-based/experiential option as presented in the report.

- **Graduate Diploma in Accounting, Accounting and Finance, Faculty of Arts** – to approve the new Graduate Diploma in Accounting as presented in the report.

- **PhD in French Studies, French Studies, Faculty of Arts** – to approve amendments to the comprehensive examination requirements for the doctoral program in French studies as presented in the report.

- **MA in French, French Studies, Faculty of Arts** – to approve the proposed program name change from MA in French to MA in French Studies.
• Master of Applied Science in Developmental and Communicative Science, Psychology, Faculty of Arts – to amend the Master of Applied Science in Developmental and Communicative Science plan to provide an additional research apprenticeship pathway as presented in the report.

• Master of Architecture, Architecture, Faculty of Engineering – to approve amendments to the Master of Architecture plan as presented in the report.

• Coursework Option, Master of Mathematics (Computer Science), Computer Science, Faculty of Mathematics – to approve amendments to the Master of Mathematics (Computer Science) Coursework Option as presented in the report.

• MMath and PhD in Pure Mathematics, Pure Mathematics, Faculty of Mathematics – to approve amendments to the doctoral and master’s plans in pure mathematics to remove one approved field of research as presented in the report.

• Collaborative Water Program – to approve the participation of the School of Architecture in the Collaborative Water Program as presented in the report.

Frank and Andrey. Carried.

Undergraduate Council

• Honours Bachelor of Architectural Studies, Architecture, Faculty of Engineering. Senate heard a motion to approve amendments to the Honours Bachelor of Architectural Studies plan as presented in the report.

Sullivan and Porreca. Carried.

• International Joint Education Programs, Faculty of Science. Senate heard a motion to approve three new partner universities, Chang’an University in Xi’an, Sun Yat-sen University in Guangzhou, and Northwest University in Xi’an, to the existing China 2+2 program for programs in biology, biochemistry, biomedical science, chemistry, environmental science, earth sciences, mathematical physics, materials and nanoscience, and physics.

Duncker and Lin.

In response to a question, it was confirmed that quality control consistent with university standards is applied when considering student participation in these programs.

The motion carried.

• Administrative Structure, Software Engineering, Faculty of Engineering, Faculty of Mathematics. Senate heard a motion to approve an amendment to the administrative structure of the software engineering program as presented in the report.

Sullivan and Goulden.

Freeman distributed a document outlining his concerns with the consequences of the changes captured by the motion and the potential threats to academic freedom and academic quality represented in the proposal. Essentially, this relates to the ways in which the accreditation process has an impact on program design and delivery at the university. Freeman suggested that the accreditation process is becoming more and more dictatorial from outside the university. This is
affecting teaching assignments, and is possibly disadvantaging faculty members who are not licensed.

Parker answered by pointing out that engineering is a regulated profession, and that a key piece of this is the protection of public health and safety. We prepare our students to enter this profession and accept their responsibility to society. The process is peer reviewed, and academics have a major role to play in qualification of engineers and accreditation of programs. There are opportunities for those who are not professional engineers to participate on undergraduate curriculum committees, although a majority must be professional engineers. Parker indicated that he disputes whether or not this is a threat to academic freedom.

Tizhoosh responded, saying that while the process includes outside academics, it is still intrusive. It compels people to undertake a course of licensure that perhaps they do not want to undertake, especially so as to preserve their teaching preferences. Freeman added that we do not want to be merely consistent with our peers; rather, we must insist on the preservation of academic freedom as the best guarantee of excellence.

Coniglio suggested that our students must be competitive with graduates of other engineering programs, and that accreditation is an important aspect of this competitiveness. Francis agreed, saying that a recent meeting of engineering students unanimously endorsed the motion currently in debate, and confirmed that the value of their degree would be seriously compromised if accreditation were lost.

Aplevich indicated that if we believe that professional degree programs belong in the university, then the question of accreditation must be addressed in a manner consistent with the profession’s legal responsibilities.

Sullivan referred to the Memorandum of Agreement with faculty, especially article 6.2 related to academic freedom. She argued that the pillars of academic freedom described there remain well protected in the Faculty of Engineering, and that nothing inconsistent with academic freedom is being imposed on the Faculty. The accreditation of engineering programs has no impact on tenure, promotion, or performance reviews. She suggested that the framework for accreditation is about high quality and nothing else. We must maximize the benefits of our programs to our students, and observe a very high standard of responsibility to the public.

If there are deficiencies in our curriculum, respecting teaching of ethics and the legal regulation of the profession, then perhaps we ought to reflect on that internally rather than allow an outside body to direct our decisions.

Freeman argued that it is time to make a statement to the accreditation body that our academic decision-making is not to be interfered with. He expressed confidence that our accreditation would not be removed, and our resistance to interference would start a conversation toward making change for the better.

It was observed that, in some other provinces, teaching engineering is considered to be practicing engineering, meaning teachers must be licensed to be a member of faculty. There are no concerns with academic freedom in those situations.

Parker advised that an immediate loss of accreditation would not likely happen if this motion were defeated, but it would be the first step in a process that could lead to that result. Ultimately, however, this is about students, and the student voice must be heard on this question. And the
accreditation body must be addressed on this issue in other ways, rather than by rejecting this proposal.

Sullivan advised that this motion has no impact on hiring decisions in the Faculty of Engineering. The Faculty hires the best people available, from engineering backgrounds and from other disciplines, without reference to professional qualification.

The question was called, and the motion carried.

Senate heard a motion to direct Faculty Relations Committee to investigate accreditation issues around institutional autonomy and academic freedom with a goal to establishing limits on accreditation interference in activities such as (but not limited to) faculty hiring, curriculum design/management, and the assignment of teaching duties.

Freeman and Tizhoosh.

Senate agreed, by consensus, to table this motion and to refer the matter to the Executive Committee for advice.

13. REPORT OF THE PRESIDENT
The president presented his report, mentioning our submissions on infrastructure to the province of Ontario. Both of our submissions have survived the first round of assessments, and we await information on whether they have survived the second assessment. Undergraduate numbers suggest that we are doing well, and the registrar will analyze the numbers and make a presentation to Senate at an early opportunity. The president also mentioned the recent campus visit of Premier Wynne.

14. Q&A PERIOD WITH THE PRESIDENT
There were no questions of the president.

15. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST
There was no report.

16. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH
Dixon reported that a memorandum of understanding has been signed with the Grand River Hospital, by which a collaborative research agenda has been established and space for university researchers at the hospital has been identified.

17. OTHER BUSINESS
There was no other business.

Senate convened in Confidential Session.
FOR INFORMATION

Dean of Mathematics Nominating Committee
At its 2 February 2015 meeting, the committee approved, on behalf of Senate, that Stephen Watt be appointed dean of the Faculty of Mathematics for an initial five-year term ending 30 June 2020, and that he also be appointed professor, with tenure, in the David R. Cheriton School of Computer Science, both appointments commencing 1 July 2015, subject to approval by the Board of Governors.

The Board of Governors approved the appointment at its meeting on 3 February 2015. A public announcement of the appointment was made on 4 February 2015.

Note: Senate, at its 19 January 2015 meeting, delegated to its Executive Committee authority to approve the appointment of the dean of mathematics on behalf of Senate at its meeting on 2 February 2015.

Stephen Watt
Stephen Watt completed his BSc (1979) at University of New Brunswick, his MMath (1981) in applied mathematics at University of Waterloo, and his PhD (1986) in computer science at University of Waterloo. A faculty member at Western University since 1997, he currently holds the position of professor of computer science and distinguished university professor (2011) in the Department of Computer Science, with cross-appointments to the Departments of Mathematics and Applied Mathematics. His past administrative service includes a five-year term as chair of the Department of Computer Science. He began his career in 1984 as a research staff member at the IBM T.J. Watson Research Center, before becoming professor at Université Nice Sophia Antipolis (1995). As a researcher, he has sought to identify and solve the main questions to make symbolic mathematical computation more effective, and his contributions span a variety of fields including computer algebra systems, programming languages and compilers, pen-based mathematical computing, mathematical algorithms, and mathematical data communications and knowledge management. His contributions have been recognized with a variety of honours and awards, including designation as a fellow of the Fields Institute, the J.W. Graham Medal in Computing & Innovation (Waterloo) and an honorary doctorate from the West University of Timișoara (Romania). He has acted as principal investigator on a variety of projects with aggregate funding exceeding $16 million. He has taught courses in computer science and applied mathematics at the undergraduate and graduate levels, and he has supervised or co-supervised over 65 graduate students and postdoctoral fellows, in addition to a considerable number of undergraduate student researchers. He has served as a board member for Descartes Systems Group Inc. since 2001, including as board chair and lead director. He was also founding director of the Ontario Research Centre for Computer Algebra, and he sits on the board of directors of Waste Diversion Ontario.
Senate Graduate & Research Council met on 12 January 2015, 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: https://uwaterloo.ca/secretariat/committees-and-councils/senate-graduate-research-council

FOR INFORMATION

CURRICULAR MODIFICATIONS
On behalf of Senate, council reviewed and approved new courses, course revisions and minor plan changes for the faculties of arts (psychology; sociology), and environment (master of climate change; sustainable management).

SCHOLARSHIPS AND AWARDS
On behalf of Senate, council approved the creation of the George Mulamoottil Graduate Scholarship.

Jim Frank
Associate Provost, Graduate Studies

George Dixon
Vice President, University Research
University of Waterloo  
SENATE UNDERGRADUATE COUNCIL  
Report to Senate  
17 February 2015

Senate Undergraduate Council met on 13 January 2015, and on behalf of Senate approved changes to academic plans, new courses, course changes and course inactivations. Council agreed to forward the following items to Senate for information. Council has also forwarded one item for approval. Council recommends that these items be included in the consent agenda. The items recommended for inclusion in the regular agenda are contained in a separate report.

Further details are available at: uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council

FOR APPROVAL

UNDERGRADUATE ADMISSION REQUIREMENTS

1. **Motion:** Council recommends approval of the undergraduate admission requirements for 2015 as detailed in Attachment #1.

FOR INFORMATION

CURRICULAR MODIFICATIONS

New courses, course changes and course inactivations were approved for the Faculty of Arts (anthropology; applied studies; English language and literature; Germanic & Slavic studies; global business and digital arts; Jewish studies; psychology; religious studies; sociology and legal studies; studies in Islam) effective 1 September 2015.

Course changes were approved for the Faculty of Arts (global business and digital arts) effective 2 September 2015.

New courses and course changes were approved for the Faculty of Science (biology) effective 1 January 2016.

Course changes and course inactivations were approved for the Faculty of Arts (East Asian studies; English language and literature) and the Faculty of Science (biology) effective 1 September 2016.

Academic Program Review Reports

Two-Year Report – Kinesiology – Please see Attachment #2.

Two-Year Report – Spanish and Latin American Studies – Please see Attachment #3.

Mario Coniglio  
Associate Vice-President, Academic
Memo

To: Undergraduate Council (For approval)

From: Andre Jardin, Associate Registrar, Admissions

Date: December 1, 2014

Re: Undergraduate Admission Requirements for 2016

For your consideration and approval, the 2016 admission requirements:

1. Science and Aviation, and Geography and Aviation:
   - Require English (ENG 4U). A final grade of at least 70% is normally required.

   **Rationale**
   Change recommended in support of requiring stronger communication skills for admission and for success in these programs. Required “Any grade 12 U English” in the past.

2. Faculty of Science
   - Require English (ENG 4U) for admission.

   **Rationale**
   Change recommended in support of requiring stronger communication skills for admission and for success in these programs. Required “Any grade 12 U English” in the past.

3. Faculty of Science – Optometry
   - Change “Other Documentation” to reflect current practices. Includes the following:
     - Optometry Admissions Test (OAT)
     - Admission Information Form (AIF)
     - Optometrist and Character References

4. At this time, there are no admission requirement changes for the Faculties of Applied Health Sciences, Arts, Engineering (including Software Engineering and Architecture), or Mathematics programs (including Computer Science and Financial Management).

5. There are no changes for admissions requirements for Pharmacy, or Social Work.

If you have any questions, please do not hesitate to contact me at ext. 32265 or at acjardin@uwaterloo.ca
Ontario Secondary School Applicants presenting the Ontario High School Curriculum

Ontario secondary school (OSS) students who will be completing the Ontario high school curriculum must present the Ontario Secondary School Diploma (OSSD) including a minimum of six grade 12 U or M courses. These courses must include all required courses as specified for each program.

An overall average of 80% on the best six grade 12 courses including the required courses is normally the minimum for consideration. Higher averages are required for admission to programs in which the demand for places by qualified applicants exceeds the number of places available. The actual minimum averages required for these programs are determined each year on the basis of the number and qualifications of applicants and the number of available spaces.

In some programs, applicants may be considered for early conditional admission based on factors that include their grade 11 academic record, their grade 12 record to date, and other factors noted under "Other Documentation" in the chart.

The University reserves the right to withdraw conditional offers of admission if the applicant fails to meet the requirements specified above or any specific conditions stated on the offer of admission.
## Admission Requirements and Recommendations for Year One Programs 2016

<table>
<thead>
<tr>
<th>Faculty/Program</th>
<th>Requirements</th>
<th>Recommendations</th>
<th>Other Documentation</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Undergraduate first-year entry programs:</td>
<td>All required courses are OSS Grade 12 U courses unless otherwise specified and must be included in the required set of 6. Required courses are included in the calculation of the admission average.</td>
<td>Undergraduate first-year entry programs: Courses listed are OSS Grade 12 U courses unless otherwise specified and are not required for admission but are recommended because students may find this preparation useful during their university studies. Programs requiring prior university studies: Recommendations are as listed.</td>
<td>Information which is used in addition to course requirements is detailed below when applicable. The appropriate information will be requested when an application is acknowledged.</td>
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<tr>
<td>Applied Health Sciences</td>
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<tr>
<td>All Programs</td>
<td>All programs require six Grade 12 U or M courses including specified courses.</td>
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<tr>
<td>Health Promotion Regular and Co-op</td>
<td>• Any Grade 12 U English A final grade of at least 75% is normally required. • Additional U or M courses for a total of six.</td>
<td></td>
<td></td>
<td>Those not admitted to the co-op program are automatically considered for the corresponding regular program. Limited admission to co-op is also available in Year Two. The first co-op work term begins in Year Two.</td>
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<tr>
<td>Health Studies Regular and Co-op</td>
<td>• Biology • Chemistry A final grade of at least 70% is normally required in each of the above required courses. • Additional U or M courses for a total of six.</td>
<td>• Advanced Functions • English (ENG4U) For students considering the Pre-Health Professions Specialization: • Advanced Functions • English (ENG4U) • Physics</td>
<td>Special consideration is given on the basis of strength in Biology and Chemistry. Those not admitted to the co-op program are automatically considered for the corresponding regular program. The first co-op work term begins in Year Two.</td>
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<tr>
<td>Kinesiology Regular and Co-op</td>
<td>• Advanced Functions • Chemistry • One of Biology or Physics A final grade of at least 70% is normally required in each of the above required courses. • Additional U or M courses for a total of six</td>
<td></td>
<td>Admission Information Form (AIF) is required. Special consideration is given on the basis of strength in Advanced Functions, Chemistry, and Biology or Physics. Those not admitted to the co-op program are automatically considered for the corresponding regular program. The first co-op work term begins in Year Two.</td>
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<tr>
<td>Recreation and Leisure Studies Regular and Co-op</td>
<td>• Any Grade 12 U English A final grade of at least 70% is normally required. • Additional U or M courses for a total of six</td>
<td>For all students: from Arts, Business Studies, Canadian and World Studies, Classical Studies, French as a Second Language, Interdisciplinary Studies, International Language, or Social Sciences and Humanities courses. For students considering the Therapeutic Recreation program: • Biology or Exercise Science For students considering the Recreation and Business program: • Grade 12 M Principles of Financial Accounting</td>
<td>Applicants should be aware that, although this is a social science program, courses in research methods and statistics are included in the curriculum. Writing skills are important. Involvement in extracurricular activities is an important factor in admission decisions. Those not admitted to the co-op program are automatically considered for the corresponding regular program Limited admission to co-op is also available in Year Two. The first co-op work term begins in Year Two.</td>
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<td>Undergraduate first-year entry programs: All required courses are OSS Grade 12 U courses unless otherwise specified and must be included in the required set of 6. Required courses are included in the calculation of the admission average.</td>
<td>Undergraduate first-year entry programs: Courses listed are OSS Grade 12 U courses unless otherwise specified and are not required for admission but are recommended because students may find this preparation useful during their university studies. Programs requiring prior university studies: Requirements are as listed.</td>
<td>Information which is used in addition to course requirements is detailed below when applicable. The appropriate information will be requested when an application is acknowledged.</td>
<td></td>
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<tr>
<td>Arts (All Programs)</td>
<td>All programs require six Grade 12 U or M courses including a Grade 12 U English.</td>
<td>For Social Science programs such as Anthropology; Economics; Political Science; Psychology; Sexuality, Marriage, and Family Studies; Social Development Studies; or Sociology:  ● Mathematics of Data Management</td>
<td></td>
<td>When the Admissions Committee considers an application individually, it bases its decision on the overall average, the English grade, and information provided on the Admission Information Form. If Grade 12 courses are repeated, the highest grade attained will be used for making admission decisions. Renison University College and St. Jerome's University have the same admission standards as the University.</td>
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<tr>
<td>Honours Arts Regular</td>
<td>In addition to the requirement for all Arts programs specified above, a final grade of at least 70% in any Grade 12 U English is required.</td>
<td>For Economics: Calculus and Vectors is also recommended; however, students may decide to take an introductory calculus course in first year to acquire additional background.</td>
<td>Admission Information Form (AIF) is strongly recommended.</td>
<td>Entry to General or Honours major programs, including departmental co-op, occurs following Year One, and is based on academic performance in Year One in relevant courses in the prospective major. Honours Arts Regular is offered through the University of Waterloo, Renison University College, and St. Jerome’s University.</td>
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<td>Arts and Business Regular and Co-op</td>
<td>In addition to the requirement for all Arts programs specified above, a final grade of at least 70% in any Grade 12 U English is required.</td>
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<td>Selection of the Honours major which is to be combined with Arts and Business occurs following Year One and is based on academic performance in the prospective major in Year One. Honours Arts and Business is offered through the University of Waterloo, Renison University College, and St. Jerome's University. Those not admitted to the Co-op program are automatically considered for the corresponding Regular program.</td>
</tr>
<tr>
<td>Global Business and Digital Arts Regular</td>
<td>In addition to the requirement for all Arts programs specified above, a final grade of at least 75% in any Grade 12 U English is required.</td>
<td>● Mathematics of Data Management is strongly recommended</td>
<td>Admission Information Form (AIF) is strongly recommended.</td>
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<tr>
<td>Social Development Studies Regular Renison University College</td>
<td>In addition to the requirement for all Arts programs specified above, a final grade of at least 70% in any Grade 12 U English is required.</td>
<td>● Mathematics of Data Management</td>
<td>Admission Information Form (AIF) is strongly recommended.</td>
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</tbody>
</table>

### Arts (Continued)

#### Accounting and Financial Management Co-op
- Any Grade 12 U English. A final grade of at least 75% is required.
- Advanced Functions
- Calculus and Vectors
  A final grade of at least 75% is normally required in each of the math courses listed above.
- Three other U or M courses
- Grade 12 M Principles of Financial Accounting
- Grade 12 U Mathematics of Data Management
- Admission Information Form (AIF) is required.
- Accounting and Financial Management Admissions Assessment (AFMAA) is required.

#### Arts and Mathematics

#### Computing and Financial Management Co-op
- Advanced Functions
- Calculus and Vectors
- Any Grade 12 U English. A final grade of at least 75% is required.
- One other Grade 12 U course
- Two other U or M courses
- Grade 11 U Introduction to Computer Science
- Grade 12 M Principles of Financial Accounting
- Admission Information Form (AIF), which includes a teacher reference, is strongly recommended. All applicants are encouraged to write the Euclid Mathematics Contest. Applicants not currently attending an Ontario Secondary School are strongly advised to write the Euclid contest to demonstrate that they have sufficient mathematical background. The Canadian Computing Competition is recommended.
- Admission is based on secondary school or any post-secondary school achievement, the results of the AFMAA, and the Admission Information Form.

In addition to a strong academic background, other factors considered in the admission process include performance in contests such as the Euclid Mathematics Contest and the Canadian Computing Competition, the number and variety of courses taken, involvement in extracurricular activities in the school and/or the community, and teacher recommendations. Those not offered admission to Computing and Financial Management may be considered for alternative programs in the Faculty of Mathematics.
# Admission Requirements and Recommendations for Year One Programs 2016

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## Engineering (Co-op)

### Architecture Co-op
- English (ENG4U). A final grade of at least 75% is normally required.
- Advanced Functions
- Calculus and Vectors
- Physics
  - A final grade of at least 70% is normally required in each of these courses.
  - Two other U or M courses
- Grade 11 or 12 M Art courses
- Independent arts studies
- Creative and cultural studies such as visual arts and history

### Biomedical Chemical Civil Computer Electrical Environmental Geological Management Mechanical Mechatronics Nanotechnology Systems Design Co-op
- Advanced Functions
- Calculus and Vectors
- Chemistry
- English (ENG4U)
- Physics
  - A final grade of at least 70% is normally required in each of these courses.
  - One other U or M course

### Engineering and Mathematics

### Software Engineering Co-op
- Advanced Functions
- Calculus and Vectors
- Chemistry
- English (ENG4U)
- Physics
  - A final grade of at least 70% is normally required in each of these courses.
  - One other U or M course
- Grade 11 U Introduction to Computer Science is highly recommended.
- Grade 12 U Computer Science would be an asset.

### Admission Information Form (AIF) is required.

### In addition to a strong academic background, other factors which will be considered in the admissions process include involvement in extracurricular activities in school and/or in the community; evidence of an interest in engineering; and strong performance in mathematics, science, or engineering-related competitions. Those not offered admission to their first-choice program may be considered for other engineering programs that they specify on the Admission Information Form.

### Interviews
- English précis-writing exercise
- Portfolio
- Admission Information Form (AIF) is required.

### Applicants are selected for the interview on the basis of grade 11 marks and any interim or final OSS grade 12 marks available at the time interview selection occurs. Those selected for an interview are expected to come to the University. Admission is based on the results of the interview, the portfolio, the English précis-writing exercise, and secondary school achievement.

### In addition to a strong academic background, other factors which will be considered in the admissions process include involvement in extracurricular activities in school and/or in the community; evidence of interest in software engineering, additional OSS Grade 12 courses; and participation in mathematics, science, engineering, or programming competitions. All applicants are encouraged to write the Euclid Mathematics Contest. Those not offered admission to Software Engineering may be considered for other engineering programs that they specify on the Admission Information Form.
### Admission Requirements and Recommendations for Year One Programs 2016

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<td><strong>Environment and Business Co-op</strong></td>
<td>- Any Grade 12 U English. A final grade of at least 70% is normally required. - Five other U or M courses</td>
<td>- One Grade 12 U Mathematics - One Grade 12 U Science - Grade 12 M Principles of Financial Accounting - Analysing Current Economics Issues (where offered)</td>
<td>Admission Information Form (AIF)</td>
<td>Those not admitted to Honours Environment and Business Co-op are automatically considered for Honours Geography and Environmental Management. The first co-op work term begins in Year Two.</td>
</tr>
<tr>
<td><strong>Environment and Resource Studies Regular and Co-op</strong></td>
<td>- Any Grade 12 U English. A final grade of at least 70% is normally required. - Five other U or M courses</td>
<td>At least one Grade 12 U or M course from each of - Canadian and World Studies or Social Sciences and Humanities or the Arts - Mathematics or Science</td>
<td>Admission Information Form (AIF)</td>
<td>In accordance with the trans-disciplinary nature of ERS, we value flexibility and breadth of learning and experience. Those not admitted to the co-op program are automatically considered for the corresponding regular program. Limited admission to co-op is also available in Year Two. The first co-op work term begins in Year Two.</td>
</tr>
<tr>
<td><strong>Geography and Aviation Regular</strong></td>
<td>- English (ENG 4U). A final grade of at least 70% is normally required. - A Grade 12 U Mathematics. A final grade of at least 70% is required. - Four other U or M courses</td>
<td>- One or more Grade 12 U or M Geography courses are strongly recommended. - A second Grade 12 U Mathematics - Earth and Space Science</td>
<td>Admission Information Form (AIF) Program Briefing Session Transport Canada Category 1 Medical Certification</td>
<td>Those not admitted to Honours Geography and Aviation are automatically considered for Honours Geomatics Regular.</td>
</tr>
<tr>
<td><strong>Geography and Environmental Management Regular and Co-op</strong></td>
<td>- Any Grade 12 U English. A final grade of at least 70% is normally required. - Five other U or M courses</td>
<td>- One or more Grade 12 U or M Geography courses are strongly recommended. - A Grade 12 U Mathematics - Earth and Space Science</td>
<td>Admission Information Form (AIF)</td>
<td>Those not admitted to the co-op program are automatically considered for the corresponding regular program. Limited admission to co-op is also available in Year Two. The first co-op work term begins in Year Two.</td>
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### Environment (cont’d)

| Geomatics | • Any Grade 12 U English. A final grade of at least 70% is normally required. • A Grade 12 U Mathematics. A final grade of at least 70% is required. • Four other U or M courses | • A second Grade 12 U Mathematics. Grade 11 U Introduction to Computer Science is highly recommended. Grade 12 U Computer Science would be an asset. | Admission Information Form (AIF) | Those not admitted to the co-op program are automatically considered for the corresponding regular program. Limited admission to co-op is also available in Year Two. The first co-op work term begins in Year Two. |
| International Development Regular | • Any Grade 12 U English. A final grade of at least 70% is normally required. • Five other U or M courses | • At least one Grade 12 U Science or Mathematics course • At least one Grade 12 U course in a second language | Admission Information Form (AIF) is required. | |
| Knowledge Integration Regular | • Any Grade 12 U English. A final grade of at least 75% is normally required. • Any Grade 12 U Science. A final grade of at least 75% is normally required. • Any Grade 12 U Mathematics. A final grade of at least 75% normally required. • Three other U or M courses | | Admission Information Form (AIF) is required. | |
| Planning Co-op | • Any Grade 12 U English. A final grade of at least 75% is required. • Five other U or M courses | Grade 12 U or M courses from the following: • Canadian and World Studies • Mathematics • Science, preferably Biology or Earth and Space Science | Admission Information Form (AIF) | The first co-op work term begins in Year Two. |
## Admission

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<td>Programs requiring prior university studies:</td>
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<td><strong>Mathematics</strong></td>
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<td>In addition to a strong academic background, other factors considered in the admissions process include performance in contests such as the Euclid Mathematics Contest and the Canadian Computing Competition, the number and variety of courses taken, involvement in extracurricular activities in the school and/or the community, and teacher recommendations.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>• Advanced Functions</td>
<td>Applicants to all programs in Mathematics:</td>
<td>Admission Information Form (AIF) which includes a teacher reference. The AIF is required for Math/Chartered Professional Accountancy.</td>
<td></td>
</tr>
<tr>
<td>Regular and Co-op</td>
<td>• Calculus and Vectors</td>
<td>• Grade 11 U Introduction to Computer Science</td>
<td>Math/Business Admin., Math/Financial Analysis and Risk Mgmt, Business Admin/Math, Double Degree, Business Admin/Computer Science Double Degree. For all other programs, the AIF is strongly recommended, especially for co-op programs.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Any Grade 12 U English</td>
<td></td>
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</tr>
<tr>
<td>Regular and Co-op</td>
<td>• One other Grade 12 U course.</td>
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<tr>
<td>Mathematics/Chartered Professional Accountancy</td>
<td>• Two other U or M courses.</td>
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<td>Co-op</td>
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<td>Co-op Business Administration and Mathematics Double Degree</td>
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<td>Co-op</td>
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<td>Business Administration and Computer Science Double Degree Co-op</td>
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<tr>
<td>Bioinformatics</td>
<td>• Advanced Functions</td>
<td>Applicants to Mathematics/Chartered Accountancy:</td>
<td>Admission to the Mathematics/Teaching Co-op program occurs in Year Two after successful completion of Year One in either Honours Co-op Computer Science or Honours Co-op Mathematics.</td>
<td></td>
</tr>
<tr>
<td>Regular and Co-op</td>
<td>• Calculus and Vectors</td>
<td>• Grade 12 M Principles of Financial Accounting</td>
<td>Honours Business Administration and Mathematics Co-op is a double degree program offered jointly by Wilfrid Laurier University and Waterloo leading to BBA and BMath degrees.</td>
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<tr>
<td></td>
<td>• Chemistry</td>
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<td>Honours Business Administration and Computer Science Co-op is a double degree program offered jointly by Wilfrid Laurier University and Waterloo leading to BBA and BCS degrees.</td>
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<td></td>
<td>• Any Grade 12 U English</td>
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<td></td>
<td>• One of Biology or Physics</td>
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<td>• One other U or M course.</td>
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</table>
| Biotechnology/Chartered Professional Accountancy Co-op | Six Grade 12 U or M courses including | ● Biology  
 ● Chemistry  
 ● Grade 12 M Principles of Financial Accounting | |       |
| Biotechnology/Economics Co-op | | ● Biology  
 ● Chemistry | |       |
| Honours Science Regular | ● English (ENG4U)  
 ● Advanced Functions  
 ● Calculus and Vectors A final grade of at least 70% is normally required in each of these courses. | ● Biology  
 ● Chemistry  
 ● Earth and Space Science  
 ● Physics | Admission Information Form (AIF) is strongly recommended. | Where an entry program is available in both co-op and regular, those not admitted to co-op are automatically considered for the corresponding regular program. |
| Environmental Science Regular and Co-op | | ● Chemistry  
 ● Earth and Space Science  
 ● Physics | | In some programs, limited admission to co-op is possible in Year Two. |
| Life Sciences Regular and Co-op | Two of  
 ● Biology  
 ● Chemistry | ● Biology  
 ● Chemistry  
 ● Physics | | The first co-op work term begins in Year Two for all Faculty of Science students. |
| Physical Sciences Regular and Co-op | ● Earth and Space Science  
 ● Mathematics of Data Management  
 ● Physics | ● Chemistry  
 ● Earth and Space Science  
 ● Physics | Admission Information Form (AIF) is strongly recommended. Program Briefing Session. Transport Canada Category 1 Medical Certification. |       |
| Science and Aviation Regular | One additional U or M course. | ● Chemistry  
 ● Earth and Space Science  
 ● Physics | |       |
| Science and Business Regular and Co-op (All specializations) | | ● Chemistry  
 ● Grade 12 M International Business Fundamentals | Admission Information Form (AIF) is strongly recommended. |       |
| Optometry Regular | Successful completion of at least three full years of university-level science with specific course requirements. | ● Optometry Admissions Test (OAT)  
 ● Admission Information Form (AIF)  
 ● Optometrist and Character References | | Please refer to the School of Optometry website regarding required and recommended university-level courses. |

- **Character References**
# Admission

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## Pharmacy Co-op

**Pharmacy Co-op**

Successful completion of at least two full years of university-level science with specific course requirements.

- Pharmacy Admission Information Form
- Letter of Reference Form
- Interview
- Fundamental Skills Assessment

Please refer to the School of Pharmacy website regarding admission averages and required university-level courses.

Secondary School applicants applying to Honours Science or Honours Life Sciences may also be considered for conditional admission to Pharmacy. Refer to School of Pharmacy website regarding requirements.

## Independent Studies

**Independent Studies (Upper year entry only)**

Successful completion of at least one full year of university undergraduate with an overall university average of C (65%) or a minimum two years of community college studies with an overall average of B (75%) and a minimum of 70% in Grade 12 U English (or equivalent) is required.

- Autobiographical Letter
- Interview
- Letters of Reference

Applicants should be capable of doing university-level work on their own and should be planning studies that can be done at the University of Waterloo.

## Social Work

**Social Work - Regular Renison University College**

Successful completion of either a three-year or a four-year undergraduate university degree with a B average and at least 6.0 units in the social sciences, including 10 specified courses from the Renison curriculum or their equivalents.

- Letter of reference and personal statement which demonstrates sufficient practical experience and personal suitability are required.

Please refer to the Social Work website regarding required university-level courses.
Program Review - Two-Year Progress Report
Department Kinesiology

Preamble
Over the last two years there have been several major initiatives within the Department of Kinesiology that directly impact matters related to the recommendations provided by the review committee.

Space: Lack of space was identified as one of the most significant challenges. In that light, a new AHS expansion building has been in the planning stages over the last two years and was approved by University Senate in 2014. Construction on this ~56000 sq ft building will commence in Fall 2014 with targeted completion is Fall 2016. This space will have a significant positive impact on the teaching and research space for both undergraduate and graduate students in the Department of Kinesiology. The design of the space directly enhances the undergraduate student labs (~8000 sq ft) and brings the anatomy labs within the Department of Kinesiology. The space also provides some needed faculty research space as well as dedicated graduate seminar space (~1000 sq ft) and new student space (~2200 sq ft). Reception, social and dining space (total of ~5500 sq ft) is distributed throughout the building to enhance the environment from a student experience/student success perspective as well as to provide services and facilities for the entire Faculty and University community. In addition to the AHS expansion building, the University has also provided 20,000 square feet of space to the Department of Kinesiology linked to the donated Tech-Town building on the north campus. This space is currently under renovation with occupancy expected in Winter 2015. This space will provide essential clinical research space and associated workspace for trainees (graduate students, fellows). Complementing these new additions to space the Department has developed a space planning committee that has initiated planning for space optimization for research and teaching across the existing building, the new expansion building and the new Tech-Town facility.

Undergraduate curricular review: Kinesiology became a regulated health profession in 2013 and, in part, to ensure that students within Kinesiology are appropriately prepared to take the qualifying exams upon graduation, the Department has been undergoing a process of a curriculum review and renewal. This includes the development of new core courses, specialization areas as well as a capstone course to consolidate fundamental and applied understanding. An important part of the capstone will be the development of a streamlined research presentation course (currently KIN470) and the development of a Department of Kinesiology Research Day (undergraduate and graduate students). The development of the details of the links between the capstone course, research presentation course and research day are currently under review.

Course-based graduate program: On reflection of the career paths of many of undergraduates and graduates it was decided that a course-based graduate program option would be added within the current MSc. Over the last 2 years the graduate committee has been working on the development of a new course-based MSc what will be put forward for consideration for approval in Fall 2014.
Specific Recommendations and Responses

Undergraduate program

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

Action pending: The original 2-year plan identified the intent of offering the first “student research day” to occur in 2013-14. However in light of the significant ongoing curriculum review the plan to implement a research day is being delayed until we have restructured the core and capstone course components. While we continue to see the importance in this idea we are continuing the planning prior to implementation. As noted above, as part of the development is a new capstone course and revised KIN470 (student presentation course) which will serve as the background for a new student research day. We anticipate the first offering of a research day (linked to the curriculum) will rolled out for 2015/2016. The resources required for the delivery of this research day will be included into the budget planning for the 2015/2016 fiscal year.

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

Action taken: In Fall 2013 a Departmental space planning committee was assembled and they have completed the initial space ‘needs’ assessment to inform the planning process. In addition, the Faculty has also implemented a space planning committee to coordinate planning across the three departments within the faculty. This planning, at the Department and Faculty levels, will not only address the current space but has been conducting the planning for the new expansion building and the renovated Tech-town space (noted above).

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

Action taken: As noted on the initial responses the teaching laboratory equipment maintenance and upgrades have been budgeted each year.

Action pending: Importantly, with the new laboratory space coming on line over the next two years a Department Equipment and Technology working group will be convened in Winter 2015 to begin the process of identifying new technologies and funding opportunities to upgrade the equipment to be used in the new facilities.

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

Action taken: As noted in the initial response Departmental funds have been made available for specific continuing education opportunities/professional development of staff on an ad hoc basis.
over the years. Starting in 2012-13, the Department secured a budget line item specifically for this type of activity, from which funds have been allocated in response to specific requests that would be vetted by the Chair. It is noteworthy that the funds set aside have been able to support all the requests that have been made to date.

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

*Action taken (and ongoing):* The Department agrees with this suggestion, and in fact discussions on this issue began long before the review. Following review of the competency profile produced by the Transitional Council of the College of Kinesiologists of Ontario the Department began the process of curriculum review (starting Fall 2013). While this process of review will continue for the next year the initial recommendations, including revised core courses in year 2B, are nearing completion and will be put forward for approval Fall 2014 for implementation in Fall 2015.

**Graduate program**

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

*Action pending:* In light of the pending addition of the new coursed-based option we are in the process of revising and clarifying the objectives for the graduate programs.

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

*Action taken:* The changed field name was approved by Senate May 2012.

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

*Action taken:* The Department has assigned the statistics course to a new faculty member, who was to teach it first in Winter 2014 (since she has course reliefs in academic year 2012-2013). However she will be on maternity leave and the course offering will begin in Winter 2015.

**Recommendation G-4:** That the Department consider attempting to provide recognition to professors who provide research experiences for UG students.

*Action taken:* The Department has provided support for research costs associated with the supervision of undergraduate research projects within faculty performance evaluations, and provides a modest fund ($50/project) to support lab costs for these projects. The Department has added a description of availability of these funds, to the application forms for the research project courses.
Recommendation G-5: That the Department and Faculty conduct an in-depth analysis of the current and future research and teaching-lab space needs, with the generation of possible solutions that might include the rental and/or construction of facilities.

Action taken: As detailed earlier, there are two significant advances that will transform availability of research and teaching space. The AHS expansion building (open Fall 2016) and the renovated tech-town space (available Winter 2015). In Fall 2013 a Departmental Space Planning committee was assembled and they have completed the initial space ‘needs’ assessment to inform the planning process. In addition, the Faculty has also implemented a space planning committee to coordinate planning across the three departments within the faculty. This planning, at the Department and Faculty levels, will not only address the current space but is planning to accommodate for the new expansion building and the renovated Tech-town space.

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

Action taken: In the past, teaching laboratory needs were funded from carry forward. With the new budget model, these are now included as an ongoing budget line.

Action pending: Importantly, with the new laboratory space coming on line over the next two years a Department Equipment and Technology working group will be convened in Winter 2015 to begin the process of identifying new technologies and funding opportunities to upgrade the equipment to be used in the new facilities.

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

Action taken: As noted in the initial response Departmental funds have been made available for specific continuing education opportunities/professional development of staff on an ad hoc basis over the years. Starting in 2012-13, the Department secured a budget line item specifically for this type of activity, from which funds have been allocated in response to specific requests that would be vetted by the Chair.

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

Action taken: In the short term the Department, with support of the Faculty, has recruited and hired additional IT technical support (50% of technical support on a one-year contract (July 1, 2014- July 1, 2015).

Action pending: Long-term planning for technical support is presently under review in the Department as it is linked to space planning and planning for new teaching space and technologies. We anticipate a longer term strategy for technical support to be finalized in Winter 2015 in order to apply to the Provost, as mission critical, for a more permanent solution in 2015-2016.
**Recommendation G-9:** That the department obtain tracking data on the employment/further education outcomes of the masters and doctoral students.

*Action pending:* In concert with the development of the new course-based MSc option for the graduate program we are developing a mechanism to track employment options for MSc thesis, course-based and PhD students.
MEMORANDUM

To: Ian Orchard, VP Academic & Provost, Associate VP Academic

From: Monica Leoni, Chair
Department of Spanish and Latin American Studies

Date: October 27, 2014

Subject: Two Year Progress Report of Spanish and Latin American Studies

In October 2011 the Department of Spanish and Latin American Studies hosted a team of external consultants who came to assess and comment on the status of the programs in Spanish at the University of Waterloo. The External Review Team was made up of Dr. Marjorie Ratcliffe (University of Western Ontario), Dr. Luis Torres (University of Calgary) and Dr. Ricardo Sternberg (University of Toronto).

The Review Team’s reflections on their visit were received on November 7, 2011.

The consultants found our program to be strong and comprehensive, and their interviews with students revealed a satisfied student body who valued the plans and courses offered.

Indeed, on several occasions the Review Team commented on the sound preparation of our students, noting that “UW Spanish graduates who have gone on to further studies at the MA and Ph.D. levels are of a very high caliber. The faculty of the Department of Spanish and Latin American Studies are to be commended for the efforts they have invested in their very talented and hard-working graduates”, and that “a considerable number of graduates have received academic recognition, awards, and scholarships”.

Moreover, the assessors found “the Department to be in line with the University of Waterloo’s priorities in academic excellence in teaching and research” and “all four faculty members are active and have on-going research projects. They maintain this research profile despite what the RC (Review Committee) believes is a heavy teaching and administrative role, caused in part, by the small pool of faculty”.

Members of the team offered various recommendations that would help strengthen the program, and the following is an update on the progress we have made in the areas identified.

It is difficult for this report to offer a “time-line” as to when certain initiatives can be achieved, or when certain recommendations can be addressed. Since the report was written, the Department has not received any additional administrative support that would be required to effectuate any substantive change. Despite the Review Team’s recommendation to hire a fifth faculty position and to reduce our course load, we remain a department of four, with a regular teaching load of five courses, and with only a half-time administrative assistant. Without increased support, specific areas of concern cannot be properly addressed.
Recommendations Made by the Review Team

Several recommendations were made by the Review Team, most of which the Department has been able to act upon, or at least begin to consider for future implementation. Other recommendations, however, remain outside of the Department’s control, and so no action can be taken at this time.

For example, the consultants found the “abundance of programs offered by the Department confusing”. Unfortunately, it was not always evident to the consultants that the programs in question belong to the Faculty of Arts, and not to the Department itself. Particularly confusing for them were the Co-op, Regular, and Arts and Business streams. We did our best to clarify these distinctions, but it seems we could have done more to clear up any confusion.

It is noteworthy that plan standardization in the Faculty of Arts is currently underway, and we are happy to be currently streamlining our program, while maintaining regular communication with our colleagues at WLU, who are making similar changes to their own program requirements.

On several occasions the consultants were reminded that the Spanish courses appearing in the calendar at that time (this has since been revised by the Undergraduate Office) reflected not only UW’s offerings in Spanish, but also those offered by WLU. At first glance the number of courses did seem overwhelming to them, but the number of courses reviewed by the Review Team did not all belong to UW, but appeared in our calendar because of the joint program existing between the two universities.

The consultants commented that “the arrangements with WLU, though, require a higher level of coordination than the present one”. It was unclear to us how our present level of coordination could be lacking in any measurable way, since students are happy with the current arrangement, and collaboration occurs regularly. The Review Team noted in its report that “Students appreciate the flexibility gained by the Department’s collaboration with WLU. This allows them, among others, to take courses in Modern Spanish literature and culture, film and language”. The team also recommended that the two units meet twice a year, but we have found that meeting more than once a year is not always feasible. However, it should be stressed that the two departments are in frequent contact every term, particularly when course scheduling, or curriculum initiatives are taking place. The two departments are careful not to offer core courses at conflicting times, for example, so as to ensure that students are not faced with conflicting options. Fluid movement between the two programs is a priority, and has been regularly achieved thus far.

Moreover, members of both departments enthusiastically support events hosted by each institution. The Spanish and Latin American Lecture Series, as well as more social events, are always attended by faculty members at both institutions, allowing for interaction on both formal and informal levels.

Finally, it should be noted that Dr. Maria del Carmen Sillato and Dr. Mario Boido are also active members of the Center for Memory and Testimony Studies directed by Professor Marta Marín from the Department of Languages and Literatures at WLU. With this, the collaboration between the departments, students, and colleagues exists beyond curriculum offerings, as many research interests and projects are also shared.

The Review Team also observed that there “is an urgent need for better coordination between language instructors and the undergraduate student TAs to reflect weekly activities and expectations”. Our language instructor, Professor Vera-Quinn closely oversees the work completed in the language labs, and provides the TAs with various training opportunities throughout the term. Teaching assistants are in regular contact with the program coordinator, Professor Vera-Quinn, and the labs seem to be running smoothly.

With that said, the Department is always happy to revisit the systems it has in place and regularly seeks ways to improve the student experience. The discussions held with the Review Team prompted us to initiate important action on our part, which is outlined below.
Progress on the Recommendations Made

The consultants offered some important observations that the Department has been eager and happy to address.

What we have achieved is the following:

1) Revised Mission Statement

The Review Team suggested that we revise our mission statement, in light of the changing needs and expectations of students. Acting upon this recommendation, the following statement was drafted and has guided our decisions and focus:

The mission of the Department of Spanish and Latin American Studies is to provide an academic environment and a specialized body of knowledge designed to equip students with practical cultural and language skills through the development of the intellectual and personal capacities necessary to comprehend thoughts and situations, and to communicate and interact effectively with speakers of the Spanish world.

As we enter an era of global interdependency we are increasingly faced with problems that are global in scope and that require different cultures to work together and cooperate in ways they have not in the past. The Department of Spanish and Latin American Studies prepares students for this globalized world by developing a deep intercultural understanding of the Luso-Hispanic world (broadly defined so as to include indigenous cultures) that gives them the necessary knowledge and skills to work ethically and respectfully across cultural difference.

Our program is intended for students interested in examining the intersections of society, power, and culture, and in acquiring critical interdisciplinary skills in cultural analysis and communication. It explores multiple forms of Spanish, Latin American and transatlantic cultural practices including film, television, music, journalism, visual arts, and performance, as well as literature, testimonials, essays, and cultural critique. In addition, the program offers students the possibility to bridge language divides and integrate the study of Spanish-speaking Latin America, with analysis of Brazil, the Caribbean, and indigenous Latin America, while it also encourages critical inquiry from transatlantic perspectives that combine examinations of the Iberian Peninsula and Latin America.

Although the contours of the field are constantly being debated and redefined, there is a general consensus that cultural studies is distinguished by both its critical interdisciplinary approach and the kinds of texts it interrogates. Cultural Studies in Latin America and Spain has been shaped by questions about the relations between cultural production, power, and society. Topics of interest generally include the relations between culture and political economy, between the North and the South, and between culture and the state, as well as the construction of racial, gender, and class identities. These problems are explored through a variety of texts, ranging from established cultural expressions such as literature and essays to forms of popular culture such as film, video, and music.

The Spanish and Latin American Studies program is relevant for students considering careers in teaching, media work, advertising, creative arts, multimedia, as well for those looking to pursue graduate studies. It should be considered for a double major with International Development, History, Political Science, Environment and Resource Studies, Visual Culture, History, English, French, German, or Linguistics.
2) Curriculum Reform

On December 8, 2011 members of the Department held a half-day retreat to discuss the various issues that were highlighted in the consultants’ Report, and it was agreed that some calendar reform would be undertaken immediately.

On December 14, 2011, a joint meeting between the two groups was held at UW. Scheduling issues for the upcoming academic year were clarified, and a general spirit of collaboration was rekindled.

Four plan requirements have been collapsed into two (this was done in consultation with WLU so that our shared senior students would continue to enjoy a joint program that is fully functional and robust). With these changes, students pursuing a Plan in Spanish and Latin American Studies will more easily fulfill their requirements and can move fluidly between courses with ease. The reduction in plan requirements will also open up the number of electives students can pursue. These changes have been approved at UGAG, and will come into effect as of May 2015.

The Review Team also encouraged the Department to offer “some courses related to culture, literature, film, etc. offered in English at the 100 level [that] might encourage students to become interested in Spanish and Latin American Studies and then take more Spanish language courses. Such courses could also serve the university community as a whole by providing courses for students in, for example, literature, history, political science, art history, film studies, women’s studies, international development, etc., especially at a university where there are no other available courses related to Latin America.”

The department has implemented this advice with the creation of a new culture course, to be offered in English:

SPAN 150

The Hispanic World Through Literature and the Arts
A study of Hispanic cultures as represented in their literature, film, and visual arts with particular attention to issues of race, gender, sexuality, and cultural and national identity.

This new course will be offered in Fall 2015, and we are confident that the nature and scope of the topic will draw a healthy number of students from across the university.

The Department also addressed the Review Team’s suggestion that it “find ways to focus its program and project a stronger sense of identity”. To that end, faculty members have created / redesigned / updated the following 7 courses:

SPAN 326 - Theatre of the Spanish Golden Age: Texts and Cultural Contexts
SPAN 350 - Poetry of Tango
SPAN 366 - Aesthetics of Rupture: Latin American Avant-garde Movements
SPAN 386 - Memory and Performance in Latin American Literature
SPAN 387 - Gender, Power, and Representations in Latin America
SPAN 400 - Memories and Representations: Constructive Truths and Competing Realities
SPAN 415 - The Hispanic Transatlantic
The areas of study represented in these course offerings strongly link faculty research profiles to the student experience, and will expose students to the work we do, hopefully inspiring more of our students to continue their education at the graduate level.

3) Teaching Load

Faculty members in the Department of Spanish and Latin American Studies continue to carry a teaching load of 5 courses, which was considered heavy by both the External Review Team, and by our own administration. We have 4 faculty members in the department (1 Full, 2 Associates, 1 Assistant), and with such a complement, offering a full program can present its challenges.

We were encouraged to consider reducing our load to 4, with those people carrying major administrative posts receiving further course relief (ie: the Chair would teach 2 courses per year, and the Associate Chair would teach 3).

During our departmental retreat we carefully considered various scenarios, and modelled teaching schedules with 4 and 5 courses. It is noteworthy that it is very rare to have a year when one member of our department is not away on a sabbatical or on a leave of some sort, so most years the department is covering all its bases with only 3 regular faculty members on campus.

We concluded that if we are to protect the integrity of our program, reducing our load to 4 is only feasible with additional investment from the University.

We reiterate that the Department of Spanish and Latin American Studies currently enjoys a successful collaboration with colleagues at Wilfrid Laurier University. With this arrangement, senior students from UW can take certain required courses at WLU, while senior WLU students are required to complete program requirements at UW. The Review Committee noted “the students are extremely pleased with the opportunities that are opened to them with this collaboration”.

The collaboration between the two universities has been in existence for over 40 years and functions very well, but this does not assuage our needs for a fifth faculty position.

4) First Year Experience

The external consultants confirmed the importance of having more faculty presence at the first-year level, so as to have more contact and impact with potential majors. We have consistently required faculty members to teach all course levels. We are all involved in first, second, third and fourth year courses. More than half of our student body is taught by faculty, and not by sessionals. A reduction to a course load of 4, with every faculty member involved in language teaching at all levels, leaves little room for faculty involvement in more advanced language, literature and culture courses, and highlights once again the need for a fifth faculty position.
5) Outreach Initiatives

The consultants also recommended that the Department take on “a more proactive role in the local high schools”, and that people in both the Hispanic and Portuguese communities be encouraged to participate in the intellectual life of the department through lectures, film series, etc.

The Department regularly contacts local high school Spanish teachers and invites these groups to attend lectures and participate in departmental activities.

Moreover, the Department has been offering a lecture series for several years that is attended by members of the UW community and beyond.

In 2012-2013 we enjoyed a successful film series that was attended by students and members of the K-W community.

In 2013-2014 we held a successful Alumni Speaker Series, and our current students enjoyed and benefited from learning what graduates from Spanish and Latin American Studies have gone on to pursue after their chapter at UW was completed.

We reiterate here our translation students’ volunteer involvement at World Accord and the Mennonite Coalition for Refugee Support.

6) Use of Social Technologies

As language-learning tools evolve, so has the Department of Spanish and Latin American Studies. All of our language classes have adopted the most recent technologies. Students are involved in online learning, chat room and blog functions.

Moreover, in 2013-2014 we were fortunate to hire one of our former students to help us cover a sabbatical leave. After graduating from UW, Ms. Camelia Núñez went on to pursue graduate studies at Western University. She also took time to complete UW’s MBET program. She has since gone on to launch her own company –MILAO-- which developed a language learning tool that can be downloaded as an app on any personal mobile device, and can simulate and evaluate with an avatar conversations in Spanish in real time.

We were proud to beta test the program in our first-year courses. Ms. Núñez took advantage of the excitement our students had for the software, and invited some of them to be involved in the research she was conducting. This resulted in several of our students presenting their findings, under Ms. Núñez’s tutelage, at conferences in Ontario and Quebec.

The opportunity to participate in research and to be exposed to the intellectual rigor of a conference has inspired these undergraduate students to continue their studies at the graduate level.
7) Translation Program

The external consultants highlighted the importance and uniqueness of our Translation Plan, and encouraged us to do what we can to strengthen and expand the program since it combines theoretical, practical and experiential learning. Students are required to volunteer a specific number of hours working at World Accord and at the Mennonite Coalition for Refugee Support. Both organizations are located in the K-W area. Students find the time spent working with the people here very inspiring and the experience valuable to their growth as potential translators.

A study-abroad opportunity at the University of Holguín is also available for students registered in the translation program and, following the advice of the Review Team, we have opened this opportunity up for those students who are not pursuing a specialization in translation, but who still seek the study-abroad experiences in Cuba.

The Review Committee also suggested that the administration invest some of the monies currently spent on sessionals on a fifth position in the area of Applied Linguistics. Such a candidate would be more suited to be involved with and expand the Translation Program.

As an interim solution the Department hired a certified Spanish-English translator, who developed a preparatory course for students in our translation plan. The course was designed as a workshop where each student was asked to launch a translation “start-up”. Students were taught to develop a business model and were also prepared to eventually write the translation exam given by the Association of Translators and Interpreters of Ontario (ATIO).

The Department has been unable to re-hire a similar person with this expertise, due to financial constraints.

The Review Team noted that “the Translation Plan is unique in Ontario and has produced very fine students. It is an important source of experiential learning, especially when combined with the exchange program in Cuba. It is a skills-based option for those students wishing to rely on a set of practical options upon graduation from UW.”

A faculty member with a specialization in translation studies or applied linguistics would play an integral role in helping to grow this program.

8) Response to Student Feedback

Students who were interviewed by the Review Team suggested that we consider ways to increase interaction and conversation in language courses.

The Department has addressed this and has developed two initiatives:

1) Students Offering Support (SOS): Through this initiative students in our third year program are invited to develop teaching modules that review key grammar concepts. These modules are graded by the professor and are then offered to the first year students at the end of term, as they prepare for final exams. The initiative has been well received, and offers our senior students a unique experience to be involved in peer support and teaching.

2) Community Service Learning: In 2015 we will give students in our Intermediate and Advanced courses the option to replace the conversation class component with an opportunity to engage with members of our K-W Latin American Community.
Community Service Learning is a form of experiential education in which students engage in structured community service designed to meet the identified needs of non-profit organizations, and the specified learning objectives of a university course. CSL aims to connect the classroom with the community in a way that is mutually beneficial to all participants: students, faculty and community partners. The community can contribute in multiple and meaningful ways to student learning objectives and students can contribute knowledge and skills towards developing sustainable solutions for community-identified needs.

The following objectives were identified for our students’ participation in the CSL program:

1. To understand the sociocultural setting of the Hispanic community in K-W.
2. To practice what they are learning in class in a real life situation.
3. To establish friendly relations with members of the K-W Hispanic community.
4. To identify similarities and differences between Canadian and Hispanic cultures.

9) Areas Still Requiring Implementation

- First-Year Online Learning

The Review Team applauded the Department’s involvement in online education, noting that both SPAN 101 and SPAN 102 are offered online, along with multiple sections offered concurrently on campus. Given the success of our online courses, the consultants suggested that the “Department should then consider offering all sections of SPAN 101 and SPAN 102 online”.

The Department does not wish to fully embrace this suggestion, as all faculty members recognize that the online experience, while offering a valid alternative, can never truly equal the experience offered in a classroom environment. Not all students learn well in an online setting, and the success of and demand for our on campus courses lead us to believe we are doing a fine job in this area.

Moreover, the implementation of this recommendation would require a discussion that would need to address course management, grading assistance, and pedagogical outcomes. The Review Team did not suggest ways to implement this change, and so the Department has decided to continue offering a healthy combination of learning experiences to its students, and to thus satisfy various learning needs and styles.

We are always open to having a discussion with the administration to consider other options that may be available.
• Development of an Advanced Online Course in Literature

The Review Team encouraged the Department to develop an online course in literature so as to provide students seeking courses in the spring term with an opportunity to move forward in their Spanish and Latin American Studies plans. The Department is currently able to offer only first-year language courses during the spring term.

Such an online course would be interesting to develop, and could be used to better represent the research interests of faculty members. The development of such a course requires time, and consistent with UW practice, provides 2 course reliefs for the instructor involved in the preparation.

We are open to implementing this idea, and are currently considering the prospect of creating a joint offering, possibly with the University of Guelph, or Western University.

We have also begun investigating the possibility of creating a joint online course that would satisfy requirements for our Translation Specialization. We have recently reached out to Western, Guelph and Glendon, and are currently awaiting a response to our proposal.

• Creation of an Honours Thesis Option

The consultants also suggested that the Department “consider the possibility of offering the option of writing an Honours thesis” to advanced and/or graduating students. The Department was grateful for this recommendation, but at this time this remains an idea that we are still looking at implementing. Because plan standardization in the Faculty of Arts has become a priority, we have chosen to consider this recommendation in the coming months.

Conclusions

In their final remarks, the assessors noted that “four individuals cannot be expected to be all things to all people in a discipline that spans two continents over at least a thousand years of literary and artistic production. It is a disservice to the members’ research profiles to have them teach outside their areas of specialization. It is also not fair to the excellent students at UW to be taught by faculty who cannot be dedicated to their specific research interests”.

Every attempt has been made to follow the recommendations made by the external review team. We were grateful for the discussions held, and for the assessors’ honesty.

We are pleased with the progress we have made in our various initiatives, and will continue to offer a solid, comprehensive program to our students. We look forward to collaborating further with the administration to seek ways to secure its growth.
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. The Honorary Degrees Committee seeks input from all members of our university community for the names of prospective honorands who have displayed outstanding scholarly or professional achievement, or who have given exceptional service to society.

Guidelines for the awarding of honorary degrees, including selection guidelines, procedures, considerations to make in assessing a candidate’s qualifications, and details on what to submit in a nomination package, can be found at https://uwaterloo.ca/secretariat-general-counsel/committees-and-councils/honorary-degrees-committee/guidelines-awarding-honorary-degrees.

As well, the President’s Advisory Committee on Convocation Speakers invites input from the community to generate and maintain a pool of names of distinguished individuals who may or may not receive an honorary degree and who would potentially be outstanding convocation speakers, bearing in mind (i) scholarly or professional achievement, (ii) outstanding service to society, (iii) unique contribution to the arts or sciences, (iv) social, technological or entrepreneurial innovation, and (v) such other characteristics as the committee shall consider worthy. Members of the community are asked to submit a short (250 word) abstract/precis on any such individual to secretariat@uwaterloo.ca.

Please take time to consider forwarding the names of any outstanding candidates for potential nominations, and consider that the university embraces and appreciates diversity and wants to ensure a diverse pool of candidates, with particular attention to women and minority candidates that can be underrepresented in these circumstances. With the community’s input we can continue to maintain a substantial pool of deserving individuals whose achievements the university would be delighted to celebrate and honour.

Thank you in advance for your contribution to this important process.
Recognition and Commendation
Professor Robert de Loë of the Department of Environment and Resource Studies and the Water Institute has been awarded an Insight Development Grant from the Social Sciences and Humanities Research Council. de Loë will use the grant to inspire new ways of governing water. He wants to change the way we think about water issues by exposing the connections between water and related areas such as energy, food, finance, security and trade. “My research will focus on why we have been dealing with the same water problems for decades, with too little progress in many cases, and determining how we can re-frame water issues to move forward,” said de Loë. “This grant gives my team and me an extraordinary chance to step back, re-evaluate, and take a strategic approach to research that I hope will make a difference in water governance around the world.” The goal of both the Insight Grant and the Insight Development Grant programs is to support new approaches to interdisciplinary research on complex topics to mobilize research knowledge with the potential for intellectual, cultural, social and economic impact. [6 January 2015 Daily Bulletin]
FOR INFORMATION

Early Issuance of Graduate Degree

Student name: Hanbin Kuang
Degree: Doctor of Philosophy, Systems Design Engineering
Conferral date: 19 January 2015

The above student has been approved for early issuance of his degree to support his employment outside of Canada. This graduate student completed his degree requirements in January 2015. This degree will be issued according to the Senate directive which delegates to the president, the registrar, and the associate provost, graduate studies authority to grant a degree/diploma/certificate when circumstances necessitate outside the normal schedule for such approvals by Senate.

James S. Frank
Associate Provost, Graduate Studies
FOR INFORMATION

APPOINTMENTS/REAPPOINTMENTS

Adjunct Reappointments

Graduate Supervision

CAMERON, Roy, Professor, School of Public Health and Health Systems, January 1, 2015 – December 31, 2015.

DONELLE, Lorie, Assistant Professor, School of Public Health and Health Systems, January 1, 2015 – December 31, 2015.

McKELVIE, Robert, Professor, School of Public Health and Health Systems, January 1, 2015 – December 31, 2015.

SHERIFALI, Diana, Assistant Professor, School of Public Health and Health Systems, January 1, 2015 – December 31, 2015.

VOSTI, Stephen, Associate Professor, School of Public Health and Health Systems, February 1, 2015 – January 31, 2016.

Graduate Supervision and Research

PINTHUS, Jehonathan, Associate Professor, Department of Kinesiology, January 1, 2015 – December 31, 2017.

Special Appointment

Undergraduate Instruction

GOOYERS, Chad, Lecturer, Department of Kinesiology, January 5, 2015 – April 30, 2015.

Postdoctoral Fellow to Research Appointment

ZUJ, Kathryn, Department of Kinesiology, December 1, 2014 – May 31, 2015.

James W.E. Rush
Dean, Faculty of Applied Health Sciences
FOR INFORMATION

A. APPOINTMENTS/REAPPOINTMENTS

Tenured Appointment

BLIGHT, James (AB 1970 University of Michigan; MA 1973, PhD 1974 University of New Hampshire; MPA 1984 Harvard University), Professor, Department of History, January 1, 2015. Prior to his arrival in 2010 (initially a definite-term appointment) as CIGI Chair in Foreign Policy Development, Professor Blight was for fourteen years professor of international relations at the Watson Institute for International Studies at Brown University. Earlier in his career, he spent five years as a research coordinator at the Centre for Science and International Affairs at Harvard’s John F. Kennedy School of Government. Professor Blight has an international reputation for pioneering a methodology known as ‘critical oral history,’ whereby a reconstruction of historical crisis moments is achieved by bringing together in a conference setting 1) high-level decision-makers, 2) declassified documents from the governments of all sides, and 3) scholarly analysis. Professor Blight has published numerous books and articles based on this methodology, including his 2012 book Virtual JFK: Vietnam if Kennedy had lived, which the Wall Street Journal named “one of the five best books ever written on John F. Kennedy.” Professor Blight’s far-reaching international reputation will attract graduate students to both the history department’s MA and PhD programs, and to the Balsillie School’s Global Governance graduate programs. He is also a dedicated undergraduate instructor who will contribute to the department’s specializations in International Relations and Applied History.

Definite-Term Reappointment

HARRIGAN, Kevin, Research Associate Professor, Department of Drama & Speech Communication, January 1, 2015 to December 31, 2015.

Adjunct Appointments

Instruction

DOMINGUEZ, Tabatha, Lecturer, Faculty of Arts, Stratford Campus, January 1, 2015 to April 30, 2015.

GERNON, Mark, Lecturer, Department of Psychology, January 1, 2015 to April 30, 2015.

NOORI, Hamid, Lecturer, Faculty of Arts, Stratford Campus, January 1, 2015 to April 30, 2015.

PARK, Ryan, Lecturer, Department of Fine Arts, January 1, 2015 to April 30, 2015.

Miscellaneous (research, consultations, etc.)

HAYES, Nicole, Lecturer, Department of Anthropology, January 1, 2015 to December 31, 2015.

Adjunct Reappointments

Instruction

ARNASON, Mark, Lecturer, School of Accounting and Finance, January 1, 2015 to April 30, 2015.

BERGSTROM, Anders, Lecturer, Department of Fine Arts, January 1, 2015 to April 30, 2015.

BIRD, Fred, Professor, Department of Political Science, January 1, 2015 to April 30, 2015.

BORONKA, Irina, Lecturer, Department of Germanic and Slavic Studies, January 1, 2015 to April 30, 2015.
BULLOCH, Dean, Lecturer, Department of Psychology, January 1, 2015 to April 30, 2015.

CHAPUT, Louise, Lecturer, Department of Political Science, January 1, 2015 to April 30, 2015.

COOPER, Stephanie, Lecturer, Department of Germanic and Slavic Studies, January 1, 2015 to April 30, 2015.

CULLEN, Brian, Lecturer, Faculty of Arts, Stratford Campus, January 1, 2015 to April 30, 2015.

DATARDINA, Malik, Lecturer, School of Accounting and Finance, January 1, 2015 to April 30, 2015.

DE ROOIJ-MOHLE, Margreet, Lecturer, Department of Germanic and Slavic Studies, January 1, 2015 to April 30, 2015.

GLADKOVA, Olga, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

GEWURTZ, Michelle, Lecturer, Department of Fine Arts, January 1, 2015 to April 30, 2015.

HARVIE, Jo, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

HE, Zhen, Lecturer, Faculty of Arts, Stratford Campus, January 1, 2015 to April 30, 2015.

HILL, Heather, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

HOLUKOFF, Kurt, Lecturer, Department of Philosophy, January 1, 2015 to April 30, 2015.

LAM, Mandy, Lecturer, Department of English Language and Literature, January 1, 2015 to January 31, 2015.

LAZAR, Karen, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

LIN, David, Lecturer, School of Accounting and Finance, January 1, 2015 to April 30, 2015.

LOCKWOOD, Eric, Lecturer, School of Accounting and Finance, January 1, 2015 to April 30, 2015.

LOPES, Maria, Lecturer, School of Accounting and Finance, January 1, 2015 to April 30, 2015.

MALONE, Toby, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

MCEWAN, Michael, Lecturer, Department of Philosophy, January 1, 2015 to April 30, 2015.

MOTA, Fatima, Lecturer, Department of Spanish and Latin American Studies, January 1, 2015 to April 30, 2015.

NABERT-CHUBB, Rebecca, Lecturer, Department of Political Science, January 1, 2015 to April 30, 2015.
NUNEZ, Camelia, Lecturer, Department of Spanish and Latin American Studies, January 1, 2015 to April 30, 2015.

PECKHAM, William, Lecturer, Department of Psychology, January 1, 2015 to April 30, 2015.

ROCKX, Barb, Lecturer, School of Accounting and Finance, January 1, 2015 to April 30, 2015.

SCHWEITZER, David, Lecturer, Department of History, January 1, 2015 to April 30, 2015.

SHAKESPEARE, Robert, Lecturer, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

SMITHWICK, Neal, Lecturer, Department of Sociology and Legal Studies, January 1, 2015 to April 30, 2015.

SRINIVASAN, Arun, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to March 18, 2015.

STACEY, Jeffery, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

STUMPF, Andres, Lecturer, Department of Philosophy, January 1, 2015 to April 30, 2015.

TELL, Edmond, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

TRAVERS, Dan, Lecturer, Department of History, January 1, 2015 to April 30, 2015.

VAN BRUWAENE, David, Lecturer, Department of Philosophy, January 1, 2015 to April 30, 2015.

ZIMMERMAN, Amber, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

Graduate Student to Part-Time Lecturer Appointments

AARDSE, Kent, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

ALTAHER, Ayesha, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

BRADLEY, Adam, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

BROUSSEAU, Anna, Department of French Studies, January 1, 2015 to April 30, 2015.

BOURGET-FOGARTY, Galen, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

COAKLEY, Laura, Department of French Studies, January 1, 2015 to April 30, 2015.

DEFRAEYE, Julien, Department of French Studies, January 1, 2015 to April 30, 2015.

DES ENFFANS D’AVERNAS, Eric, Department of French Studies, January 1, 2015 to April 30, 2015.
EHRENTRAUT, Judy, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

GADZALA, Krysteena, Department of French Studies, January 1, 2015 to April 30, 2015.

GASTER, Matthew, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

GAUTHIER, Lauren, Department of French Studies, January 1, 2015 to April 30, 2015.

GIBBONS, Sarah, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

GHAFFARIAN, Sara, Department of Germanic and Slavic Studies, January 1, 2015 to April 30, 2015.

HAIDER, Amna, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

HANCOCK, Michael, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

HIRSTEIN, Mario, Department of Germanic and Slavic Studies, January 1, 2015 to April 30, 2015.

HUTCHISON, Jesse, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

KIANI, Somayeh, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

KOLAHJOOEI ALVAR, Farzad, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

LAWRENCE, Christopher, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

MALASHEWSKI, Kyle, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

MATSINHE, Daniel, Department of French Studies, January 1, 2015 to April 30, 2015.

MAYBERRY, Thomas, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

MAZOYER, Alexandre, Department of French Studies, January 1, 2015 to April 30, 2015.

MILETIC, Philip, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

NELSON, Benjamin, Department of Philosophy, January 1, 2015 to April 30, 2015.

NEUPANE, Dhruba, Department of English Language and Literature, January 1, 2015 to April 30, 2015.
NORTHCOTE, Graeme, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

ROSS, George, Department of Drama and Speech Communication, January 1, 2015 to April 30, 2015.

SABZIAN, Saeed, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

SEYLER, Caroline, Department of French Studies, January 1, 2015 to April 30, 2015.

SIKKEMA, Douglas, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

SMEATON, Joan, Department of French Studies, January 1, 2015 to April 30, 2015.

VIST, Mari, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

VOSSEN, Emma, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

Staff to Part-Time Lecturer Appointment
SCHMIDLIN, Karin, Faculty of Arts, Stratford Campus, January 1, 2015 to April 30, 2015.

B. SABBATICAL LEAVES
For Approval by the Board of Governors
MIRAGLIA, Anne Marie, Professor, Department of French Studies, July 1, 2015 to December 31, 2015, 85% salary.

SCHOLER, Abigail, Assistant Professor, Department of Psychology, January 1, 2016 to June 30, 2016, full salary.

Douglas M. Peers
Dean, Faculty of Arts
FOR INFORMATION

A. APPOINTMENTS/REAPPOINTMENTS

Probationary-Term Appointment

KHAN, Mohammad (Ibraheem), Assistant Professor, Department of Mechanical & Mechatronics Engineering, July 1, 2015 – June 30, 2018. PhD University of Waterloo 2011; MASc University of Waterloo 2007; BASc University of Toronto 2005. Dr. Khan’s research interests are physical metallurgy, material science and material processing. He received his PhD in 2011 on Phase Transformation of Processed Shape Memory Alloys. He joins the Materials group and the Centre for Advanced Materials Joining in support of the TransCanada/NSERC industrial research chair held by Professor Adrian Gerlich.

Definite-Term Appointment

GROVE, Jason, Lecturer, Department of Chemical Engineering, December 1, 2014 – November 30, 2017. PhD University of Waterloo 2005; MEng University of Oxford (New College), Oxford, UK 2001. Dr. Grove has been hired as a graduate attribute lecturer in charge notably of championing the outcome-based accreditation for the Chemical Engineering and Nanotechnology Engineering programs. In addition to delivering lectures, he is also championing experiential learning though the Ideas Clinic activities. The Department of Chemical Engineering is very fortunate to be able to hire Dr. Grove in this capacity as he has developed in the past couple of years a wealth of experience in both outcome-based accreditation, as well in experiential learning, not to mention a proven teaching track record.

Visiting Appointments


FIGUEIREDO, Juliana Sa Leal De, Researcher, Department of Chemical Engineering, January 1, 2015 – December 31, 2015.

GALINDO, Gabriel, Scholar, Department of Mechanical & Mechatronics Engineering, January 1, 2015 – March 31, 2015.


Visiting Reappointments


TOMESCU, Sebastian, Scholar, Department of Mechanical & Mechatronics Engineering, January 1, 2015 – December 31, 2015.

Special Appointments

Undergraduate Instruction

CHARANIA, Tasreen, Lecturer, Department of Electrical & Computer Engineering, January 1, 2015 – April 30, 2015.

EL-HAKIM, Mohab, Lecturer, Department of Civil & Environmental Engineering, January 1, 2015 – April 30, 2015.


GIANNIKOURIS, Allyson, Lecturer, Department of Electrical & Computer Engineering, January 1, 2015 – April 30, 2015.

HAGHSHENAS, Meysam, Lecturer, Department of Mechanical & Mechatronics, January 1, 2015 – April 30, 2015.

NGUYEN, Tam, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2015 – April 30, 2015.

PLUMB, Ben, Lecturer, Department of Civil & Environmental Engineering, May 1, 2015 – August 31, 2015.

RAHIM, Amir, Lecturer, Department of Management Sciences, January 1, 2015 – April 30, 2015.

RIAHINEZHAD, Marzieh, Lecturer, Department of Chemical Engineering, January 1, 2015 – April 30, 2015.

SADHU, Ayan, Lecturer, Department of Civil & Environmental Engineering, May 1, 2015 – August 31, 2015.

SEIFERT, Rolf, Lecturer, School of Architecture, January 1, 2015 – April 30, 2015.

TEERTSTRA, Peter, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2015 – April 30, 2015.

TYRREL, Jonathan, Lecturer, School of Architecture, January 1, 2015 – April 30, 2015.

Graduate Instruction

HUNT, Lloyd, Lecturer, School of Architecture, January 1, 2015 – April 30, 2015.

Special Reappointments

Undergraduate Instruction

BATAY-CSORBA, Andrew, Lecturer, School of Architecture, January 1, 2015 – April 30, 2015.

BORLAND, Matt, Lecturer, Department of Systems Design Engineering, January 1, 2015 – April 30, 2015.
KOLLER, Heinrich, Lecturer, School of Architecture, January 1, 2015 – April 30, 2015.

LIM TUNG, Fiona, Lecturer, School of Architecture, January 1, 2015 – April 30, 2015.

MARCOPOULOS, Christos, Lecturer, School of Architecture, January 1, 2015 – April 30, 2015.

Graduation Instruction
FADER, Christina, Lecturer, Department of Management Sciences, January 1, 2015 – April 30, 2015.

Adjunct Appointment
Graduate Supervision & Research
SUNDARAM, Shreyas, Assistant Professor, Department of Management Sciences, January 1, 2015 – January 4, 2018.

Adjunct Reappointments
Graduate Supervision
YEE, Eugene, Professor, Department of Mechanical & Mechatronics Engineering, October 1, 2014 – September 30, 2017.

Graduate Supervision & Research
CHRISTIAN, Beverly Howard, Assistant Professor, Department of Chemical Engineering, September 1, 2014 – August 31, 2016.

CHUNG, Duane, Assistant Professor, Department of Chemical Engineering, May 1, 2014 – April 30, 2017.

PAN, Qinmin, Professor, Department of Chemical Engineering, January 1, 2015 – December 31, 2015.

Cross Appointment
DUSSEAULT, Maurice, Professor, Department of Earth & Environmental Sciences, Faculty of Science to Department of Civil & Environmental Engineering, July 1, 2014 – June 30, 2017.

B. ADMINISTRATIVE REAPPOINTMENTS

CANIZARES, Claudio, Associate Director, External Partnerships, Waterloo Institute for Sustainable Energy (WISE), January 1, 2015 – December 31, 2015.

JAHED, Hamidreza, Associate Chair, Graduate Studies, Department of Mechanical & Mechatronics Engineering, January 1, 2015 – December 31, 2017.

SIMON, Leonardo, Associate Chair, Graduate Studies, Department of Chemical Engineering, January 1, 2015 – December 31, 2015.

C. RESIGNATION
SUNDARAM, Shreyas, Assistant Professor, Department of Electrical & Computer Engineering, January 4, 2015.
D. SABBATICAL LEAVE
For Approval by the Board of Governors
FENG, Xianshe, Professor, Department of Chemical Engineering, July 1, 2015 – June 30, 2016, 100% salary.

Pearl Sullivan
Dean, Faculty of Engineering
FOR INFORMATION

APPOINTMENTS/REAPPOINTMENTS

Probationary-Term Reappointment

JOHNSON, Peter, Assistant Professor, Department of Geography and Environmental Management, July 1, 2015 to June 30, 2018: PhD, McGill University, 2010; MA, Waterloo, 2003; BA, Waterloo, 2001.

Special Appointments

Instruction

FORD, Victoria, Lecturer, School of Environment, Enterprise and Development, January 1, 2015 to April 30, 2015.

MULA, Samuel, Lecturer, Department of Environment and Resource Studies, January 1, 2015 to April 30, 2015.

SNIDER, Scott, Lecturer, School of Planning, January 1, 2015 to April 30, 2015.

TUCCI, Michael, Lecturer, School of Planning, January 1, 2015 to April 30, 2015.

Graduate Student to Part-Time Lecturer Appointment

HARTT, Maxwell, Faculty of Environment, January 1, 2015 to April 30, 2015.

Jean Andrey
Dean, Faculty of Environment
FOR INFORMATION

A. APPOINTMENTS/REAPPOINTMENTS

Probationary-Term Appointment

KENNEDY, Matthew (BMath 2008, PhD 2011, both from the University of Waterloo), Assistant Professor, Dept. of Pure Mathematics, July 1, 2015 – June 30, 2018. Dr. Matthew Kennedy is a rising star in the important area of functional analysis. He won the Canadian Mathematical Society doctoral prize for the best PhD thesis by a student in a Canadian university in 2012 and was offered a tenure-track position at Carleton University immediately upon obtaining his PhD. Since that time, his research has developed at an incredible rate and is described by the experts as breakthrough, truly exceptional work. He has solved a number of unrelated, long-standing major problems in functional analysis, building connections with algebra, algebraic geometry and dynamical systems to do so. The University of Waterloo is already known as having the premier group of functional analysts in Canada. With the addition of Dr. Kennedy, the stature of this research group will be raised even higher and for well into the future.

Probationary-Term Reappointments

LIANG, Kun (BE 1999, MS 2002, both from Tsinghua University; MS 2005, PhD 2010, both from Iowa State University), Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2015 – June 30, 2018.

LYSY, Martin (BSc Hon 2006, McGill University; PhD 2012, Harvard University), Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2015 – June 30, 2018.

QIN, Yingli (BS 2002, MS 2005, both from Northeast Normal University; MS 2006, PhD 2009, both from Iowa State University), Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2015 – June 30, 2018.

WANG, Ruodu (BS 2006, MS 2009, both from Peking University; PhD 2012, Georgia Institute of Technology), Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2015 – June 30, 2018.

Definite-Term Reappointment

KNOLL, Carolyn (BSc Hon 2007, Queen’s University; MMath 2009, PhD 2013, both from the University of Waterloo), Lecturer, Office of the Dean, January 1, 2015 – December 30, 2016.

Visiting Appointment


Adjunct Reappointments

Instructor

GAUTHIER-SHALOM, Gabriel, Lecturer, Dept. of Combinatorics and Optimization, January 1, 2015 – April 30, 2015.


Cross Reappointment
CLEVE, Richard, Professor, David R. Cheriton School of Computer Science to the Dept. of Combinatorics and Optimization, January 1, 2015 – June 30, 2017.

Graduate Student to Part-time Lecturer Appointments
ARNOLD, Andrew, David R. Cheriton School of Computer Science, January 1, 2015 – April 30, 2015.


Graduate Student to Part-time Lecturer Reappointments


Postdoctoral Fellow to Part-time Lecturer Reappointment
KAMALI, Shahin, David R. Cheriton School of Computer Science, January 1, 2015 – August 31, 2015.

B. ADMINISTRATIVE APPOINTMENTS
GODSIL, Chris, Acting Chair, Dept. of Combinatorics and Optimization, September 1, 2015 – August 31, 2016.

KÖNEMANN, JOCHEN, Chair, Dept. of Combinatorics and Optimization, September 1, 2016 – August 31, 2019.

C. SABBATICAL LEAVES
For Approval by the Board of Governors
KOLKIEWICZ, Adam, Associate Professor, Dept. of Statistics and Actuarial Science, May 1, 2015 – April 30, 2016, 100% salary.

LI, Ming, Professor, David R. Cheriton School of Computer Science, September 1, 2015 – August 31, 2016, 100% salary.

LIANG, Kun, Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2015 – December 31, 2015, 100% salary.

MENEZES, Alfred, Professor, Dept. of Combinatorics and Optimization, January 1, 2016 – June 30, 2016, 85% salary.

QIN, Yingli, Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2015 – December 31, 2015, 100% salary.

D. ADMINISTRATIVE LEAVE
MENEZES, Alfred, Professor, Dept. of Combinatorics and Optimization, September 1, 2015 – December 31, 2015, 100% salary.

Ian P. Goulden
Dean, Faculty of Mathematics
FOR INFORMATION

APPOINTMENTS/REAPPOINTMENTS

Definite-Term Reappointment

MAKAROV, Vadim, Research Assistant Professor, Department of Physics and Astronomy, February 1, 2015 to January 31, 2018.

Definite-Term Appointment Changes

MacIVER, Sarah, Lecturer, School of Optometry and Vision Science, appointment changed from Definite Term to Continuing, effective January 1, 2015.

STEENBAKKERS, Michelle, Lecturer, School of Optometry and Vision Science, appointment changed from Definite Term to Continuing, effective January 1, 2015.

Adjunct Appointments

Undergraduate Instruction

DHAMI, Rita, Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.

HEINTZMAN, Angela, Clinical Assistant Professor, School of Pharmacy, May 1, 2015 to August 31, 2015.

MODESTINO, Rob, Clinical Assistant Professor, School of Pharmacy, January 26, 2015 to August 31, 2015.

Undergraduate Instruction and Research

CUTLER, Murray, Assistant Professor, School of Pharmacy, December 1, 2014 to November 30, 2017.

Research

HORNE, Stephen E., Professor, Department of Chemistry, January 1, 2015 to August 31, 2018.

Graduate Supervision and Research

VAN DER MEER, Matthijs, Assistant Professor, Department of Biology, January 1, 2015 to December 31, 2017.

Adjunct Reappointments

Undergraduate Instruction

BARRETT, Brett, Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.

MCFARLANE, Thomas, Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.

NAGGE, Jeffrey J., Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.

NAKHLA, Nardine, Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.
SIAN, Preet. Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.

STARK, Angela. Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.

VIANA, Luis. Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2017.

Graduate Supervision and Research
LEE, Lucila (Lucy) E.J., Professor, Department of Biology, November 1, 2014 to October 31, 2017.

QUAID, Patrick. Assistant Professor, School of Optometry and Vision Science, January 1, 2015 to December 31, 2017.

Research
SMITH, Stephen M., Associate Professor, Department of Biology, February 1, 2015 to January 31, 2018.

Research and Other
LEE, Linda L.W., Assistant Professor, School of Pharmacy, November 1, 2014 to October 31, 2017.

WOO, George, Professor, School of Optometry and Vision Science, February 1, 2015 to January 31, 2018.

Undergraduate Instruction, Graduate Instruction, Graduate Supervision, Research and Other
VAN CAUWENBERGHE, Owen, Assistant Professor, School of Pharmacy, January 1, 2015 to December 31, 2018.

Graduate Student to Part-time Lecturer Appointments
DROLLE, Elizabeth, Lecturer, Department of Physics and Astronomy, January 1, 2015 to April 30, 2015.

LEE, Brenda Y., Lecturer, Department of Physics and Astronomy, January 1, 2015 to April 30, 2015.

T.B. McMahon
Dean. Faculty of Science
FOR INFORMATION

SABBATICAL LEAVES
PERESSINI, Tracy, Associate Professor, Social Development Studies, January 1, 2015 to December 31, 2015, 100% salary

HOGARTH, Kathy, Assistant Professor, School of Social Work, July 1, 2015 to December 31, 2015, 100% salary

LLEWELLYN, Kristina, Associate Professor, Social Development Studies, September 1, 2015 to August 31, 2016, 100% salary for 6 months, 85% salary for 6 months

Wendy Fletcher
Principal, Renison University College
Senate Graduate & Research Council met on 12 January 2015, 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: https://uwaterloo.ca/secretariat/committees-and-councils/senate-graduate-research-council

FOR APPROVAL

PLAN CHANGES

Faculty of Arts – Economics

1. **Motion**: To remove the thesis option in the master of arts in economics plan.

   **Rationale**: This option is not viable, owing to the department only being able to fund students for one year and the thesis option requiring more than one year to complete. The department has not graduated any students from this option for more than 25 years.

Faculty of Arts – Sociology

2. **Motion**: To approve changes to the doctoral plan in sociology as described. (Note: strikethrough = deleted text; underline = new text)

   ... Students may take comprehensives in one of two formats:

   i) a six-hour written examination; ii) an oral examination; or iii) a take-home examination with an oral defence.

   The format will be decided in consultation with the student’s comprehensive examining committee.

   ... 

   **Rationale**: The department has found that comprehensive exams have been a major driver in longer PhD completion times and it has been several years since a student has opted for the oral exam option. The change will encourage a more standard timeline while maintaining the rigour of the exams and flexibility for students.

Faculty of Engineering – Management Sciences

3. **Motion**: To approve changes to the master of applied science, master of management science and doctoral plans in management sciences as described in Attachment #1.

   **Rationale**: The current rules allow a student to pass courses without meeting the degree requirements of the plan, and this incongruence was navigated by ad hoc relaxation of the rules where it was seen to be appropriate. The new rule is more straightforward, and the department resolved to strictly implement the rule going forward.
Faculty of Environment – Master of Climate Change

4. **Motion:** To approve changes to the master of climate change plan as described in Attachment #2.

**Rationale:** Students going through the plan have not been as oriented toward a single area of concentration as initially expected. These changes will better align with the cross-cutting themes in which students have expressed interest, and will better utilize the interdisciplinary nature of the program.

PLAN DEACTIVATIONS

Faculty of Arts – Classical Studies

5. **Motion:** To approve the deactivation of the master of arts in ancient Mediterranean cultures plan.

**Rationale:** The last student in the plan graduated in 2014, and the department would now like to deactivate the plan.

Faculty of Engineering – Civil and Environmental Engineering

6. **Motion:** To approve the deactivation of the master of engineering in infrastructure systems plan.

**Rationale:** With no new student admissions into the program in the past three years, the department would like to deactivate the plan.

George Dixon      Jim Frank
Vice-President, University Research   Associate Provost, Graduate Studies
Memo

To: Bruce Hellinga, Associate Dean for Graduate Studies and Research, Engineering  
From: Bonwoo Koo, Associate Chair for Graduate Studies, Management Sciences  
Date: October 23, 2014  
Re: Proposed change to Graduate Calendar, Management Sciences degree requirement

The Department of Management Sciences would like to make some change to the Graduate Studies Calendar, as discussed below. We shall be pleased if you can take our proposal to the Engineering Graduate Studies Committee, and to the higher levels, to request approval. We expect it will take several months to get all approvals, so the expected effective date to implement this new requirement will be Fall 2015.

At the regular monthly meeting of the Department of Management Sciences, on October 6, 2014, the following decision was reached, unanimously.

1. Master of Applied Science (MASc) and Master of Management Sciences (MMSc)
   Current calendar
   “...These courses may include at most one 500-level course approved by the Associate Chair for Graduate Studies. All other courses must be at the 600 and 700- level. The overall average in these courses must be at least 73%, with a maximum of one course grade under 70%.”
   New calendar
   “...These courses may include at most one 500-level course approved by the Associate Chair for Graduate Studies. All other courses must be at the 600 and 700- level. Students must maintain an overall average of at least 73% at the end of each term, with no more than two failed courses overall.”

2. MMSc Online
   Current calendar
   “Students in the MSciOnline MMSc program (602, 603, 605, 606, 607, 609) must take at least two additional courses, totaling a minimum requirement of eight courses overall (.50 unit weight per course/4 units of credit). These courses must be at the 600 and 700- level with an overall average of at least 73%, and a maximum of one course grade under 70%.”
   New calendar
“Students in the MSciOnline MMSc program (602, 603, 605, 606, 607, 609) must take at least two additional courses, totaling a minimum requirement of eight courses overall (.50 unit weight per course/4 units of credit). These courses must be at the 600 and 700-level. **Students must maintain an overall average of at least 73% at the end of each term, with no more than two failed courses overall.**”

3. Ph.D.

**Current calendar**

“Take at least three courses (.50 unit weight per course) at the 600 or 700-level, with an overall average of at least 73%, and a maximum of one course grade under 70% (These courses may include courses offered by other departments.)”

**New Calendar**

“Take at least three courses (.50 unit weight per course) at the 600 or 700-level, **and maintain an overall average of at least 73% at the end of each term, with no more than two failed courses overall.**” (These courses may include courses offered by other departments.)”

**Rationales for the decision:**

The existing rule has created lots of confusion for students, because a “pass” for a graduate course is 65% but students with two passed marks (say 69% each) do not meet the degree requirements. In practice, there were lots of ad hoc relaxations of the existing rule and the Graduate Studies Office often questions for the relaxation.

To be more consistent with other departments in the Faculty of Engineering, we decided to replace the part “with a maximum of one course grade under 70%” with “at the end of each term, with no more than two failed courses overall.” The new rule is more straightforward, and we intend to strictly implement the rule.
Rationale for change:

- Both cohorts of MCC students are not as oriented toward a single area of concentration as initially expected. There is also more interest in cross-cutting themes, which is positive and can better take advantage of the interdisciplinary nature of the program.
- In terms of logistics of course offerings, because most students take their 3 MCC focused electives in the winter, it means we need to effectively mount close to 9 courses (3 in each of 3 areas of concentration) in that term. That is unlikely to be feasible most years. In years where we have one or more core faculty not available for MCC related teaching, it will be difficult to mount sufficient courses to ensure students can collect 3 in their area of concentration (leading to frustration).

Nature of the change:

- Require the 3 MCC designated electives to be taken from one large set of specified courses (i.e., any 3 from the approved list + Director’s discretion for ‘special topics’ courses) instead of 3 from one area of concentration within that large set of designated courses. This ensures availability of suitable courses to achieve this program requirement every year (e.g., this year it would be 3 of 14 available courses).

CURRENT WORDING … areas we wish to amend are underlined

The structure of the program requires the completion of a total of 8 courses:

1. three required core courses,
2. three electives from within one of the areas of concentration,
3. two open electives, and
4. either a major research paper or a four-month professional internship (that includes a reflective experiential learning report).

The program course sequence is described as follows:

In addition to the 3 core courses (GEMCC 601: Climate Change: Physical Science Basis; GEMCC 602: Climate Change, Vulnerability and Adaptation; GEMCC 603: Climate Change Mitigation), there is an additional 5 courses. 3 of those 5 will be MCC designated courses (from one of the three areas of concentration) and 2 are open electives (but could be from MCC designated courses if desired). These electives can be taken in the Fall, Winter or Spring term and depends on student interests/course load, internship/major paper decision / arrangements in the Spring term and course availability.

REVISED WORDING (is underlined)

The structure of the program requires the completion of a total of 8 courses:

1. three required core courses,
2. three climate change electives (from a designated list),
3. two open electives, and
4. either a major research paper or a four-month professional internship (that includes a reflective experiential learning report).
The program course sequence is described as follows:

In addition to the 3 core courses (GEMCC 601: Climate Change: Physical Science Basis; GEMCC 602: Climate Change, Vulnerability and Adaptation; GEMCC 603: Climate Change Mitigation), there is an additional 5 courses. 3 of those 5 will be MCC designated elective courses and 2 are open electives (but could also be from MCC designated elective course list if you wish). These electives can be taken in the Fall, Winter or Spring term and depends on student interests/course load, internship/major paper decision / arrangements in the Spring term and course availability.

**CURRENT LIST OF ‘MCC ELECTIVES’ BY AREA OF CONCENTRATION** (areas for change underlined)

Electives in Areas of Concentration (three courses required)

Students are able to tailor their program of study based on their individual interests by completing three elective courses in one of the three defined areas of concentration.

**Climate Change Science**

- GEMCC 610 Climate Prediction, Modeling and Scenarios
- GEMCC 630 Land Use and the Carbon Cycle
- GEOG 601 Environmental Change and Remote Sensing
- GEOG 603 Remote Sensing and Earth System Science
- GEOG 642 Micrometeorology
- GEOG 648/EARTH 646/BIOL 646 Paleolimnology

**Vulnerability, Impacts and Adaptation**

- GEMCC 620 Climate and Society
- GEMCC 621 Advanced Climatic Change Adaptation
- GEMCC 622 Climate Change, Natural Hazards and Disaster Risk Reduction
- GEMCC 640 Climate Policy, Law and Institutions
- GEMCC 642 Climate Compatible Development
- SUSSM 650 Environmental Finance
- PLAN 674 Site Planning and Design Studio
- INDEV 603 Global Health (online delivery)

**Mitigation**

- GEOG 669/INDEV606 Energy and Sustainability
- ENBUS 621 Enterprise Carbon Management (online delivery)
- GEMCC 640 Climate Policy, Law and Institutions
- GEMCC 642 Climate Compatible Development
- SUSSM 650 Environmental Finance
- PLAN 674 Site Planning and Design Studio

**REVISED LIST OF ‘MCC ELECTIVES’** (as one large set of designated courses)

Students are able to tailor their program of study based on their individual interests by completing three elective courses from the list of designated climate/climate change focused electives, including the sample below. The availability of MCC designated electives varies year-to-year, including newly approved courses.
- GEMCC 610 Climate Prediction, Modeling and Scenarios
- GEMCC 630 Land Use and the Carbon Cycle
- GEOG 601 Environmental Change and Remote Sensing
- GEOG 603 Remote Sensing and Earth System Science
- GEOG 642 Micrometeorology
- GEOG 648/EARTH 646/BIOL 646 Paleolimnology
- GEMCC 620 Climate and Society
- GEMCC 621 Advanced Climatic Change Adaptation
- GEMCC 622 Climate Change, Natural Hazards and Disaster Risk Reduction
- GEMCC 640 Climate Policy, Law and Institutions *(revised title: ‘CC Governance’)*
- GEMCC 642 Climate Compatible Development
- SUSSM 650 Environmental Finance
- PLAN 674 Site Planning and Design Studio
- INDEV 603 Global Health (online delivery)
- GEOG 669/INDEV 606 Energy and Sustainability
- ENBUS 621 Enterprise Carbon Management (online delivery)
- GEMCC 640 Climate Policy, Law and Institutions *(revised title: ‘CC Governance’)*
- GEMCC 642 Climate Compatible Development
- SUSSM 650 Environmental Finance
- PLAN 674 Site Planning and Design Studio

**NOTE: New courses** with approved amount of climate/climate change content are offered at BSIA/WLU (trying to get cross listed to Geography at WLU) and in Planning (Carrie Mitchell’s ‘Urban Systems’ course). Other additions are likely via SEED (Jason Thistlewaite ‘CC and Business’) and KI (Vanessa Schwitzer)
Senate Undergraduate Council met on 13 January 2015, and agreed to forward the following item to Senate for approval. Council recommends that this item be included in the regular agenda. Items recommended for inclusion in the consent agenda are contained within a separate report.

Further details are available at: uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council

FOR APPROVAL

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CALENDAR DATES

1. Motion: To approve the 2015-16 calendar dates as provided in Attachment #1.

Rationale: After Senate’s initial approval of the calendar dates in November 2014, it was discovered that the designated make-up date poses a significant conflict for one faculty. Following further consultation with associate deans of all faculties, the revised 2015-16 calendar dates have been agreed upon.

FOR INFORMATION

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Academic Program Review Reports

Final Assessment Report – Accounting and Financial Management – Please see Attachment #2.

Mario Coniglio
Associate Vice-President, Academic

/mg
Memo

To: Senate Undergraduate Council
From: Ray Darling, Registrar
CC: Joan Marshall, Editor, Undergraduate Calendar
     Charlene Schumm, Director, Scheduling, Examinations & Convocation
Date: January 8, 2015
Re: 2015-2016 Calendar of Dates

The 2015-2016 Calendar of Dates and Guidelines as passed at the November Senate meeting requires a minor amendment. We had originally scheduled the make-up class for Thanksgiving on Saturday, November 7th with the intent of not overloading students with classes at the end of the term. We have since discovered this will not work for one Faculty as they use that Saturday for multi-section midterm examinations. The Associate Deans have agreed to use Saturday, November 21st as the make-up day instead.
# Academic Calendar Dates, 2015-2016

The following symbols and abbreviations are used throughout this table:

- **Days of the week:** (M) Monday, (T) Tuesday, (W) Wednesday, (Th) Thursday, (F) Friday, (S) Saturday, (U) Sunday
- **N/A – Not Applicable**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Winter 2016</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operative Work Term Begins *</td>
<td>Aug. 31 (M)</td>
<td>Jan. 4 (M)</td>
<td>May 2 (M)</td>
</tr>
<tr>
<td>Lectures Begin</td>
<td>Sept. 14 (M)</td>
<td>Jan. 4 (M)</td>
<td>May 2 (M)</td>
</tr>
<tr>
<td>Reading Week</td>
<td>N/A</td>
<td>Feb. 15-19 (M-F)</td>
<td>N/A</td>
</tr>
<tr>
<td>Convocation</td>
<td>Oct. 23, 24 (F,S)</td>
<td>N/A</td>
<td>June 7-11 (T-S)</td>
</tr>
<tr>
<td>Lectures End &amp; Make-up Day(s)</td>
<td>Dec. 4 (F) &amp; Nov. 7 (S)</td>
<td>Apr. 4 (M)</td>
<td>July 25, 26 (M, T)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Friday schedule used</td>
<td>Note: Monday &amp; Friday schedules used</td>
</tr>
<tr>
<td>Pre-Examination Study Days</td>
<td>Dec. 5, 6, 7 (S-M)</td>
<td>Apr. 5, 6, 7 (T-Th)</td>
<td>July 27-Aug. 1 (W-M)</td>
</tr>
<tr>
<td>On-Campus Examinations Begin</td>
<td>Dec. 8 (T)</td>
<td>Apr. 8 (F)</td>
<td>Aug. 2 (T)</td>
</tr>
<tr>
<td>Online Class Examination Days</td>
<td>Dec. 11, 12 (F, S)</td>
<td>Apr. 8, 9 (F,S)</td>
<td>Aug. 5,6 (F,S)</td>
</tr>
<tr>
<td>On-Campus Examinations End</td>
<td>Dec. 22 (T)</td>
<td>Apr. 23 (S)</td>
<td>Aug. 13 (S)</td>
</tr>
<tr>
<td>Co-operative Work Term Ends *</td>
<td>Dec. 18 (F)</td>
<td>April 29 (F)</td>
<td>Aug. 26 (F)</td>
</tr>
<tr>
<td>Teaching days</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Pre-examination study days</td>
<td>1**</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Examination days</td>
<td>13</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

* Co-op work terms are expected to be 16 week in duration. Actual start and end dates may vary depending on employer or student requirements in consultation with CECA.

** According to the guidelines, only the Monday will count as a pre-examination days. There will be a total of three days before the end of classes and the start of exams.
GUIDELINES FOR DETERMINING ACADEMIC CALENDAR DATES

The following are principles and guidelines either formally agreed upon by Senate or adopted as common practice in determining the dates for the academic year.

1. That the practice of setting dates for each academic year continues to be an annual exercise.

2. That there be no fewer than 12 examination days in the Fall and Winter Terms, and 11 examination days in the Spring Term.

3. That there be no fewer than two pre-examination study days (excluding Saturday, Sunday and holidays) between the end of classes and the beginning of examinations and the university will attempt to schedule more study days when possible (including Saturday, Sunday and holidays). A clear rationale for using Saturday, Sunday and holidays as pre-examination study days must be communicated to Senate at the time calendar dates are approved.

4. That there be no fewer than 60 teaching days in a term. A clear rationale for fewer than 60 teaching days must be communicated to Senate at the time calendar dates are approved.

5. That attention be given to balancing the number of meets in courses. Where an imbalance may occur because of holidays (e.g., 11 Fridays and 13 Mondays), the last day of classes may use the class schedule for a different day in order to balance the number of meets across all courses.

6. That Fall Term classes in September begin on the Monday following the Labour Day Holiday.

7. That in the Fall Term no examinations be scheduled beyond December 22.

8. That the start date for Winter Term be January 3 when that date falls on a Monday, Tuesday or Wednesday. Otherwise the start date is the first Monday following January 3. In the event of Monday, January 3 being a declared holiday the term would begin January 4.

9. That the 5-day Winter Reading Week occurs in all Faculties and must begin on the third Monday in February in keeping with an informal agreement with Wilfrid Laurier University and University of Guelph.

10. The start date for Spring Term is normally May 1, 2 or 3 when these dates fall on a Monday, Tuesday, or Wednesday. Otherwise the start date is the first Monday following May 3.

11. In calculating teaching days in a term, Saturdays, Sundays and statutory or University holidays are excluded. An exception may be made to have a make-up class on Saturday in the Fall term when there is a late Labour Day.

12. In calculating examination days, Saturdays which fall within the period are included, whereas Sundays and statutory or university holidays are excluded. One exception to the above, approved by Undergraduate Operations Committee is that normally examinations will not be scheduled on the Saturday which follows Good Friday when that day falls within the examination schedule.

13. Grades due dates for on-campus courses are normally scheduled seven days from the date of the final examination. Grades for courses without a scheduled final examination are normally due 14 days after the start of examinations. Grades for Distance Education courses are due on the last date of the grades submission period.

14. That Fall Convocation be the Friday and Saturday that fall in the second last week of October.

15. That Spring Convocation be the Tuesday to Saturday in the second full week in June.

16. That Online Class Examination Days in each term be the first Friday and Saturday after the exam period starts.

Prepared by:
R.A. Darling, Registrar
September 9, 2014 (replaces October 20, 2009)
Final Assessment Report of the Review of the Bachelor of Accounting and Financial Management (BAFM) Program

Introduction
The School of Accounting and Finance’s (SAF) primary goal is to be the pre-eminent School of Accounting and Finance in Canada and a leader internationally. SAF evolved from the School of Accountancy changing its name in 2007. SAF offered in Fall 2013, undergraduate programs to over 1800 accounting and financial management students in Arts, Mathematics and Science. It also offers the Masters of Accounting to over 200 students plus a related Diploma to over 30 students. It offers a Masters of Taxation Program in Toronto to approximately 40 students admitted each year in the two year program. In addition, the School provides service teaching to non-accounting majors. In the most recent year the School offered 3762 student-courses.1

The Bachelor of Accounting and Financial Management (BAFM), the subject of this final assessment report, started in 2003. The first review of the BAFM program occurred in 2009 along with the review of all of SAF’s programs (including graduate programs) at the time. The current review is therefore the second and covers the period 2008-2013. During this time the School embarked on a growth strategy, with plans to increase its undergraduate enrolment and to transition from being the School to attend for public accounting professionals to being the School to attend for accounting and finance professionals. Although not formally a business school, SAF competes with elite business schools in Ontario (Toronto, Western, and Queen’s) and regionally with Wilfrid Laurier, McMaster, Brock, York, and Ryerson. Currently, the School is adjusting its programs to respond to the unification of professional accounting organizations into the Chartered Professional Accountants (CPA) of Canada, and the attendant changes to professional accreditation under this new designation.

Results of Previous program review
SAF was successful in ameliorating most of the issues identified in the previous review as they concern admissions and recruiting, student retention, curriculum, assessment of student learning, student support, teaching effectiveness. Ongoing issues relate to large class sizes (participation, assessment), low numbers of international students and lack of transparency with respect to tuition (level and increases). Funding remains problematic both in terms of amount and predictability and the growth in the number of faculty members has trailed the rate of growth in the number of students and courses that need to be taught. Co-op placement remains problematic for international students and

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1 A student-course is one student taking one section of a normal one semester half-credit course.
the program and prerequisite structure make it difficult to accommodate transfers from students already enrolled in other programs.

Self Study Process
This self-study was submitted on June 7, 2013. The site visit was conducted January 23-24, 2014. The review team external members were Prof. David Stangeland (I.H. Asper School of Business, University of Manitoba) and Prof. Teri Shearer (Queen’s School of Business, Queen’s University). The internal member was Prof. Andre Unger (Earth and Environmental Sciences, University of Waterloo). A team of faculty and staff were involved in the preparation of the undergraduate self-study report. The School collected surveys and numerous performance measures pertaining to admissions, student performance, research performance, and service with different team members responsible for different sections. The reviewers’ report was received on February 13, 2014 and the School’s response and implementation strategy, with timelines, responsibilities and resource needs assessment, was received on July 24, 2014. This final assessment report is based on information extracted from the self-study, the reviewers’ report and the program response.

Faculty Quality
Internationally, the School is a research leader in accounting research and a significant researcher in finance, as exemplified by high rankings in the Brigham Young University (BYU) and Arizona State University’s (ASU) rankings, respectively. SAF was one of 22 non-American universities in the top 100 of the BYU ranking (a global accounting research ranking) and the second in Canada, after University of Toronto. SAF was tied for 8th spot among Canadian universities in the ASU ranking (a global finance research ranking).

The faculty complement for 2013-14 is 48 faculty members, with 8 full professors, 15 Associate Professors, 11 Assistant Professors, and 14 lecturers. Faculty members are productive in publishing their work and have received significant research funding and research awards. In addition to research conducted by individuals, the School boasts five research centres. Editorial and reviewer activity is extensive and SAF continues to play a national and international leadership role in the creation and dissemination of research.

The external reviewers commented that the balance between traditional “academically-qualified” faculty and those with primarily “professional” qualifications is similar to what is observed in most Canadian business schools.

Sessionals play a large role in SAF in teaching both required and elective courses. From 2007 to 2013, there were 80 sessional instructors teaching the equivalent of 300 graduate and undergraduate courses. The reviewers commented that the large role played by sessional instructors is consistent with practices at most Canadian business schools and is meant to ensure that students are exposed broadly to the professional practice dimensions of their studies.
Teaching loads vary according to research output, and vary from five courses per year (faculty with low research output) to three courses per year (faculty with high research output). Fulltime lecturers normally carry a load of six courses per year, with a substantial service requirement. The School does extensive teaching, including service teaching. Currently, the School teaches all accounting and financial management courses for AFM students and the Mathematics and Chartered Professional Accountancy Program and the Biotechnology and Chartered Professional Accountancy program. In addition to these accounting programs, the School also provides service teaching to students in Arts and Business, Environmental Studies and Business, Mathematics/Computer Science and Science. Financial and managerial accounting courses (AFM101, 102, 123 and 131) are offered to non-accounting majors across campus and these have very high enrolment. Some senior School courses are made available to students in other programs.

Across all instructors the average evaluation score was just above 4.0 (out of 5) over the review period, while the Faculty of Arts has averaged 4.2. Over the past 18 months the School has launched several initiatives to enhance the quality of teaching and learning in its programs. For example, the School now has an Associate Director of Teaching and Learning, who has instituted a number of programs including a mentoring program, a peer review process, and a series of lunches devoted to pedagogical issues. The School has also established a Learning Outcomes Committee, which monitors the School’s undergraduate and graduate programs to ensure their learning outcomes are aligned with the needs of the accounting and finance professions, and to assess whether these outcomes are being met.

**Program characteristics**

The AFM program is extensively integrated with the Computing and Financial Management (CFM) program, the Mathematics and Chartered Professional Accountancy program and the Biotechnology and Chartered Professional Accountancy program. The CFM program was reviewed concurrently but separately with other CS and Mathematics programs.

With the exception of the CFM program, AFM students predominantly aspire to professional accounting designations, although many students are strong in finance. The School is well placed to continue to take students through to professional exams. It has had its accreditation to deliver professional education extended through to 2019 and plans in place to continue to cover all elements of professional accounting programs.

The current AFM program has adopted a “Learning Model” whereby key learning outcomes has been identified related to the following competency areas: functional competencies, understanding business, thinking and problem-solving skills, communication skills, leadership and collaborative skills, learning how to learn, and
ethical conduct. The first class to experience the program impact of the newly adopted Learning Model initiative (Class of 2016) commenced its first year in the fall 2011 term.

All AFM students are enrolled in co-operative studies, requiring 4 work terms to meet program requirements. There are two streams for co-op purposes, public accounting and business and finance. Students in the two streams have equal access to all courses, but the former have preferential access to CA training office (CATO) co-op jobs. Streaming is done at admission. Beginning with the class entering in fall 2014 this distinction will be removed and all of the School’s students will have equal access to CATO jobs with the exception of the Computing and Financial Management students who emphasize finance.

AFM students engage in paid professional work that is relevant to their education in three primary areas: public accounting practice, corporate and public financial management and financial services. Surveys indicate that students are satisfied with their co-op experiences and employers are pleased with the value that students bring to their organizations. Between 2006 and 2012 95% of respondents ranked their employer 7, 8, 9 or 10 (out of 10), with 69% of students giving their employer a rating of 8 or 9. Co-op employment rates for AFM co-op students remain at or near 100% term over term (98.2% to 100% between January 2008 and December 2012). From 2006 – 2012, employers ranked 84% of students ranked Outstanding, Excellent, Very Good, and the highest percentage of students ranked Excellent (40%).

**Student applications, enrolment, quality and attrition**

The AFM undergraduate program is a high demand program, garnering 2400 to 3200 applications each year. The target number of students (OSS and non-OSS) in the program grew from 125 students in 2003, the first-year of the program, to 300 in 2009. The School currently enrolls approximately one in ten applicants. OSS students must have a minimum 80% admissions average based on six U or M high school courses. Between 2007 and 2009, the top five geographic origins of the program applicants were from Canada (92.47%), Pakistan (1.51%), China (1.08%), Hong Kong (0.97%) and United Arab Emirates (0.71%). Confirmed students by country (top 5) were Canada (98.19%), Pakistan (0.45%), United Arab Emirates (0.34%), Qatar (0.23%) and 7 other countries (0.11%). The AFM program draws the vast majority of our students – applicant and confirmed – from Canada, and specifically Ontario.

As of the Nov. 1 count dates, from 2009 to 2012, the average number of students in the AFM program was 297 students, with a notable anomaly in 2009 when 362 students were enrolled.

Despite the large increase in enrollment, the quality of the applicants and admitted students has been maintained, if not increased. High school admission averages above 90% are now approximately 60% of the admissions; whereas in 2007 approximately 60%
of admissions were below 90%. In addition to high-school grades, applicants are assessed on the Accounting and Financial Management Admissions Assignment (AFMAA), which seeks to assess written communication, critical thinking, analytical skills, creative thinking, and judgment.

High student quality is indicated by the number of awards, scholarships, success at competitions and other recognitions received by AFM students. High student quality is further indicated by their success in the Uniform Evaluation (UFE), a national examination written by students pursuing the Chartered Accountant designation. Another valuable measure is the number of senior positions held by the School’s alumni in industry, public practice, government and academia. A significant percentage of the students in the graduate program come from the undergraduate AFM program - another measure of program quality. Alumni continue to be recognized by external organizations, both nationally and regionally.

Student attrition in the program has changed over time. During the early stages of this growth, attrition rose from 16.8% for the Fall 2003 cohort to a peak of 37.9% for the Fall 2005 cohort. In subsequent years, attrition declined to 26.5% for the Fall 2008 cohort, the last year of data provided. The School has taken steps in terms of early intervention and improved counselling to reduce attrition. Effective Fall 2010, the School dropped the average to remain in the program from 75% to 70%, which should reduce attrition even more. These numbers do not differentiate between students who transferred to other programs or those that left the university voluntarily or otherwise.

Strengths and Weaknesses of the Program

**Strengths**

- SAF is a top-ranked Canadian school, reflecting the research strengths and impact across accounting and financial management areas
- The AFM program is in demand (accounts for 37% of all Arts applications) and it attracts strong students. The program has been improved by adoption of a new learning model and revised curriculum
- AFM is unique - 17 Ontario universities offer undergraduate programs in the fields of accounting and/or finance but only AFM offers a co-operative program combining accounting and finance.
- There are numerous opportunities for student engagement in the AFM program beyond the formal curriculum – for example, e-portfolios, a variety of professionally oriented competitions, ambassador program, student-run investment fund, roundtable events between the student association and the School, speaker series and a first-year living learning community.
- Lecturer compensation is as high, or higher, than peer schools.
Weaknesses

- Low numbers of international students – however many of SAF’s students are landed immigrants who have come from a foreign country so there is much more international diversity than the number of official international students would indicate.
- The Program’s tight structure is problematic for students (1) who fail a course because they must wait a full year before they can attempt the course again; (2) who want to pursue one-term international exchanges as that would delay progress as well; or (3) who want to broaden their thinking and focus beyond accounting and finance. The School is planning, however, to offer some critical courses in more than one term. This will assist those who fail a course, but more importantly will also facilitate course selection and progress through the program for all students. Several courses will be offered in more than one term during the 2014-15 academic year.
- For faculty, the School’s compensation is less than most major business schools for regular tenure stream faculty members.
- The School continues to lack a flagship finance program (e.g., Master in Finance).
- The uncertainty over the planned budget model for the University makes it difficult to predict from year-to-year the resources that will be available to the School.

Program response to Reviewers’ report

The reviewers comment that “SAF enjoys an enviable reputation for the strength of its professional accounting, and more recently, its business and finance programs...<and>...also enjoys an enviable reputation for the research accomplishments of its faculty.” They noted however that “SAF students seem very narrow in their outlooks in that they display little appreciation for international diversity and little interest in other regions of Canada.” In response, the School notes that the learning model includes several courses designed to expand students’ views and competencies beyond accounting and finance. These include two international requirements, the more senior of which is being redesigned. The School has created a learning outcomes committee and will consider how to include measures of students’ sensitivity to international diversity. Furthermore, the degree requirements allow for several electives, although professional accreditation requirements implicitly lead students to restrict their breadth of electives. The School continues to work to enhance the learning model.

The external reviewers also mentioned that both students and some faculty desired a higher level of transparency as it relates to the School’s budget. Because AFM is a “premium priced” program, students also expected to see more tangible benefits of their higher tuition.” The School recognizes that managing these expectations and any accompanying perceptions of fairness is an ongoing task and that they need to be proactive.
The reviewers made 4 specific recommendations to the program. Those recommendations and the School’s responses and implementation plans follow. The Director (or delegate) will oversee each of the initiatives.

**Recommendation 1.** Explore opportunities for enhancement of program internationalization – specifically more international students, more international co-op placements, feasibility of academic or other exchange programs.

**Response**

The School has appointed one of its lecturers as an international champion to promote international opportunities for its students. This will include developing opportunities for exchanges and international co-op jobs, and a suite of recommended international courses that would possibly satisfy the Global Experience Certificate requirements. We hope to have an exchange arrangement in place with the University of Texas at Austin soon. We are working with CECA to increase co-op opportunities abroad. We are considering possible international study tours as well. We will need to be proactive in encouraging students to consider these options.

**Implementation plan**

1. During 2014-15 work with CECA to build a census of all university students and School students taking international co-op jobs. At a minimum, determine the break down of international and domestic students essentially returning home from those genuinely taking a foreign position; those who find their own positions versus positions developed by CECA; the types and locations of good quality foreign co-op jobs. Build a plan to encourage more students to take at least one co-op term in a foreign position. Have more students taking foreign co-op positions in 2016-17.
2. Develop a select set of partner universities for student exchanges starting with the University of Texas – Austin.
   a. Have exchanges with Texas in 2015-16.
   b. Have exchanges with at least one university in Hong Kong and at least one university in China starting in 2016-17.
3. Work within the School and with the University to make the Global Experience Certificate (or something comparable) available and achievable for our students starting in 2015-16.
4. Hold the first Taxation in a Global Economy conference during 2014-15 with the University of Texas.
   a. Find additional international partners for the Centre for Taxation in a Global Economy for 2015-16.
5. Be available during 2014-15 to work with the University to increase the number of international students, but only if the University agrees that this should be a priority for the School. At present the University does not. During 2014-15 obtain a clear position from the University on this issue.
a. If the University agrees that it should be, assess how we can structure our support systems so that international students have access to a sufficient number of quality co-op jobs to complete the degree.

**Recommendation 2.** Strengthen the finance side of the AFM program and in the long term revisit the desirability of introducing a Master’s program in Finance.

**Response**

The School is reviewing how best to present finance options to its students given the changes in the accounting profession, which now has a dedicated finance stream. The School thinks that its students with a strong interest in finance will likely want to preserve until well into their degrees the option of pursuing finance and gaining professional accounting certification. We are in the process of undergraduate program changes in finance that will allow students to pursue finance either directly following their undergraduate graduation or as part of a professional accounting education. We are planning a stronger program with more choices, and hopefully better facilities, for all finance students regardless of which path they choose.

The School in collaboration with the Department of Economics is exploring opportunities for a Masters in Finance and Economics. We also think that we could create and offer a PhD program in finance fairly quickly as there would be considerable synergies with the existing accounting PhD. Students from each program would benefit from understanding better the sister discipline. Collaboration with the Faculty of Mathematics is also a possibility. The creation of either or both graduate level programs would allow the expansion and diversification of our finance faculty members.

**Implementation plan**

1. During 2014-15 bring a proposal for a Masters in Finance and Economics to the University and then to the Government of Ontario. Planned start up would be 2016-17.

2. During 2014-15 have a Committee to review and report on the undergraduate program to develop space within the curriculum to create areas of focus for our students (including areas within finance).
   a. As part of this during 2014-15 have a sub-committee create a distinct value proposition within finance. This should include distinct sets of courses and extra-curricular activities, plus an enhanced set of co-op employers and positions, with clear links to entry positions in finance and finance career paths. The sub-committee will include the value of integrating accounting and finance.
   b. Proposals for undergraduate curriculum changes should be ready to go through the normal protocol for winter 2015 if needed. Co-op changes and extra-curricular changes can be implemented when ready.
3. Create a functional finance lab for 2015-16 within current space. Plan a state-of-the-art finance lab for the new Arts building.
4. The PhD committee will review the viability including a financial support model and the demand for a finance PhD, and if positive, a proposal for a finance PhD should be prepared for winter 2015 or fall 2015. Under the current funding model, the Excellence Fund could provide sufficient financial support.
5. Hire a senior finance person for 2015-16 who is a strong researcher and also strong in program development.

Recommendation 3. Consider decentralizing the Co-op structure - there was unanimous agreement that the centrally offered for-credit mandatory professional development components of the co-op program lacked value because they were not tailored to co-op placements for students in the SAF.

Response
The University prefers to maintain a strong central CECA function with programs providing collaborative support. The School has in-house staff that supplements and works collaboratively with CECA. This relationship is strong and we agree with the University position that this relationship should remain largely as is with only gradual evolutionary changes.

With respect to the feedback from students that some professional development elements lack value, the School will review with CECA the possibility that these elements can be improved.

Implementation plan
1. The University is committed to a central co-op structure and will not entertain a decentralized structure. The School will continue working closely with CECA.
2. On the student dissatisfaction with the work term reporting structure – during 2014-15 we will review with CECA whether changes can be made and recommended changes should be in place for 2015-16.

Recommendation 4. Consider tracking final job placement outcomes so as to better understand how the program structure and learning outcomes meet eventual employment needs. It could also assist in identifying trends in student recruitment, areas where additional recruiters would be beneficial, etc.

Response
The School agrees tracking employment outcomes is essential and is prepared to do significantly more to ensure students have strong placements when they leave the University. A necessary step to this is tracking the diversity of
placement outcomes for our students. The School thinks that this task is one in which responsibility is shared with the University and we look forward to working collaboratively on this issue.

**Implementation plan**

1. During 2014-15 work with the University to establish a system of assisting with final placement, and then tracking students. This task cannot be done at the expense of co-op placements.
   a. Include a good understanding of the proportion of students who translate their co-op jobs in to their first permanent job.
   b. Assess whether this proportion depends on their area of interest and whether or not they pursue a CPA.
   c. Assuming University support, develop a plan to assist better our students in final placement starting in 2015-16.

2. Continue working with our alumni association to track our graduates over their careers. During the next two years, increase the number of alumni for whom we have good career information.
UNIVERSITY OF WATERLOO  
2014/15 Operating Income Budget

<table>
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<tr>
<th>INCOME</th>
<th>Estimated 2014/15</th>
<th>Increase (Decrease) 2014/15</th>
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<th>Notes</th>
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**Operating Grant**
- Basic Grant: 209,572 209,572
- Policy Levers: (4,377) (54) (4,431)
- International Student Recovery: (1,948) (293) (2,241) [1]
- Graduate Growth: 8,109 (1,443) 6,666 [2]
- Undergraduate Growth: 12,979 811 13,790 [3]
- Quality Improvement Fund: 9,457 (5) 9,452
- Transfers to Colleges: (13,566) 103 (13,463)
- Performance Fund: 1,815 1,815
- Research Infrastructure: 1,595 (11) 1,584
- Clinical Programs: 1,312 (6) 1,306
- Access for Disabled: 741 285 1,026

Total Income: 225,689 (613) 225,076

**Tuition**
- Undergraduate: 290,519 1,761 292,280 [4]
- Graduate: 55,444 (1,401) 54,043 [5]
- Transfers to Colleges: (17,299) 48 (17,251)

Total Tuition: 328,664 408 329,072

**Co-op Recovery**: 16,414 (140) 16,274

**Student Services Fee**: 8,828 8,828

**Research Overhead**: 8,637 8,637

**Interest**: 8,000 8,000

**Services to Colleges**: 3,616 (18) 3,598

**Grant in lieu of Taxes**: 2,163 (1) 2,162

**Miscellaneous Income**: 11,017 153 11,170 [6]

Total Income: 613,028 (211) 612,817

**NOTES TO 2014/15 OPERATING INCOME**

[1] Increase in undergraduate international enrolment in first and second year contributed to the $293K International Student Recovery increase.

[2] The estimate has been updated to reflect actual Fall 2014 graduate enrolments and a revised estimate of Winter 2015 MAcc enrolment. Forecasted graduate enrolment fell below Fall 2013 level which results in a reduction in grant.

[3] The opening budget was based on no additional growth funding; however, the Ministry of Training, Colleges and Universities (MTCU) intends to fund growth for 2014/15 undergraduate domestic enrolment.

[4] Projected undergraduate tuition has been updated to include actual tuition collected in Spring and Fall 2014 and an updated forecast of enrolment for Winter 2015. The $1.8M net increase is due to an additional 8.3% growth in undergraduate international enrolment and an additional 0.8% decline in domestic enrolment.

[5] A net $1.4M decrease in graduate tuition reflects the reduction in domestic growth to below 2013 FTE levels and an additional growth in international enrolment 0.4% below the original projection.

[6] Miscellaneous income includes: Health Services and Optometry OHIP and professional services income, application processing fees, non credit tuition, other student related fees, rental income, and other general revenues. Many of these items have offsetting expenses.
**UNIVERSITY OF WATERLOO**

**2014/15 Operating Expense Budget**

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### UNIVERSITY OF WATERLOO
#### 2014/15 Operating Expense Budget

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<th>% of Income</th>
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NOTES TO THE 2014/15 OPERATING EXPENSE BUDGET

1. The net increase in current salaries and wages includes a redistribution of budget from non-salary to salary accounts by academic and academic support units for new staff and faculty positions and, other salary cost adjustments.

2. Income sharing for existing programs is allocated to the faculties on a slip-year basis. New graduate growth allocations were introduced in 2006/07 to recognize growth in intake and overall FTEs and are funded on a calendar-year basis. The ongoing cumulative income sharing amounts, from inception to date, are as follows:

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To accommodate growth, academic support units receive supplemental budget increases.

3. Graduate programs holdback is a portion of the grant and tuition related to growth and held at the centre to support graduate expansion.

4. Undergraduate programs holdback relates to emerging programs which are considered to be incremental to the current activity of the institution/faculty. Grant and tuition generated from the program during the start-up period is held at the centre and managed by the Provost. Funds are released as required to support the start-up costs. Once the program is determined to have reached steady-state, budget for the program will be transferred to the home faculty through the current income sharing mechanisms. In 2014/15 the emerging programs are Nanotechnology Engineering, Management Engineering, International Development, Knowledge Integration, and Global Business and Digital Arts (Stratford).

5. The net increase in supplies and expenses results from the following: the distribution and transfer of income sharing; the reallocation of budget from non-salary to salary accounts by academic and academic support units; a 3.0% expenditure reduction; and some other miscellaneous adjustments.
NOTES TO THE 2014/15 OPERATING EXPENSE BUDGET

Supplies and expenses is the total of non-salary budgets in faculties and academic support units that are not specifically identified elsewhere in the budget. Based on 2013/14 actual expenses, included in this number are the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>$millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment, maintenance and rentals</td>
<td>19.5</td>
</tr>
<tr>
<td>Travel and hospitality</td>
<td>11.3</td>
</tr>
<tr>
<td>Supplies</td>
<td>10.5</td>
</tr>
<tr>
<td>Contracted services</td>
<td>7.3</td>
</tr>
<tr>
<td>Computing, including software</td>
<td>6.5</td>
</tr>
<tr>
<td>Purchases for resale</td>
<td>4.0</td>
</tr>
<tr>
<td>Telephone</td>
<td>3.1</td>
</tr>
<tr>
<td>Consulting</td>
<td>2.8</td>
</tr>
<tr>
<td>Printing</td>
<td>2.5</td>
</tr>
<tr>
<td>Postage</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69.5</strong></td>
</tr>
</tbody>
</table>

6. The expenditure reduction of $7.5M has now been allocated against salary and non-salary accounts as determined by each unit.
Weather Closing Guidelines

_Endorsed by Executive Council, 17 June 2009; revised 5 November 2013; revised 30 April 2014._

The University of Waterloo (UW) (and the Affiliated and Federated Institutions of Waterloo [AFIW]) will "close" because of severe weather when normal operation would pose a significant danger to students and employees, or would prevent large numbers of them from coming to campus or returning safely to their homes. Such a decision will be made by the Provost in consultation with as many of the following as can be reached: the Director of Police Services, the Associate Vice-President, Marketing & Strategic Communications, and the Director of Custodial & Grounds Services. [Note: A decision to "close a satellite campus activity" outside the K-W area is to be taken by the UW administrator responsible for the activity, taking into account local conditions in that area, the principles articulated in this document and the need to notify those affected by the "closure."]

Notice of a campus closing will be posted on UW's homepage, normally by 6:00 a.m., remaining in effect until 6:00 a.m. or later the next day. Local broadcast, web and social media can be expected to carry the announcement.

"Closed" means: classes are not held; meetings and other scheduled events are cancelled; scheduled examinations are cancelled, to be rescheduled; deadlines for assignments and other submissions are postponed until the same hour on the next business day on which UW is not "closed"; staff, other than those providing "essential services," are not expected to be at work, but are paid for a normal day.

"Essential services" are defined to be: food service in the residences; policing; the central plant; residence life staff; snow removal; emergency repair and maintenance; animal care. Staff providing "essential services" will be so designated by their Department Heads, who are responsible for assigning duties to be carried out and making reasonable arrangements for the protection of such staff. Department Heads are expected to show flexibility and, so far as possible, sensitivity to individuals' needs when assigning "essential" duties. No department can designate any other services as "essential" or require employees to work during a "closed" period without approval from the Provost.

When UW does not close in inclement weather, faculty, staff and students are reminded that they are responsible for determining when weather conditions make their travel unsafe and should consider public transportation because it may well be the safest option and cleared parking spaces may be in short supply. Please see additional comment on this situation below.

Procedures and clarifying notes (in more detail)

A decision to "close" will be conveyed by the Provost to the Associate Vice-President, Marketing & Strategic Communications, who will arrange to: post details on UW's homepage, amend UW's automated telephone greeting, and notify local media as necessary. The Provost, with assistance from Marketing & Strategic Communications, or others as required, will notify Executive Council, the Faculty and Staff Association Presidents and the student Presidents (Federation of Students, Graduate Student Association) who, in turn, will notify others under their jurisdiction. In such circumstances, individuals are to consult UW's homepage, tune in to a local radio station, check local media websites and social media feeds or call UW's Infoline (1-866-470-0910) to learn whether UW is closed.

Classes will not be held during "closed" periods; faculty members and academic departments do not have the authority to make exceptions. Without the need to consult the class, an instructor has the authority to reschedule the missed class on the next day on which classes are not scheduled (normally Saturday).
at the same time as the missed class. When the "closure" occurs in the last week of classes, the make-up class can be scheduled on the first day in the period between the last day of classes and the start of examinations.

Staff members providing "essential services" during a "closed" period are entitled to equivalent time off at a later date, but not to overtime pay. A staff member on vacation, sick leave or unpaid leave, or who is not scheduled to work on a day when UW is "closed" is not entitled to equivalent time off later. Staff members who come to work and find out on arrival that UW is "closed" may leave if they wish.

A decision to "close" during the day will be made by the Provost, in consultation with as many of the following as can be reached: the Director of Police Services, the Associate Vice-President, Marketing & Strategic Communications, and the Director of Custodial & Grounds Services. Such a decision will specify whether the closing is "immediate" or at a stated hour and will be conveyed to departmental offices as expeditiously as possible, as well as being posted to UW's homepage, announced on UW's twitter feed @uwaterloo and conveyed to local media. Unless otherwise specified, the closing continues from that hour until 6:00 a.m. the next day. At the hour designated for closing, employees (except those providing "essential services") are entitled to leave, without loss of pay. As seems reasonable, a Department Head may give permission, for employees to leave sooner. A class or examination that would continue past the specified closing hour is cancelled in its entirety, as are scheduled evening classes.

A decision to "close" on a Saturday, Sunday or holiday will be made by the Director of Police Services, who will notify the Provost and Director of Custodial & Grounds Services, as well as the Associate Vice-President, Marketing & Strategic Communications, who will make such announcements as seem appropriate. Any department (e.g., the Library) that has scheduled activities, or staff scheduled to work, overnight or on a weekend day or holiday is responsible for notifying Police Services of an emergency contact person. Such department is also responsible for maintaining its own plan for cancelling activities, notifying staff of a "closing", or sending staff home, as appropriate, when the Director of Police Services decides to "close" the campus. The principles set out in this document regarding payment of staff will apply.

Various interpretations

Responsible authorities mentioned in this document may name a delegate or alternate to take action. Marketing & Strategic Communications will maintain a current list of individuals to be consulted or notified about "closings," with telephone numbers. When a decision by the Provost is required and the Provost is not available, the decision shall be made by the President or Acting President.

By arrangement between the UW and the Heads of the AFIW, a UW "closing" also applies at these institutions. AFIW Heads will designate AFIW staff responsible for providing "essential services" at those institutions.

Department Heads are responsible for applying the principles set out in this document in an equitable way, bearing in mind the immense variations between departments with respect to services provided, as well as individual human needs. Difficulties should be reported to Human Resources, so that a record of decisions made is maintained in one place.

When UW does not close in inclement weather

Weather conditions can sometimes be intimidating even though UW does not officially "close." Students, staff and faculty who live at some distance from the campus can be particularly affected.
On such occasions, staff members will inform their Department Heads-Managers as soon as possible that
they will not be present at work that day. Department Heads-Managers, at their discretion, are entitled to
allow individual staff members to:

- work at home, if possible;
- take time off without pay;
- have time made up either through working overtime or through a reduction in vacation time.

As early in the day as practical, faculty members who decide it would be unsafe to travel that day will
inform students in their class or classes, by electronic means if possible, that named classes are cancelled.

When UW remains open despite inclement weather, students can assume that not attending classes, not
handing in assignments and not sitting examinations on that day will be penalized, unless a statement to
the contrary appears on UW’s homepage by 6:00 a.m. on the relevant day.

**Other possible situations**

This document may also prove useful if UW must "close" for reasons unrelated to weather (e.g., a utilities
failure). However, it does not deal with any situation in which only part of the campus is to be closed.
This situation is governed by [Policy 60, Emergency Response](#).