**Date:** Monday 20 April 2015  
**Time/Place:** 3:30 p.m./Needles Hall, Room 3001

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<td>3:35</td>
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<td><strong>Motion:</strong> To approve or receive for information by consent items 2-5</td>
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<td>a.</td>
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<td>a.</td>
<td>Report from the Executive Committee</td>
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<td>3:45</td>
<td>Centre for Contact Lens Research – Lyndon Jones, Director</td>
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<td>Reports from Committees and Councils</td>
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<td>a.</td>
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<td>b. Graduate &amp; Research Council</td>
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<td>Report of the President</td>
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<td>a.</td>
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<td>4:30</td>
<td>Q&amp;A Period with the President</td>
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<td>4:45</td>
<td>Report of the Vice-President, Academic &amp; Provost</td>
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<td>Other Business</td>
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<td><strong>CONFIDENTIAL SESSION</strong></td>
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<tr>
<td>5:15</td>
<td>Report from the Nominating Committee for Honorary Degrees</td>
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<td>5:25</td>
<td>Other Business</td>
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JLA:ta

Logan Atkinson, University Secretary & General Counsel
12 April 2015

Secretary to Senate
University of Waterloo
SENATE
Minutes of the Monday 23 March 2015 Meeting


Guests: Steven Amirikah, Barb Blundon, Bruce Campbell, Mario Coniglio, Donna Ellis, Mostafa Farrokhabadi, Bob Gillham, Stéphane Hamade, Jennifer Kieffer, Greta Kroeker, Mary Louise McAllister, Thomas Ray Mayberry, Allan Starr, Nathaniel Stevens, Marilyn Thompson, Jeff West

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. DECLARATIONS OF CONFLICT OF INTEREST
Senators were asked to declare any conflicts they may have in relation to the items on the agenda. Rush advised that he would leave the meeting prior to the confidential session due to a conflict of interest. No other conflicts were declared.

Consent Agenda
Senate heard a motion to approve or receive for information by consent items 2-6 below.

2. MINUTES OF THE 23 FEBRUARY 2015 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
- Software Engineering, Faculties of Engineering and Mathematics. Senate approved the changes to the Software Engineering Program 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.

5. **REPORTS FROM THE FACULTIES**  
   **Constitution and Bylaws for the Assembly and Faculty Council of the Faculty of Engineering.** Senate approved the amendment to the Engineering Faculty Council membership (Constitution, section II.A) and the Undergraduate Studies Committee membership (Standing Committees of Council, section II.6) as presented in the report.

   Senate received the remaining items in the reports for information.

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

Hamdullahpur and Porreca. Carried.

**Regular Agenda**

7. **BUSINESS ARISING FROM THE MINUTES**  
   There was no business arising.

8. **THE WATER INSTITUTE PRESENTATION**  

   In response to a question, Gillham advised that the institute is differentiated through the research productivity of its groundwater work, and in the breadth it has in understanding watershed processes. There was further discussion of groundwater remediation, especially in the Elmira area.


9. **REPORT OF THE UNIVERSITY LIBRARIAN**  
   Haslett presented a summary of some recent activity at the Library, indicating three strategic directions: 1. new skills for new times (pilot project for Canada Excellence project, bronze certification process completed in November); 2. enabling student success (NSSE, reflective/integrated learning and learning strategies, areas in which the Library can help); 3. advancing research and scholarship (assistance through the Library with open access publishing through the new digital repository librarian). There was some discussion of the implication of this last item for copyright questions, and the need to deposit in the repository even if the paper is published on some separate website.


10. **REPORTS FROM COMMITTEES AND COUNCILS**  
    **Amit & Meena Chakma Awards for Exceptional Teaching by a Student Committee** [report at senators’ places]. Following an explanation of the criteria on which nominees are assessed, Frank presented the names of this year’s recipients to Senate: Mostafa Farrokhabadi, electrical and computer engineering; Thomas Ray Mayberry, English language and literature; Nathaniel Stevens, statistics and actuarial science. A round of applause followed.
Distinguished Teacher Award Committee [report at senators’ places]. Coniglio provided background and context to these awards and presented the names of this year’s recipients to Senate: Greta Kroeker, history; Michael MacDonald, English language and literature; Mary Louise McAllister, environment and resource studies; Jeff West, civil and environmental engineering. A round of applause followed.

Executive Committee

- Senate ex officio Membership. On the recommendation of the Executive Committee, the proposed amendments to Senate Bylaw 4 were read for the first time.

The secretary of Senate agreed to review the resolutions by which ex officio positions were established, and to report that to Senate at an early opportunity.

Finance Committee

- 2015-16 Operating Budget. Senate heard a motion to recommend that the Board of Governors approve the 2015-2016 Operating Budget as presented.

Skidmore and Ioannidis.

The current year’s projected deficit will be accommodated in the coming year’s budget. The provost answered a question on the Library acquisition budget and the relationship to the exchange rate. A member asked about the sustainability of cuts to academic budgets, and why academic support units are not also asked to reduce. The answer to the question of academic support units speaks to the very high percentage of each budget in salaries, meaning budget cuts necessarily mean layoffs. As far as sustainability is concerned, the problem is addressed through the redistribution of other moneys. The faculties are better able to absorb these cuts because they do have the power to generate revenue. What is “FTEs taught,” and what are the implications for our understanding of the proposed budget? The “FTEs taught” is a calculation that is intended to merge full-time and part-time enrolments.

The motion carried.

Slides used in the presentation may be seen at: https://uwaterloo.ca/secretariat-general-counsel/sites/ca.secretariat-general-counsel/files/uploads/files/20150323_budget.pdf

Graduate & Research Council

- Planning, Faculty of Environment, and Collaborative Water Program, Faculties of Arts, Engineering, Environment, Mathematics and Science. Senate heard a motion to the following effects:

To approve changing the plan name from the “Master of Applied Environmental Studies in Planning” to the “Master of Planning,” and to approve changes to the same plan as presented in the report.

To approve the participation of the Department of Chemical Engineering in the Collaborative Water Program.

Frank and Porreca. Carried.

Undergraduate Council

- Minor Credential and Minor in Entrepreneurship, Faculty of Engineering. Senate heard a motion to the following effects:
To approve the addition of the minor credential type in the Faculty of Engineering and to amend calendar text as presented in the report.

To approve the new Minor in Entrepreneurship as presented in the report.

Freeman and Ramdev. Carried.

11. REPORT OF THE PRESIDENT
Hamdullahpur presented a wide ranging report, including: special thanks to the negotiating teams for both the University and the Faculty Association on reaching a settlement during recent negotiations; recent visits to campus by NSERC and MP Peter Braid; collaborative research agreement with Grand River Hospital; New York Times article mentioning the University as a place where ideas turn into action; Canada Research Chair competition results, including renewals and new allocations, and the implications for the University as a result; submission of the University’s largest research proposal under the Canada First Research Excellence Fund; provincial minister of MTCU met with university presidents, and discussion focused on, among other things, funding models, funding formulae and international PhD students, with the conclusion that the funding formula will have to recognize the strategic mandate agreements and the differentiation criteria.

12. Q&A PERIOD WITH THE PRESIDENT
Hamdullahpur was asked how differentiation and the connection to funding affect the ability of universities to meet their general mission to offer research and teaching in traditional areas. Universities will be expected to exploit their strengths and not propose significant development in areas outside those strengths, and not develop programs that are inconsistent with those strengths.

Some senators commented on the implications of the percentage of public funding slipping below a threshold that would effectively convert Waterloo to a private institution. Hamdullahpur advised that so long as our core mission and our core values are preserved, then to a great extent it does not matter where the funding comes from. As a follow-up, senators asked why we are not building on philanthropy and focusing on our endowment to provide more independence from other funding sources. Hamdullahpur indicated that we are indeed focusing on these things, but the progress will necessarily be incremental over time. There was some comment on the challenges of continuing to increase tuition in an environment of economic challenge for graduating students, in response to which Hamdullahpur reminded Senate that the default rate on loans among graduates of the University of Waterloo is easily the lowest in the sector.

13. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST
University Professor Designations. The provost provided background to the designation and announced that William Coleman, political science, and William Cook, combinatorics and optimization, have been awarded the honour this year.

Course Evaluation Project. Seasons spoke to the new course evaluation project. He commented on the use of the narrative portion of the student responses. He spoke as well to the design of the questionnaire and how this will be received by the stakeholder groups. What will be the categories addressed? Will the categories include the instructor, the material and the teaching environment? Seasons advised that this is still under consideration and the committee will be very sensitive to these issues. Supplementary questions could be added to probe faculty-specific needs for example. Online use of the questionnaire does seem to increase the participation rate, and controls will be developed to protect the narrative side of the questionnaire. Senators asked whether the nature of online submission changes the way in which responders comment, and how they evaluate. Privacy and cyber security ought to be very carefully considered. Midterm evaluation would also be helpful. Faculty have been interested in a project like this since 2008, so it is a project that has been driven both by faculty and by students. There should be some clear guidance on the use of the evaluation results. The use of the
results in performance management discussions and the opportunity to use the Centre for Teaching Excellence ought to be very carefully considered. We ought to consider providing students with numerical results to aid them in their decision-making.

Slides used in the presentation may be seen at: https://uwaterloo.ca/secretariat-general-counsel/sites/ca.secretariat-general-counsel/files/uploads/files/20150323_cep.pdf

**Undergraduate Admissions Update.** Darling presented the report on undergraduate admissions for the coming cycle, advising on the numbers of offers that have been made to students in comparison to last year. He advised that an aggressive campaign means that some faculties are using lower cut offs for initial offers, and it also means that we are actively recruiting in certain targeted ways. Co-op applications are more attractive and general programs are declining in popularity.

Slides used in the presentation may be seen at: https://uwaterloo.ca/secretariat-general-counsel/sites/ca.secretariat-general-counsel/files/uploads/files/20150323_admissions.pdf

**14. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH**

Dixon reported on “public access publications” or open access publishing and the publication repository project to address this. There may be something coming forward on “open access data” as well.

We have submitted a $120 million Canada First Research Excellence Fund proposal, using cyber security, quantum computing and the internet of things as the bases of that submission. Funding is intended to be announced in June.

The allocation of Canada Research Chairs at Waterloo has increased by 3 to 65. This is $500,000 per year directly into our base budget to support these chairs. We have increased our numbers in every reallocation, and because there is a set number of Canada Research Chairs, over time we are taking an ever larger share of a constant number.

Researchers at the University have received four SSHRC Connection Grants, and two NSERC CREATE Grants. Further, researchers have received 19 MRI Early Research Awards, two MRI ORF Research Excellence Awards, and five ORF – RI (John Evans Leadership Fund) Small Infrastructure Awards.

Dixon offered congratulations to the following: Martin Cooke, for receiving the Angus Reid Practitioners/Applied Sociology Award from the Canadian Sociology Association; Terry McMahon, for receiving the 2015 John C. Polanyi Award from the Canadian Society for Chemists; Mohamed Kamel, for receiving the IEEE Canada 2015 A.G.L. McNaughton Gold Medal; and Manoj Sachdev, for receiving the Fellowship of the Engineering Institute of Canada. Senate congratulated the recipients with a round of applause.

**15. OTHER BUSINESS**

There was no other business.

Senate convened in confidential session.

24 March 2015
Logan Atkinson
University Secretary & General Counsel
Secretary to Senate
Senate Graduate & Research Council met on 9 March 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](https://uwaterloo.ca/secretariat/committees-and-councils/senate-graduate-research-council)

**FOR INFORMATION**

CURRILLCULAR MODIFICATIONS
On behalf of Senate, council reviewed and approved minor plan changes and calendar text additions and amendments for the Faculty of Engineering (chemical engineering; collaborative nanotechnology program; collaborative water program; electrical and computer engineering diploma plans; electrical power engineering non-degree program; master’s and doctoral course requirements).

NEW AND CONTINUING MEMBERSHIPS
On behalf of Senate, council approved the membership recommendations for the Clinical Research Ethics Committee.

Jim Frank
Associate Provost, Graduate Studies

George Dixon
Vice President, University Research
Senate Undergraduate Council met on 10 March 2015, and on behalf of Senate approved minor changes to academic plans, changes to faculty regulations, new courses and course changes. Council agreed to forward the following items to Senate for information and approval. Council recommends that these items be included in the consent agenda.

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

FOR APPROVAL

FACULTY REGULATIONS [effective 1 September 2016]

- Faculty of Science
  Adding and Dropping Courses

1. Motion: To approve changes to the faculty regulations on adding and dropping courses as described.  
   (Note: strikeout = deleted text, underline = new text)

   Adding and Dropping Courses

   1. Students may add or drop courses during the first two weeks of the Fall, Winter, and Spring terms. Students wishing to add or drop courses should refer to the Calendar of Events and Academic Deadlines

   2. The ability to add courses during the first two weeks of the term is subject to specific course restrictions. Courses may be dropped, without penalty, with 100% tuition refund, up to three weeks from the beginning of term.

   3. The "drop penalty 1" period commences at the beginning of week four and ends at the end of week ten. Penalty 1 is the automatic assignment of grade, WD—Withdraw and includes no academic penalty.

   4. The "drop penalty 2" period commences at the beginning of week eleven and continues to the end of the term. Penalty 2 is the automatic assignment of a new grade, WF—Withdraw/Failure which equates to 32%.

   5. As always, Students can petition for relief from the consequences of a late drop or withdrawal, through the Associate Dean of Science for Undergraduate Studies Science Petitions Committee.

   Rationale: These changes reflect practices that have evolved where students normally cannot add lab-based courses after the first lab has occurred (because lab attendance and participation is required), and this restriction aims to highlight this fact to students in the calendar. As well, the appropriate venue to seek relief for late drops or withdrawal is properly reflected.

FOR INFORMATION

CURRICULAR MODIFICATIONS

A new course was approved for the Faculty of Engineering (business, entrepreneurship and technology) effective 1 September 2015.

New courses and course changes, minor plan changes and faculty regulation changes were approved for the Faculty of Arts (arts and business; Germanic and Slavic studies; history; political science; psychology) effective 1 January 2016.
New courses, course changes, minor plan changes, faculty regulations and calendar text changes were approved for the Faculty of Engineering (complementary studies electives; English language proficiency requirements; society, technology and values), the Faculty of Mathematics (academic enrolment blocks policy; applied mathematics; computer science; multiple-plan combinations; statistics & actuarial science) and the Faculty of Science (degrees, plans, minors and options) effective 1 September 2016.

**Academic Program Review Reports**

**Augmented Final Assessment Report – Political Science** – Please see Attachment #1.
The augmented report was reviewed by Senate Undergraduate Council and by Senate Graduate & Research Council (9 February 2015) and both councils found the programs to be of good quality.

**Final Assessment Report – Women’s Studies** – Please see Attachment #2.
The augmented report was reviewed by Senate Undergraduate Council and the programs were found to be of good quality.

**Two-Year Report – Pharmacy** – Please see Attachment #3.

Mario Coniglio
Associate Vice-President, Academic
Final Assessment Report of Bachelor of Arts (Political Science), Master of Arts (Political Science) and Master of Public Service

February 2015

Introduction
In accordance with uWaterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a summary and synthesis of (i) the external review of the BA program in Political Science, the MA program in Political Science and the Master of Public Service program, (ii) the program (department) response to the external review, and (iii) an implementation plan for improvements that lists specific actions, timelines, required resources and responsibility.

Since the last review of the department in 2007, the department has launched a number of very important curricular changes and broader initiatives in the BA and MA programs to better serve undergraduate and graduate students in the department. The department’s graduate teaching has expanded significantly because of the creation in 2010 of the Master of Public Service (MPS) program. The more dramatic changes to the department’s involvement in graduate teaching have involved the launching of new graduate programs in Global Governance in 2007 and Public Service in 2010 but these programs are not covered directly in this report because they are joint with other units.

Self-Study Process and Site Visit
Portions of the self-study applicable to the undergraduate program were led by the department’s undergraduate committee. The student member of that group led the Political Science Students’ Association in meeting with the Centre for Teaching Excellence to develop a set of questions for use with student focus groups. Two student focus groups were held in the fall of 2013. The department’s Associate Chair of Graduate Studies coordinated the development of the portions of the self-study that related to the MA program in Political Science, in conjunction with the graduate committee which includes several faculty members and the elected president of the MA students. Their work also included collecting information
about alumni placement and performance, targeting all alumni of the program over the past five cohorts. To gain a deeper understanding of how course offerings and TA arrangements match student demand and supply, besides alumni, the program also surveyed incoming students about their potential courses of interest. The MPS Director coordinated the portion of the self-study concerned with the MPS program. Since the MPS program’s inception in 2010, the program has strongly encouraged students and alumni to provide regular feedback on its structure, content and delivery and this open channel of communication has resulted in a number of program changes and enhancements.

The Department of Political Science submitted their self-study to Office of the AVPA on June 27, 2014. The site visit was conducted October 7-8, 2014 and also included a visit to the MPS downtown offices. The external members of review team were Dr. Laura Macdonald (Department of Political Science, Carleton University) and Dr. Éric Montpetit (Faculté des arts et des sciences, Université de Montréal). The internal member was Dr. Kesen Ma (Department of Biology). The review team met with program administrators and faculty, graduate and undergraduate students, as well as the Faculty Dean, the Associate Provost, Graduate Studies and Associate Vice-Presidents, Academic. The external reviewers’ report was received on November 25, 2014 and the department’s response and implementation strategy, with timelines, responsibilities and resource needs assessment, was unanimously approved at a Department of Political Science meeting on December 11, 2014, received on December 18, 2014 and approved by the Dean of Arts on December 27, 2014.

This final assessment report is based on information extracted, verbatim in many cases, from the self-study, the reviewers’ report and the program response.

Department of Political Science and its Faculty
The three programs being reported on in this final assessment report – the BA and the MA in Political Science and Master of Public Service - are all core programs administered by the Department of Political Science. The department now houses 20 faculty members. Almost all professors attached to the program show a high level of research productivity and professors publish regularly in top journals and university presses, and many have received award and honours. When calculated on a per faculty basis, Waterloo had the highest number of publications per faculty member of political science departments in English Canada. They also receive a respectable share of the research funding allocated by various research funding organizations (notably SSHRC). The department benefits from its cooperation with the Balsillie School of International Affairs, which in recent years has enabled the recruitment of highly experienced professors and researchers with strong national and international reputations.

The department’s strong reputation for innovation and research excellence has led to it ranking very well on the world and especially national scale - there is no political science department in Canada of comparable size that stands above it. It is positioned behind only four other Canadian departments (among 50 in Canada), each of which is much larger and with a
much longer history than Waterloo’s. Almost all professors attached to the program show a high level of research productivity and professors publish regularly in top journals and university presses. Notably, the department does not have a PhD program in Political Science, which makes their reputation all the more impressive. However, the department does capitalize very effectively on its proximity to the Balsillie School. The participation of several faculty members in the school’s programs, particularly its PhD in Global Governance, means that these faculty members have access to teaching and training of PhD students.

The department has articulated research and teaching (including experiential learning) objectives which are in line with those of the University of Waterloo and the Faculty of Arts.

Program Objectives and Curriculum

BA: The goal of the undergraduate program in Political Science is to equip students with the knowledge, transferable skills and values they need to engage in critical thinking and analysis of the social and political world, as well as to be good citizens. For those students who aspire to graduate school or careers in politics and government, the department equips them with the specialized knowledge of political structures, interests, and processes they will need.

The undergraduate program offers three distinct Honours BA programs. Each of these can be completed with or without co-op: Honours BA in Political Science; Joint Honours BA in Political Science (with another program); Honours BA in Arts and Business with Political Science (can also be completed as a Joint Honours). The department also offers a three-year and a four-year General BA in Political Science. Enrollments for all undergraduate programs and at all levels has been relatively steady at ~190 for the last seven years, with co-op programs enrolling on average 28% of Political Science students. The balance of men and women in the Political Science program in their 2nd year is close to parity, but with a slight but growing majority of female students.

Students can choose among four specializations: International Relations, Global Governance, Politics and Business and Public Policy and Administration. In addition to the specializations, the Department has introduced new streams in the Honours BA in an effort to differentiate the Honours program and to improve retention. The department also offers a series of minors: Political Science, International Studies, International Trade and Public Policy and Administration.

The Department has undertaken extensive revision of the undergraduate curriculum in recent years in response to changes in the discipline as a whole as well as the expertise of new faculty members who have been recruited to the Department. The external reviewers noted that it is ahead of many other Political Science departments in the country in reflecting student interest and new thinking about the discipline and providing interesting and useful course content. The reviewers’ main concern about the undergraduate curriculum is the lack of any courses that are required for all students. Most Political Science departments in Canada require either a methods course or a political theory course or both.
**MA:** For MA students with academic aspirations, the department aims to help them to obtain the research skills required to be successful at the doctoral and postdoctoral levels. For MA students seeking non-academic careers, the department aims to provide methodological and professional training essential to make them both marketable and successful in their future careers in government, non-governmental organizations or private business.

The MA program’s curriculum was revised extensively following the last program review. It is articulated around three streams (political economy, conflict and conflict resolution, and Canadian state and society), which reflect the main areas of research of the Department’s faculty members. The largest number of faculty are in the political economy area. This one-year long program can be completed either by writing a Masters Research Paper (MRP) or a more conventional thesis. Most students elect the former in order to complete their degree on time. A co-op option is available for these students but the number of students who elect to proceed this way is small. Statistics on applications, on enrollment and on time to completion show that the program is in good health.

Over the past 7 years, the MA program has enrolled on average 28 new students each year. Over the past five years, the MA program has maintained a relatively steady share of international students among its yearly intake, at around 15% of the annual cohort size.

The department is also formal partner in the administration and teaching of the following programs: MA in Global Governance (partner with Economics, History, and Faculty of Environment) and PhD in Global Governance (partner with Economics, History, Faculty of Environment and Wilfrid Laurier University)

**MPS:** The chief objective of the Master of Public Service program is to equip students with the knowledge, skills, and experience to effectively develop public policy, implement programs, and deliver services to Canadians. The MPS is designed specifically to transition recently-graduated students from different undergraduate disciplines into entry-level positions in the federal, provincial, or municipal public service. It includes a mandatory co-op employment requirement, through which students acquire valuable on-the-job experience and begin building a professional career network.

In contrast to the MA in political science, the MPS has a rigid structure whereby each cohort of students is required to take 10 courses. The program trains students in Canadian public policy, notably leaving aside several topics closer to public administration (for example human resource management and public budgeting). This choice is perfectly justified and set the program apart from other similar programs offered at other universities (e.g., Western’s Master of Public Administration). The off-campus location of the program was seen as being positive by the external reviewers who indicated that there is built-in socialization to a professional environment.
The external reviewers considered the relatively new MPS program to be in excellent health. Numbers of applicants seem to be rising, reaching an impressive 140 in 2014-2015, although actual enrollments are considerably less, being largely constrained by the current physical space limitations. Since 2010/2011, the MPS program has enrolled an average of 36 students each year. The program’s curriculum is strictly monitored by its director, and times to completion are on target.

Admission requirements
The reviewers’ report is clear that admission requirements ensure that all three program admit high quality students, although they did note the small number of international students in the undergraduate program. The MA program admits students well above the minimum average set by the Faculty of Arts. In addition to grades, applicants to the relatively new MPS program applications must provide a statement of interest, which is given serious weight in the selection process.

Teaching and Assessment
The external reviewers indicated that the current teaching and assessment methods are adequate for all three programs - BA, MA and MPS. Professors in the Department with whom they met showed high levels of commitment and enthusiasm about the teaching enterprise. The department has also been committed to the principle that both senior and junior core faculty members are involved in teaching the department’s first year courses. The reviewers suggested that the Department may wish to consider introduction of fully online or blended learning teaching methods in the future.

Summary of Program Strengths and Weaknesses

Strengths
BA, MA and MPS programs
- high student quality
- programs meet degree level expectations
- programs, specializations and research specializations reflect faculty strengths
- high faculty quality and reputation, strong support staff
- departmental research and teaching objectives align well with Faculty and Institutional strategic plans

BA
- department’s use of tenured and tenure-stream faculty at the lower levels helps to generate familiarity that may help contribute to a better student experience at the upper years.

MA
• close relationship to Global Governance program (richer selection of courses, deeper pool of available faculty members)
• graduate student funding has steadily increased over the past five years, both in the amount of funding available, and in the number of students that benefited from financial support.
• timely degree completion

MPS
• students earn income during their co-op work terms, which offset program fees.
• socialization in a professional environment (off-campus location)
• highly successful co-op component to program, with many students working at the federal, provincial, and municipal level, and a smaller number in the private and non-profit sector
• course structure is clearly differentiated from the MA program
• cohort model allows for a cohesive student body
• timely degree completion

Weaknesses
BA
• small number of international students
• lack of course on methods or political theory
• lack of breadth on course offerings

MA
• co-op option is weakly enrolled

MPS
• enrollments are below target of 48
• physical space limitations controls program growth
• program is understaffed – few dedicated faculty members
**External Reviewers Recommendations for Program Improvement and Program Response**

Overall, the external reviewers were impressed with the quality of the program, its students and its faculty. The reviewers provided a series of recommendations for improvement for each of the programs under review and one overall recommendation.

**Overall Recommendation**

1. The priority of the Department in the coming years should be to consolidate the changes implemented in recent years rather than making additional major changes.

**Program response:** The Department strongly endorses this recommendation. The main focus of the Department is indeed to consolidate both the new specializations/plans as well as the new pathways (e.g. experiential learning.) Please see below for further specific action items in this regard.

**BA Political Science Program - Recommendations**

2. We strongly support the Department’s efforts to encourage the shift from the General BA option toward the Honours BA and believe that eventual elimination of the General BA option would be a good idea.

**Program response:** The Department is supportive of the recommendation to encourage a shift from the General BA option toward the Honours BA. In keeping with the plan standardization initiative of the Faculty of Arts, the Department will discontinue its 4 year general BA. The Associate Chair, Undergraduate and Chair met on February 11th with the Associate Dean of Arts, Undergraduate Studies to discuss the Department’s plan for doing so which have been drafted and will be formally submitted to the Faculty of Arts Undergraduate Affairs Group for approval in April 2015.

3. The distinction between International Relations and Global Governance is not clear and the Department is not able to consistently offer all courses required for each specialization. More work needs to be done on streamlining these offerings.

**Program response:** The Department agrees with this recommendation and already has submitted plans to revise these streams as part of a broader Faculty-level initiative regarding Arts Undergraduate plan standardization. The Associate Chair, Undergraduate and Chair have met with the Associate Dean, Undergraduate to discuss the proposed changes to the Global Governance specialization. These changes will be submitted to the Arts Faculty
Undergraduate Affairs Group in April 2015.

The changes to the Global Governance specialization will ensure that all of the courses required for the specialization will be offered on a regular basis. All four required courses for the revised specialization will be offered at least once a year or more. The Department of Political Science long-term staffing plan (to be presented formally to the Department and approved by the Department on March 24th, 2015) makes explicit provisions for this.

**Global Governance Specialization**

<table>
<thead>
<tr>
<th>Current Global Governance Specialization:</th>
<th>New Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Specialization in Global Governance requires successful completion of four academic course units (eight courses):</td>
<td>PSCI 281 (World Politics)</td>
</tr>
<tr>
<td>• PSCI 281 (World Politics)</td>
<td>PSCI 283 (Int’l Political Economy)</td>
</tr>
<tr>
<td>• HIST 268 (Comparative History of Empires)</td>
<td>PSCI 387 (Globalization)</td>
</tr>
<tr>
<td>• six of PSCI 369 (Politics of Decolonization), 387 (Globalization), 389 (Global Governance), 428 (State &amp; Economic Life), 432 (Global Environmental Gov), 439 (Global Social Policy), 480 (China &amp; GG), HIST 266 (British Empire)</td>
<td>PSCI 389 (Global Governance)</td>
</tr>
<tr>
<td></td>
<td>Two of: PSCI 369/HIST 369 (Decolonization), PSCI 375 (Transnational Migration), PSCI 404 (Globalization, Business, Development); PSCI 432 (Global Environmental Gov); PSCI 439 (Global Social Policy); PSCI 480 (China &amp; GG); PSCI 486 (Diplomacy); PSCI 488 (Global Food &amp; Agri)</td>
</tr>
</tbody>
</table>

A similar approach is being pursued for the International Relations specialization which is a joint specialization with History. The Associate Chair, Undergraduate has already met with the Associate Chair, Undergraduate in History in this regard and discussions are ongoing. In discussions with the Associate Chair, Undergraduate, Chair and Associate Dean, Undergraduate, the Department has committed to having a final revised version of the International Relations specialization for approval by the Faculty of Arts Undergraduate Affairs Group by April 2015. The Associate Chair, Undergraduate is responsible for ensuring that this deadline is met. Achieving this is a high priority for the Department.

4. Responsibility for the experiential learning stream should be assigned to someone with strong community linkages in the Waterloo area. We also recommend that the Faculty of Arts provide support for programs developing experiential learning components to their programs.

**Program response:**
The Associate Chair, Undergraduate will be responsible for meeting with the Associate Dean of Arts, Undergraduate to determine the support that the Faculty of Arts can provide for programs developing experiential learning. The Department has already initiated discussions with
Cooperative Education and Career Action to determine what kinds of support they may be able to provide and is committed to continuing these discussions.

The Department is currently developing a “needs request” to be submitted to the Faculty of Arts in March (though the Faculty of Arts Advancement Office) for fundraising priorities related to the development of experiential learning opportunities in the Department.

The Department will appoint a dedicated faculty-member the responsibility of overseeing the experiential learning stream – a major responsibility of which will be to maintain and develop strong community linkages.

The Undergraduate Affairs Committee is committed to investing significant effort in the next two years to establish protocols and make links in the community that will assist the Honours coordinator with the new experiential learning components as these components come on-stream.

<table>
<thead>
<tr>
<th>5. The Department should move toward requiring a half credit methods course for all undergraduate majors in Political Science.</th>
</tr>
</thead>
</table>

**Program response:** This change has been approved by the Department. The Associate Chair, Undergraduate and Chair have discussed the proposed new requirement with the Associate Dean, Undergraduate and the change will be submitted to the Faculty of Arts Undergraduate Affairs Group for formal approval in April 2015.

New Political Science Plan-level requirements:
- **One of the following theory or methods courses:** ARTS 280, PSCI 314, PSCI 315, PSCI 225, PSCI 226, PSCI 324.

<table>
<thead>
<tr>
<th>6. The undergraduate committee should consider how it can be ensured that students are introduced to political theories and ideologies at an early point in their degrees.</th>
</tr>
</thead>
</table>

**Program response:** This issue is being addressed concurrently with efforts to implement a general degree course requirement as outlined above in #5. The new requirement will require students to take a course in political theory or methodology.

<table>
<thead>
<tr>
<th>7. The Department may wish to consider introduction of fully online or blended learning teaching methods in coming years. In particular, blended learning strategies and online assessments have been shown to be highly effective in improving student learning in recent research.</th>
</tr>
</thead>
</table>
Program response:
The Department is committed to encourage the further development of blended learning strategies. Such strategies are already in use by a number of department faculty members including intensive use of the LEARN course management system for online assessments, quizzes, electronic drop-boxes, discussion boards, etc. The Department will encourage the extension of these strategies through its current plans to offer its new experiential learnings courses (PSCI 299 and the 49x experiential learning course) to be offered as blended learning courses. PSCI 299 will have blended learning components when it is introduced in Fall 2016. The PSCI 49X courses are currently still under development and the Undergraduate Affairs Committee will be responsible for considering the appropriateness of and opportunities for blending learning approaches in these courses. Furthermore, the Committee will be examine whether particular existing courses such as PSCI 499A/B (Special Honours Essay) be considered for blended learning.

The Department has requested that Prof. Mufti examine the potential for developing extended blending learning strategies in her own course (PSCI 359) but also more broadly at the mid-undergraduate level where, currently, blended learning opportunities have been least developed. Prof. Mufti will be asked to report back to the Department’s Undergraduate Affairs committee (of which she is a member) which, in turn, will report back to the Department.

The Department accepts the reviewers’ suggestion that the development of new online courses may require enormous resources that may not be offset by the generation of appropriate returns in a highly competitive environment. At this point in time, the extension of blended learning strategies will be assessed before moving on to consideration of the potential for offering fully-online courses.

8. There are very small numbers of international students registered in the undergraduate program and the Department may wish to discuss with university administration how it can do a better job in recruiting strong international students.

Program response: Please see #9 below. It is worthwhile to note that political science is not a direct entry plan for Arts students and, as a result, recruiting of international students can only take place incidentally through recruitment of students to the Faculty of Arts more generally.
9. The Department is working to enhance the internationalization of its programs, by working to create dedicated exchange opportunities for Political Science students. It would be helpful if more resources were available to support Political Science students who wish to take advantage of these exchanges. The Department could also take advantage of the numerous international connections of the Balsillie School to increase the visibility of its programs.

Program response: The Department is working to encourage our students to take advantage of existing exchange opportunities. One strategy for doing so which is already underway, is to identify strong political science departments and work to identify course equivalencies in advance which is anticipated to increase uptake of such opportunities by UW students. There is a wide array of awards available to students participating in exchanges (though none exclusive to Political Science students.) The Department is committed to increasing the visibility of these opportunities and has already, pursuant to the review, created a webpage dedicated to international exchange opportunities open to students in Political Science and currently highlighting six exchange opportunities which are of particular relevance to students of political science with listings of specific political science relevant courses (Warwick, Graz, Hong Kong, Queensland, Oslo, and Sussex.)

A further opportunity for the Department to “take advantage of the numerous international connections of the Balsillie School of International Affairs to increase the visibility of its programs” would be for appropriate and relevant departmental programs to be formally designated as programs affiliated with the Balsillie School. (There are existing formal University-approved procedures for doing so.) Possible candidate programs for designation of affiliation with the Balsillie School include the International Studies Minor, International Trade Minor, Specialization in Global Governance, and Specialization in International Relations (open to both Political Science and History majors.)

At the December departmental meeting, the following resolution was unanimously passed: “That the undergraduate committee consider drafting a proposal for formally designating specific UW PSCI undergraduate programs (such as the International Studies and International Trade Minors) to be affiliated with the Balsillie School of International Affairs identifying both the specific benefits as well as the impact on different department streams and reporting results to the next departmental meeting in April 2015.”

An additional option to highlight the international nature of the Department’s program orientation and course offerings would be the renaming of the Department of Political Science as the Department of Politics and International Studies. Doing so may contribute not only to departmental recruitment efforts but also Faculty of Arts recruitment efforts as it would provide a more high profile means of highlighting the international studies opportunities at UW. Doing so would be consistent with the QS World Rankings category of “Politics and International Studies” as well as with other departments both abroad (including the University
At the December departmental meeting, the following resolution was unanimously passed: “That the department to actively undertake further discussion of renaming the “Department of Political Science” as the “Department of Politics and International Studies” through a survey of faculty support, a consideration of the experience of other departments, and examination of the fit of the proposed name with student interests to be reported to the next Departmental meeting in April 2015.”

10. We recommend that representatives of the Department, particularly the Associate Chair, Undergraduate, meet directly with the Coop office in order to discuss the needs and skills of Political Science students with respect to placement and possibilities for improving the types of placements these students receive.

Program response: The Department strongly endorses the recommendation to reinvigorate the undergraduate co-op programs with which it is associated. The Associate Chair (Undergraduate) meets regularly with the CECA Faculty Liaison, Scott Davis, and with the Co-op Advisory Council of the University. The Department is strongly committed to continuing these efforts. This is a high priority for the Department.

Last year, for the first time, the Department held an orientation session specifically for PSCI co-op students (our largest class in some time) and part of the process was to help students identify their skills as political science students. This year, for the first time, we are hosting a co-op recruitment event looking to recruit more co-op students. This is crucial as one of the things the co-op office has identified as impeding finding great employers for Political Science students is a lack of critical mass – the more students we can attract to the program, the more they can work to find them good jobs. In the future, we will continue with these recruitment and communication efforts. We also work with Cooperative Education and Career Action to see if it is possible to identify skills Political Science students need so that we can make sure students are aware of them, and can work to develop them. To this end, the Chair and Associate Chair, Undergraduate will meet with the appropriate liaison staff members at CECA (before June 30, 2015) to develop a go-forward strategy in regard to PSCI co-op.

MA Political Science Program - Recommendations

11. We believe that it may be a good idea for the Department to collect data on the level of funding offered to MA students by other universities in southern Ontario. If Waterloo is indeed more generous, it should make it known, and including testimonials from current students on the Department’s website could be one way of doing it.
Program response:

The Associate Chair, Graduate working with both the Graduate Affairs Committee and the Graduate Administrative Assistant will undertake efforts to attempt to assemble systematic data. An update on these efforts will be expected to be reported to the Department Meeting in April 2015.

12. Recommend narrowing the enrolment range to 20-30. (The 15-30 range appears a little wide.)

Program response: The Department has adopted a target enrollment of 15-20 students. To assist in continuing to achieve these targets, the Graduate Affairs Committee has adopted various strategies for improving the take-up rate for students receiving offers of admission in the current round of graduate admissions (Winter 2015). The first is a systematic approach to requesting and identifying research-related top-up funds from faculty members. The associated research opportunities and top-up funding generated will be communicated to individual students as they receive their offer of admission. So far, this has been very successful and top-funding for an estimated 50% of incoming students has already been identified (as of February 12th, 2015). The second element of the strategy will be a direct outreach campaign by which the Associate Chair, Graduate and Graduate Affairs Committee will oversee systematic process by which each individual student will be contacted personally by an individual professor in their field of interest.

On a on-going basis, the Associate Chair, Graduate working with the Graduate Affairs Committee and the Graduate Administrative Assistant will also undertake a series of survey/focus group sessions with both current and incoming (September 2015) students to determine the most effective strategies for increasing the take-up rate of students receiving offers of admission. These strategies will be presented to the Department Meeting in December 2015 and rolled-out in Winter/Spring 2016 for the 2016 round of graduate admissions.

As the program reviewers have helpfully pointed out, we are more likely to attract students with multiple offers if we highlight the relative advantage in our funding package, as well as the research strength of our faculty members. We will certainly do more to publicize these unique advantages of the MA program in future recruitment efforts. In this regard, we will take fully on board the program reviewers’ helpful suggestions (#5 in section 2.8 of the reviewers’ report), such as touring undergraduate classes and providing more MA student testimonials on the department’s web site. These efforts will be the responsibility of the Associate Chair, Graduate working with the Graduate Affairs Committee and the Graduate
Administrative Assistant. A strategy in regard to these efforts will be presented to the Department Meeting in September 2015 to be put into effect in Fall 2016 for that year’s recruiting period.

13. The Department should encourage more students to choose the coop option and invest in its relationship with the Cooperative Education program to improve the opportunities for Political Science students. The coop office’s concerns about the viability of both the undergraduate and MA coop programs (as opposed to the MPS coop which it views as highly successful) is a source of concern and indicates that this is an area that needs to be addressed.

Program response: The Department is committed to taking a more proactive approach to the co-op program and this is a very high priority for the Department. We will do so in two aspects in particular, focusing, respectively, on better publicizing the program to the students and on better securing appropriate co-op employment opportunities. Firstly, the Associate Chair, Graduate Studies will have the responsibility to establish a closer cooperative relationship with CECA, so as to take advantage of their expertise and knowledge in better communicating the information about the coop program to our MA students. This year, for example, we invited Scott Davis from the coop office to make a presentation to MA students about the program, and this year alone we received coop applications from five students, (more than twice the total number of applications over the past five years). The Department will liaise with the CECA office in order to include a dedicated session on the co-op program in the Departmental Graduate Orientation program in September 2015.

Secondly, as helpfully pointed out by the program reviewers, we can also take advantage of the considerable job placement experience of the MPS director, Dan Henstra. The MA program had long benefited from its coop officer Professor Peter Woolstencroft, who had accumulated deep knowledge and established strong networks with industries, sectors, and organizations that may provide coop positions suitable for students in the MA program. Since Professor Woolstencroft’s retirement in 2010, we have felt the strong need for another source of expertise on co-op opportunity development. As such, the Department will reinstate the position of Departmental Co-op officer (formerly held by Woolstencroft) on an interim basis through end April 2015 and, at that point, on a regular basis following the Department’s regular (July-June) committee/officer appointment schedule. The Co-op officer will have responsibility to both broadly promote the program at both the undergraduate and graduate level as well as to liaise with CECA and undertake outreach efforts to help secure appropriate employment opportunities.
14. In order to recruit international students, the Department should continue to develop close partnerships with foreign institutions, as the Department is currently undertaking with the University of Warwick Department of Politics and International Studies. It is important that the Department receives support from the Faculty of Graduate Studies in attracting foreign students.

**Program response:** The Associate Chair, Graduate Studies has been instructed by the Associate Dean of Arts, Graduate Studies that the target for international intake at the graduate level in the Department is two students. In the past three years, the Department has either met or surpassed this target. Given the strong pool of international applicants in the current graduate application round, the Department is confident that it will again meet this target. At this point in time, no further activities are planned in this regard.

**Master of Public Service Program - Recommendations**

15. The University should keep investing in the MPS program.

**Program response:** The Department strongly endorse this recommendation. The Department is committed to continuing to assist the Director of the MPS to promote and champion the program internally within the UW community.

16. The main challenge in terms of MPS enrollment involves space. Were the University to decide not to renew the lease in 2017, moving the program will have to be planned with extreme care. Ideally, the University would accept leasing more space (enough to enable an enrollment range of 45-55) for the program in a professional environment. Given the revenues generated for the University by the program, we believe this latter solution to be a valuable one. If the University decides to renew the lease, the enrollment problem caused by the lack of space (discussed above) would continue. The enrollment target of 48 would then have to be reduced to a more realistic figure.

**Program response:** The external reviewers emphasize that the program’s professional space enhances the learning environment and is an asset clearly valued by students. Recognizing that the lease at Allen Square may not be renewed by the University, they recommend that the program be moved to a comparable space that preserves the professional environment and meets student expectations in light of the higher tuition fees. The reviewers also suggest that any new program space should accommodate up to 55 students, to allow for a more flexible target enrolment range of between 45 and 55 students per year.

The Department and program leadership endorse these recommendations, which are in line with our own impressions of student needs and wants. The Chair of Political Science and
Director of the MPS, along with the MPS program committee, will continue to advocate this priority. In a meeting with the President, Vice-President Academic and Provost, and Chair of Political Science on July 23, 2014, the President indicated his support for and commitment to providing space of comparable quality and square footage appropriate to a deregulated-fee professional graduate program. At that point, he requested that the VPAP initiate a process for considering appropriate on-campus space including a consideration of placing the program in the former Blackberry buildings recently acquired by the University. As the lease expires in mid-2017, the outcome of this process ideally should be concluded by early 2016 to allow for appropriate planning.

17. We strongly support the Department’s argument for an additional staff person to support the MPS program.

Program response:

A two-year limited term Program Assistant has been approved (January 2015). The rationale for the limited-term position is that the program (and all associated positions) may physically move back to campus pending the expiration of the lease of off-campus space in August 2017. To avoid staffing complications associated with such a move and to maximize the pool of qualified applicants (likely higher should the program move back to campus), the decision was made to make the position limited term for the duration of the remaining lease period in the off-campus site.

18. The program should in fact aim to have all of its courses taught by regular professors, especially that students pay higher tuition to be in this program (note that all the MA courses in the Department are offered by regular professors). Other departments, however, could be encouraged to contribute to the program (through some form of compensation), thereby reducing the number of sessional teachers in the program.

Program response: We agree that the program would benefit greatly from further participation by faculty members in other Arts departments, and the MPS Director and program committee will take the lead in developing a mechanism that would appropriately compensate other departments for teaching contributions to the program to ensure that all courses not otherwise taught by ‘marquee’ adjunct instructors (e.g. former public service professionals or other former public officials) are normally taught on a regular basis by faculty members in the UW Faculty of Arts. The MPS Director will be responsible for pursuing this priority and will be asked to report to the Department in this regard at the December 2015 department meeting.
## Undergraduate PSCI Program – Top Five Priorities (Outstanding)

<table>
<thead>
<tr>
<th>Rec #</th>
<th>Recommendation Summary</th>
<th>Recommendation Status</th>
<th>Department Priority</th>
<th>Responsible Committee/Officer</th>
<th>Action</th>
<th>Action Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a.</td>
<td>Streamline Global Governance and IR Specialization</td>
<td>Accepted Partially complete</td>
<td>High</td>
<td>Associate Chair, Undergraduate</td>
<td>-Global Governance specialization complete (pending formal approval) -International Relations specialization in consultation with History (anticipate submission for formal approval)</td>
<td>April 2015 – deadline to submit revised IR plan for formal approval</td>
</tr>
<tr>
<td>3.b.</td>
<td>Ensure courses for specializations taught on regular basis.</td>
<td>Accepted</td>
<td>High</td>
<td>Chair</td>
<td>-Ensure courses for specializations offered on a regular basis -Associate Chair, Undergrad has compiled a schedule of required courses for all specializations and all plans and the schedule on which they must be offered (completed)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4.a.</td>
<td>Assign Responsibility for Experiential Learning Stream</td>
<td>Accepted Pending</td>
<td>High</td>
<td>Chair</td>
<td>Dedicated faculty member to be assigned as champion for experiential learning stream (as well as PSCI 299 and PSCI 499) and as member of PSCI Undergraduate Affairs Committee</td>
<td>May 1, 2015</td>
</tr>
<tr>
<td>4.b.</td>
<td>Develop Opportunities for Faculty of Arts to support Experiential Learning streams</td>
<td>Accepted Pending</td>
<td>High</td>
<td>Experiential Learning Champion</td>
<td>Experiential learning champion (dedicated faculty member) to liaise with Faculty of Arts, Undergraduate Office</td>
<td>December 1, 2015 to report to Department meeting</td>
</tr>
<tr>
<td>10.</td>
<td>Meet with Cooperative Education and Career Action</td>
<td>Accepted Pending</td>
<td>High</td>
<td>Chair, Associate Chair, Undergraduate</td>
<td>Meet with CECA liaison to both exchange information in regard to PSCI co-op opportunity needs as well as to coordinate in regard to communication and recruitment strategies</td>
<td>Meet by June 30, 2015; report to Department in September, 2015</td>
</tr>
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</table>
### Undergraduate PSCI Program – Medium/Low Priority and Completed/Inactionable Items

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Description</th>
<th>Priority</th>
<th>Status</th>
<th>Task完成者/Committee</th>
<th>Completion Details</th>
</tr>
</thead>
</table>
| 7.             | Consider extension of blended learning teaching strategies                   | Medium (long-term) | Undergraduate Committee | -extension of blended learning in departmentally directed experiential learning courses  
- pilot project (Teaching Excellence Academy) on extension of blended learning strategies in mid-undergraduate level courses | -September 1, 2015 for Undergraduate Affairs Committee to report to Department Meeting  
- December 1, 2015 for initial report of pilot project to Department meeting |
| 9.a.           | Created dedicated exchange opportunities for undergraduate students          | Accepted Ongoing (some already complete) | Undergraduate Affairs Committee | -consider additional opportunities to develop undergraduate exchange opportunities | April, 2016 to report on ongoing efforts to Department meeting |
| 9.b.           | Leverage affiliation with Balsillie School to increase international visibility of undergraduate programs | Formally under consideration | Undergraduate Affairs Committee | -consider formally designating specific UW PSCI undergraduate programs (such as the International Studies and International Trade Minors) be affiliated with the Balsillie School of International | April, 2015 for committee to report to Department meeting |
| 8.             | Improve Recruitment of International Undergraduate Student                   | Accepted Low (long-term) | Undergraduate Affairs Committee | -prepare assessment of international recruitment to Political Science and potential strategies for recruitment into Political Science which is not a direct entry program | -December 1, 2015 to report to Department meeting |
| 2.             | Shift from BA General towards only BA Honours programs                       | Accepted Action Complete | High | 4 yr. General BA discontinued (pending formal UGAG approval) |
| 5.             | Require 0.5 credit methods course for all PSCI majors.                       | Accepted Action Complete | High | Associate Chair, Undergraduate Affairs | PSCI research/statistical/normative required methods course to be required (pending formal UGAG approval) |
| 6.             | Ensure introduction of students to political theories                        | Concurrent with Recommendation 5 above. | High | |
| 1.             | Avoid making additional major program changes.                              | Accepted No action required | High | |
## PSCI MA Program – Top Three Priorities

<table>
<thead>
<tr>
<th>Rec #</th>
<th>Recommendation Summary</th>
<th>Recommendation Status</th>
<th>Department Priority</th>
<th>Responsible Committee/Officer</th>
<th>Action</th>
<th>Action Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Collect data on graduate funding levels of other institutions</td>
<td>Accepted Ongoing</td>
<td>High</td>
<td>Associate Chair, Graduate Studies</td>
<td>Collect data on graduate funding levels</td>
<td>April 2015 to report to Department</td>
</tr>
<tr>
<td>13.a.</td>
<td>Encourage more students to choose co-op option.</td>
<td>Accepted Pending</td>
<td>High</td>
<td>Associate Chair, Graduate Studies</td>
<td>Incorporate relevant CECA liaison in planning for Graduate Orientation and including co-op session in Graduate Orientation</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>13.b.</td>
<td>Invest in relationship with CECA</td>
<td>Accepted Pending</td>
<td>High</td>
<td>Chair Associate Chair, Graduate Studies</td>
<td>Meet with CECA liaison</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>14.</td>
<td>Enhanced recruitment of international graduate students</td>
<td>Accepted Pending</td>
<td>Low</td>
<td>Graduate Studies Committee</td>
<td>Consider development of future international linkages at the graduate studies level should the number of allowable graduate admitted per year rise (from current level of 2)</td>
<td>n/a</td>
</tr>
<tr>
<td>12</td>
<td>Narrow graduate enrollment targets</td>
<td>Accepted Complete</td>
<td>High</td>
<td></td>
<td>Enrollment target now set at 15-20</td>
<td></td>
</tr>
</tbody>
</table>
## Master of Public Service – Top Two Priorities

<table>
<thead>
<tr>
<th>Rec #</th>
<th>Recommendation Summary</th>
<th>Recommendation Status</th>
<th>Department Priority</th>
<th>Responsible Committee/Officer</th>
<th>Action</th>
<th>Action Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Ensure continued access to dedicated program space appropriate to professional program</td>
<td>Accepted Only party actionable at Department level</td>
<td>High</td>
<td>MPS Director</td>
<td>Continue to be involved in an ongoing basis in all discussions regarding space allocated to the MPS program</td>
<td>Ongoing – report any developments to Department meeting</td>
</tr>
<tr>
<td>18</td>
<td>Have all courses taught by regular faculty members</td>
<td>Accepted Ongoing</td>
<td>High</td>
<td>MPS Director</td>
<td>Develop strategy to have all courses in MPS not taught by ‘marquee’ adjuncts to be taught by regular faculty members in Faculty of Arts</td>
<td>December 1, 2015 to report progress to Department meeting</td>
</tr>
<tr>
<td>17</td>
<td>Additional staff person to support MPS</td>
<td>Accepted Complete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Encourage continued University investment in MPS program</td>
<td>Accepted Not actionable at Department level</td>
<td></td>
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Final Assessment Report

Women’s Studies (BA)

March 2015

Introduction

Offering its first set of courses in 1972-73, Women’s Studies (WS) has developed both regular and honours degree programs as well a minor, and a diploma for students interested in learning about gender and its interconnectivity with such categories as race/ethnicity, class and sexualities among others.

The following academic plans are offered by Women’s Studies.

- Women’s Studies Diploma (approved in 1986; for students enrolled in any non- or post-degree academic plan)
- Women’s Studies 3-Year Major (approved in 1994)
- Women’s Studies 4-Year Major (approved in 1997)
- Honours Women’s Studies (approved in 2009*)
- Joint Honours Women’s Studies (approved in 2009*)
- Honours Women’s Studies & Arts and Business – Co-op or Regular (approved in 2009*)
- Women’s Studies Minor (approved in 1998)

The above programs demand varying combinations of required and elective Women’s Studies courses, and additional courses from an approved course list.

The following plans were approved in 2004 and then inactivated in 2009 due to lack of enrollment:

- Four-Year General Women’s Studies, Science and Technology Specialization
- Women’s Studies, Science and Technology Minor
- Women’s Studies, Science and Technology Option
- Four-Year General Women’s Studies, Issues in Entrepreneurship Specialization
- Women’s Studies, Issues in Entrepreneurship Minor
- Women’s Studies, Issues in Entrepreneurship Option

* These programs were established since the last program review in 2007.
Review process
The self-study was submitted January 27, 2014 and the site visit occurred March 3-4, 2014. The external reviewers were Prof. Annalee Lepp (Department of Women’s Studies, University of Victoria) and Prof. Kathryn McPherson (Department of History, York University). The internal member of the review committee was Prof. Carolyn MacGregor (Systems Design Engineering). During the visit, the team met with university, faculty and program administrators, Women’s Studies Advisory Board members, sessional instructors, and program majors. The review team’s report was received on May 8, 2014, and the program’s response and implementation plan were received on January 30, 2015. (Note: The program’s response was delayed by the resignation of its previous Director and the appointment in November, 2014 of a new Director. The Dean of Arts indicated his endorsement of the plan on February 1, 2015.

As part of the self-study process, the Women’s Studies Advisory Board undertook regular meetings to discuss strategic planning and the program review. The Board engaged a facilitator from the Centre for Teaching Excellence to help it develop a set of priorities, deliverables and timelines for moving forward. In addition, the previous Director met with many other UW stakeholders in order to incorporate those perspectives into the planning process. These included department chairs from other Arts departments that are closely connected to Women’s Studies (Germanic and Slavic Studies, Sociology and Legal Studies, History, English Language and Literature, Philosophy), the campus Women’s Centre, the Status of Women and Equity Committee, the President, and the Provost. The previous Director also consulted with a number of community stakeholders, including the Kitchener-Waterloo chapter of the Canadian Federation of University Women.

Following the previous Director’s sabbatical and subsequent resignation, the current Director was appointed. She was given a specific mandate to spearhead a transformation both curricular and administrative of Women’s Studies in response to the reviewers’ report and with an eye to making Women’s Studies more administratively sustainable while judiciously updating and improving its undergraduate programs within the context of wider curricular and programmatic changes currently underway in Arts. Taking her lead from the reviewers’ recommendations, the Director engaged in a renewed process of consultation and a scan of complementary programs and resources on campus. She will produce a set of recommendations for changes to Women’s Studies by the end of the Winter 2015 academic term.

This Final Assessment Report summarizes the main findings of the self-study and the reviewers’ report and outlines a program response and some suggestions for an implementation plan, based on the Director’s emerging renewal plan for the program.

Previous review
The previous review of the Women’s Studies (WS) program occurred in 2007. Important accomplishments emerging from and since that review include the following:
As of Fall 2010, WS began offering Honours, Joint Honours, and Arts and Business Honours (Co-op and Regular) B.A.s in Women’s Studies, in addition to the general B.A.s and minor already on offer.

WS has increased the number of courses from 10 to 31 (September 2010). Twenty of these courses are cross-listed with other departments.

Increased course release for the Director in July 2012 allowing her to spend more energy focused on running and creating awareness of the program. [*Note: This was not a permanent increase. Currently, the Director’s course release has returned to the pre-2012 level.]

Other recommendations from the 2007 review were not implemented due to insufficient funding or lack of student interest (e.g., WS program did not achieve departmental status, did not establish a Research Institute on Gender, Science and Technology; did not initiate a graduate program in Women, Technology, and Health).

Characteristics of the program

The objectives of the WS program are to explore, from an interdisciplinary perspective, the ways in which society is shaped by gender. Students and faculty examine how social, historical, and political forces shape our world.

The primary learning outcomes for students in the WS program are to:

- Identify and analyze gender and its intersections with other relations of power and privilege such as sexuality, race, ethnicity, class, ability, geography, etc. while distinguishing between universalist understandings of gender, women and sexuality, paying close attention to the interconnectivity and mutual constitution of categories of analysis;
- Recognize the ways that gender issues are connected to wider social, political, economic, national, historical and cultural contexts and articulate the ways that disparities in power and privilege are inextricably linked to these wider issues;
- Describe and distinguish between various feminist theories and methodologies and articulate how these are culturally and historically contingent;
- Identify appropriate contributions to the scholarship and engage with these for their own research projects;
- Articulate the various sociopolitical contexts that inform opinions, theories, identities, subcultures and politics related to gender and sexuality;
- Write and speak effectively from feminist perspectives in different communication contexts while analyzing academic and social issues;
- Transfer theory to practice in everyday experiences of different feminist issues and find effective ways to advocate for change in the world, both locally and globally.

The program was mapped against the Undergraduate Degree Learning Expectations (UDLEs). This exercise revealed that the current curriculum requires some revision to ensure clear pathways exist for students to achieve program-level learning outcomes. This curricular revision process started in 2012.
The first step was redesigning the Women’s Studies 101 course (both online and face-to-face versions); the redesigned course was offered for the first time online in Winter 2014. The Director plans to introduce additional core courses – both online and face-to-face, to support the program goal of preparing students for post-university activity (either community work or post-graduate education).

The external reviewers viewed the Women’s Studies program as having potential for further growth and development resulting from “three cornerstone activities that make for a solid and engaging inter/disciplinary academic unit[:...high quality scholarly research and publication; strong commitment to undergraduate teaching (servicing honours students, majors, minors, and especially students across the university); and impressive university and professional service.”

**Students**

Enrollments of majors in the WS program are low. Combining the Regular and Honours program, from 2006/07 to 2012/13, the program averaged 9.6 majors per year. During that interval, the lowest enrollment was 4 majors in 2007/08. Enrollments climbed in the last three years, once the Honours Regular and Co-op programs were available, to 16 students in 2012/2013. The majority of students are enrolled in the Honours Regular program. In 2012/13, four students were in the regular program, 11 in the Honours Regular program, and one in the Co-op program.

As with most programs in the Faculty of Arts, students apply for a major, in this case Women’s Studies, at the end of their first year. Students are predominantly Canadian citizens and entirely female, although male students in other programs do take WS courses. Students in WS are not generally scholarship winners – only one student won an entrance scholarship in 2008/09. The program has an essay award valued at $500 presented annually since 2012 to a 3rd or 4th year major in Women’s Studies.

Enrollment of students in WS courses is highest in first and second year courses. In the last five years of the review period, WS 101 (An Introduction to Women’s Studies) routinely attracted over 500 students each year (two offerings each year). Other WS courses with high enrollments over the last five years of the study period include WS 102 (Contemporary Women's Issues in Canada, 130-195 students), WS 201 (Images of Women in Popular Culture, 164-253 students), WS 202 (Women Across Cultures: Canadian and Global Perspectives; 71-136 students) and WS 205 (Gender, Culture and Technology, 69-103 students). In all cases, enrollment increased in latter years.

During the period included in the review, the program offered two online courses – WS 101 and WS 222, both of these revamped since 2012. In WS 101 enrollments ranged between 39 and 67 students. In WS 222 enrollments ranged between 8 and 18 students. (WS 222 is cross-listed with Philosophy, with enrollment caps set by Philosophy. The foregoing figures only represent the WS enrollments in the larger combined classes.) The program Director has received a number of enthusiastic comments from students about the new CEL version of WS 222. The initial roll-out of the CEL version of WS 101 revealed some infelicities in the design of the course; it is currently being tweaked to smooth out these difficulties. Notwithstanding this, the infrastructure designed for the CEL WS 101 course now usefully supplements the on-campus WS 101 course, permitting students a rich, “blended learning” experience.
Attrition appears to be low based on comparing enrollments between Year 2 and Year 3 in the program for any given cohort. From 2007 to 2012, a total of 10 students graduated from the Women’s Studies program, with one student on the Dean’s Honours List.

**Graduates**

A survey was sent to graduates from the program in Spring 2013, attracting 21 respondents with varying completion rates. Overall, graduates reported that they had a positive experience in the program and, in particular, found the development of their critical thinking abilities, communication skills, and knowledge of feminism to be key outcomes of their studies. Of the respondents who answered (18/21), 83% found the quality of their education to be excellent or very good and the same number of students would recommend the program to others.

The graduates of the WS program who responded to the survey question regarding their current employment are found in a wide variety of employment types, including professional jobs. These include assistant professor, teacher, academic librarian, frontline counselor, registered nurse, respiratory therapist, investigator, editorial intern, program evaluation and project coordinator, retail entrepreneur, and miscellaneous other professions.

**Faculty**

The WS program at Waterloo is the only program out of 13 Women’s Studies programs across the country with no faculty appointed to the program. However, many faculty members from other departments and faculties across campus participate in this program as Board members, instructors of cross-listed and/or approved courses, and as scholars interested in gender and feminist studies. The 2010 Two-Year Report lists 27 Waterloo faculty members teaching courses in WS. At the time of the self-study, the WS Advisory Board consisted of four faculty members from, respectively, History, Religious Studies, Philosophy, and Recreation and Leisure Studies.

The scholarship of faculty who contribute to the WS program represents an impressive breadth of expertise that explores gender and sexuality from a variety of disciplinary and methodological perspectives. All of the faculty associated with WS are members of various professional and disciplinary associations. Many faculty associated with WS are journal editors, sit on editorial boards or serve as reviewers for journals and granting agencies. Faculty involved in the program attract grant funding from a variety of sources and disseminate their research results through a wide range of publications and conference presentations.

Most WS-owned courses are taught by sessional instructors. Student course evaluations in WS-owned courses are close to or slightly below the Faculty of Arts averages for classes of varying sizes. For instance, in 2012-2013, the average mean score for WS course evaluations was 4.19, compared to 4.24 Faculty-wide. However, this data reflects on a very small number of evaluations (average of ~10 for each of last three years, spread among four class-size categories).
Program strengths and challenges

Strengths
The external reviewers identified the following strengths of the Women’s Studies program:

• Highly efficient use of very limited financial and teaching resources;
• Strong and consultative leadership and clearly articulated governance structures;
• A collegially-elected Women’s Studies Advisory Board composed of, *inter alia*, dedicated faculty members who are also in leadership positions and otherwise contribute to advancing equity and diversity at the University of Waterloo and beyond;
• A solid and engaging interdisciplinary academic plan that has the potential to attract high quality students as majors and honours students
• Affiliation of qualified tenured faculty members and sessional instructors, with strong records of teaching, scholarly publication, and/or success in obtaining research grants appropriate to their career stage. The program’s recent research outputs have ranged from a compelling documentary about issues faced by women of colour when they immigrate to Canada to an innovative study of women’s consumption of digital erotica;
• Development of appropriate and clear learning outcomes at the program level, which are consistent with the University of Waterloo’s Strategic Plan and the Faculty of Arts draft Strategic Plan. Emphasis on disciplinary knowledge acquisition and application, communication skills, professional capacity, as well as applied and experiential learning;
• ‘Value-added’ service teaching of students across the university, consistent with the university’s commitment to equity and diversity; this teaching provides critical and intersectional perspectives on key Waterloo priority areas such as technology and entrepreneurship;
• High levels of student satisfaction among current students and alumni;
• Development of strong and effective promotional, outreach, and networking initiatives under the Director and Advisory Board.

Weaknesses/challenges
The self-study articulated a number of challenges to be met and recommended ways to address them in the areas of enrollments, curriculum, re-branding of the program, administration and physical resources. A further, prominent weakness identified in the self-study is student recruitment into the program. The self-study indicates clearly the low enrollments of program majors, low enrollments in some WS courses, low representation of international students and gender imbalance (no male students as majors in program). The program also struggles to effectively communicate the value of the WS program to students across the campus. Since the foregoing challenges were also identified by the external reviewers, the program’s plans to address these challenges are embedded in the replies to the reviewers, below.

In their identification of the program’s weaknesses, the external reviewers both expanded upon challenges identified in the self-study, and noted additional issues to be addressed. The reviewers
separated their 16 recommendations into three categories: (A) governance, (B) program name, mission and curriculum, and (C) resources. The recommendations, with the Women’s Studies’ responses, follow.

A) Governance

Recommendation 1: Initiate a strategic discussion about the representation of additional Faculties on the Women’s Studies Advisory Board

Response: WS agrees that it would be beneficial to the program to forge both formal and informal relationships with faculty members from outside Arts. However, the administrative recommendations the Director is developing may oblige WS to use mechanisms other than the Advisory Board to forge these relationships. In brief, the WS board and the Department of Philosophy, with the support of the Dean, are currently exploring the possibility of housing WS in the Department of Philosophy. This proposal has received a positive response from both the Women’s Studies Advisory Board and the Department of Philosophy, with discussions with both bodies ongoing. The amalgamation of WS with Philosophy, if approved, would provide WS with support, expertise and resources not presently available to it, and would permit the rationalization of space, staff and faculty resources between the two units. However, it is unlikely that WS would continue to have an Advisory Board if it were housed in Philosophy. However, should WS and Philosophy decide to proceed with this plan, it will be important to have scholars from other cognate disciplines, not just philosophers, involved in WS in order for it to remain differentiated from Philosophy. To this end, the Director is exploring the possibility of seeking cross-appointments between WS and other programs. In keeping with the reviewers’ recommendations, she will be especially attuned to such cross-appointment opportunities with faculty members from outside of Arts, including those in STEM disciplines.

Action and Timelines: Formal recommendations for amalgamation of WS with Philosophy to be referred to, respectively, Women’s Studies Advisory Board, Department of Philosophy and Dean of Arts by April 2015 for decision by June 2015 and. If the proposal is approved, implementation begins September 2015, with the first combined WS-Philosophy budget occurring in the 2016-2017 fiscal year.

Champion: Director, with support from Philosophy Chair and Dean of Arts.

B) Program Name, Mission, and Curriculum

Program Name

Recommendation 2: Initiate a process to discuss the re-naming the program with an eye to distinguishing it from related programs at Wilfrid Laurier University and St. Jerome’s University and to building a more gender and otherwise diverse student cohort. One possibility would be Equity, Diversity, and Social Justice Studies, which would align the program to the University of Waterloo’s strategic priorities.

Response: included in response to Recommendation 3
Mission

Recommendation 3: If renamed, engage in a re-branding exercise, which would include creating a fresh mission statement, the development of a communications plan and promotional materials for the purposes of student recruitment and retention, and the marketing of the benefits of a three- and four-year major, honours and joint honours.

Response: WS supports these recommendations. As the self-study indicates, WS has already begun the re-branding process. Additionally, in her scan and consultations, the Director has identified both the resources and the appetite at Waterloo to expand Women’s Studies’ focus beyond women to gender (broadly construed), race, ethnicity, class, ability and other identity categories, and to structures and institutions in which (and whereby) members of the foregoing identity groups are disadvantaged. Concomitantly, she proposes to extend WS’s theoretical approach beyond traditional feminist approaches to expose students to the kind of theorizing that occurs in such complementary disciplines as Critical Race Studies, Disability Studies, Queer Studies, and Post-Colonial Studies. Women’s Studies faculty, staff, and board members agree with the external reviewers that the current name does not clearly communicate the core values and intended learning outcomes of the program. This misalignment will likely be exacerbated by the anticipated program changes. Some alternative names have been suggested, and will be the subject for further discussion with stakeholders. It is expected that the board will have approved the new objectives and program name by the end of the Winter 2015 term, and will be able to move on to implementation. This implementation will include the creation of a fresh mission statement, the development of a communications plan and promotional materials for the purposes of student recruitment and retention, and the marketing of the benefits of a three- and four-year major, honours and joint honours plans. If WS moves into Philosophy, the Director will work with the Philosophy Chair, Undergraduate Chair, and Undergraduate Committee, in consultation with the Arts Undergraduate Office to develop and implement a communications plan and promotional materials that address the reviewers’ recommendations and align with Philosophy’s communications and promotions plans.

ACTION AND TIMELINES: Women’s Studies Board will approve the new mission statement and program name April, 2015.

If move into Philosophy proceeds, in September 2015, the Director will begin working with key Philosophy administrators, in conjunction with the Arts Undergraduate Office, to develop WS communications plan and promotional materials that align with Philosophy’s communications strategy.

Proposed plan changes, including name change, brought to Undergraduate Arts Group (UGAG) for approval in early 2016, and from there make their way through the university approval process in the usual way. Anticipated effective date for new plans and program name: Spring 2017.

CHAMPION: Director and, if appropriate, Philosophy Chair, Philosophy Associate Chair Undergraduate, Philosophy Undergraduate Committee, Arts Undergraduate Office.
Curriculum

Recommendation 4. Given that many of the current students in the program are joint honours students, the strategic promotion of the joint honours is critical; consideration should also be made to the strategic promotion of WS double major and minor for students in other University of Waterloo programs.

Response: WS supports this recommendation. The reviewers refer to both double majors and joint honours programs. The double major is rare at Waterloo, but WS agrees with the importance of actively promoting its joint honours and minor plans. Currently, the Faculty of Arts is engaged in an undergraduate plan-standardization project that, even though this is not the primary goal of the project, will make it easier for students to pursue joint honours and minor plans. As these new streamlined plans are rolled out, WS will seize the opportunity to promote its joint honours and minor. Within WS, the Director is developing a revamp of the program’s focus, undergraduate plans, and course offerings that will, it is anticipated, make the value of a WS joint honours or minor much more salient to students in other programs. Among the likely revisions to WS plans is the addition of a number of courses from related programs as approved WS electives. Having additional electives available to WS students will make it easier for students in other programs to add a WS joint honours or minor and double-count their existing courses towards that plan.

ACTION AND TIMELINES: Stage 1: Streamlined version of existing plans, standardized in accordance with new Arts plan standardization templates, sent to Arts Undergraduate Office approved at UGAG March 2015. Stage 2: See above response to Recommendation 3.

CHAMPION: Director

Recommendation 5. Extend and clarify learning outcomes (intellectual and skills-based competencies) at each program level and identify clearer pathways through the program.

Response: The Arts Plan Standardization process discussed in response to Recommendation 4 will result in many Arts programs reducing the number of plans they offer. WS passed its first round of plan changes (in order to align with the Arts Plan Standardization project) at the March 2015 UGAG meeting. Those plan changes included combining the honours, joint honours, Arts and Business (regular and co-op) plans into a single plan. This is the first of a two-phase plan revision process for WS. WS did not have time before the March 2015 UGAG meeting to thoroughly investigate the prospect of further reducing its number of plans. However, as the program prepares for its second round of revisions (these revisions intended, inter alia, to reflect the program’s new focus, new name, and new degree level learning outcomes), it will consider cutting the 4 year general plan and the diploma. Thus, at the end of this process, WS expects to have three plans (3 year general, honours, minor) rather than its current seven. This reduction and streamlining of WS plans will make it easier for student to navigate WS pathways.

Additionally, the Director’s April recommendations for the WS revamp will include recommended degree level learning outcomes for WS plans. These outcomes emerge from both the multiple curricular development sessions the CTE coordinated for WS (CTE facilitated; then WS board members participated in these sessions) held in Winter 2013, and from the Director’s recent scan and consultations.
See also the response to Recommendation 6.

**ACTION AND TIMELINES:** Stage 1: Standardized plans approved at UGAG March 2015. Stage 2: Further plan modifications, oriented around revamped WS learning outcomes, brought to UGAG early 2016.

**CHAMPIONS:** Director, WS Board

**Recommendation 6.** Undertake a modest redesign of the WS “hosted” curriculum, with a focus on student recruitment and retention at the 100- and 200-levels and establishing a capstone and preparatory course for three- and four-year general majors and honours students respectively. This redesign would involve adjustments to the 100-level courses, the creation of an alternative 200-level recruitment/retention course, the development of a “Research in Action” course at the 300-level, and the strategic retitling of courses as necessary.

**Response:** Women’s Studies supports these recommendations. This year’s Arts plan standardization initiative ensures that all Arts undergraduate plans, including WS, will have much clearer pathways through the program in place by the end of the year. In-house, the Director is planning two additional plan revisions that will make pathways clearer to students while ensuring that graduates achieve degree level learning outcomes: (1) Currently WS honours majors must select courses from five different lists. The Director plans to streamline the plan such that students have just two lists of courses: one list of mandatory courses and a second list of approved electives. (2) In order to ensure that students achieve appropriate learning outcomes as they progress through WS plans, and degree level outcomes at the completion of the plans, the Director plans to develop new theory, methods, and practicum courses – on-campus, online, and .25 credit labs – to be included in the list of mandatory WS courses. Correspondingly, some currently mandatory courses will become approved electives. Unfortunately, the small number of WS majors means that a senior capstone course is not viable; the class size would be too small to be a sustainable use of teaching resources. Instead, a .25 credit lab at the senior level would allow upper year students to integrate their work in other courses in a way that supports their intellectual autonomy and serves as a capstone experience in their final year of study.

**ACTION AND TIMELINES:** Proposed new courses and course changes, along with plan changes (See response to Recommendation 3), brought to Undergraduate Arts Group (UGAG) for approval in early 2016, and from there make their way through the university approval process in the usual way. Anticipated effective date for new plans and program name: Spring 2017.

**CHAMPION:** Director and, if appropriate, Philosophy Associate Chair Undergraduate.

**Recommendation 7.** Strengthen and integrate intersectional course content and courses that focus on colonialism, contemporary neo-colonial realities, and Indigenous feminisms; racialization, transnationalism, and the experiences of people of colour; queer and trans studies; and disability issues.

**Response:** Women’s Studies agrees that such a revision is long overdue, and has begun the work that such a revision requires. This work has three main prongs: (1) Strengthening intersectional content in existing Women’s Studies courses, (2) adding existing courses from other programs that emphasize such
content as approved electives to WS plans, (3) strategically creating – or supporting other academic units’ creation of – such courses as are necessary to fill in gaps in existing Waterloo offerings. For instance, there are currently no Waterloo courses devoted to disability issues. The Director is currently investigating the possibility of having a colleague in another department who specializes in disability author a new WS online course on disability; this course could then cost-effectively be taught by a sessional or graduate student in the future, would fill an important gap, and would serve as an important service course (and possible gateway course) for students in the social sciences, AHS, Optometry, and some Engineering areas.

**ACTION AND TIMELINES:** For timeline of implementation of prongs (1) and (2), see plan and course change timelines sketched in replies to Recommendations 3 and 6, above. Prong (3): ongoing.

**CHAMPION:** Director and, if appropriate, Philosophy Associate Chair Undergraduate.

**Recommendation 8.** Consider incorporating an honours defense as a component of the capstone experience of WS honours students.

**Response:** WS unfortunately finds this recommendation unfeasible at this time. Both the existing honours thesis and the reviewers’ proposed honours defense are time-consuming for faculty. The honours thesis has traditionally been supervised by the Director of Women’s Studies. This practice is problematic since the Director is not always an expert in the area the student wishes to do thesis research on. Moreover, this supervisory load entails that the Director spends considerable time on supervision that could better be spent on program development and (since our Directors have often been dynamic and popular teachers) on teaching lower division gateway courses. Moreover, while WS sessional instructors have sometimes supervised honours theses in the past, it is the view of the current WS Board that it is unjust to burden sessional instructors with supervisory duties for which they are not compensated. Similarly, especially in times of fiscal constraint, it is unsustainable to expect other academic units to provide uncompensated teaching support to WS by permitting their tenure-stream faculty to supervise WS honours theses. Finally, it bears mention that Philosophy some years ago dropped its undergraduate thesis requirement in order to focus supervisory activity on graduate supervision; the Philosophy undergraduate thesis was replaced with senior honours seminars for Philosophy students. If WS moves into Philosophy, Philosophy will want to treat WS and Philosophy students consistently in this respect; hence, will favour senior seminars over honours theses for WS majors. For all of the foregoing reasons, at the March 2015 UGAG meeting, WS removed the honours thesis component from its honours plans. It is hoped that the .25 lab discussed above will serve as a useful capstone for senior students, helping them to integrate what they have learned throughout their degree, and to engage in further, independent exploration of material from one of their other senior courses.

**ACTION AND TIMELINES:** Proposal to remove thesis requirement from honours plans approved by UGAG March 2015. For timeline on creation of .25 courses and integration of same into WS plans, see plan and course change timelines sketched in replies to Recommendations 3 and 6, above.

**CHAMPION:** Director and, if appropriate, Philosophy Associate Chair Undergraduate.
**Recommendation 9.** Undertake a review of existing cross-listed and approved courses, taking into account demonstrated student demand, consistency with the unit’s program goals, mission statement, coherence, and level-specific learning outcomes, as well as the elimination of repetition of content.

**Response:** The Director is currently completing such a review, and developing a slate of such revisions ready to proceed through Waterloo’s plan change approval process.

**ACTION AND TIMELINES:** For timelines on changes to WS cross-lists, see plan and course change timelines sketched in replies to Recommendations 3 and 6, above.

**CHAMPION:** Director and, if appropriate, Philosophy Associate Chair Undergraduate.

**Recommendation 10.** Re-negotiate, if possible, the WS seat allocation in high demand cross-listed and approved courses.

**Response:** Women’s Studies agrees with this recommendation. As WS works through the plan changes discussed in response to Recommendation 9, it will undertake such re-negotiations, where possible and appropriate.

**ACTION AND TIMELINES:** Consultation on WS seat allocation is underway and will be completed by the time WS program and plan changes go to UGAG for approval. (See response to Recommendations 3 and 6 for details.) Thereafter, such coordination with departments hosting WS cross-lists will be ongoing.

**CHAMPION:** Initially, Director. Thereafter, if appropriate, Department of Philosophy administrators.

**Recommendation 11.** Foster broader connections with academic units and potential affiliated faculty whose areas of research and teaching expertise may focus more on, for example, gender, equity, diversity, and social justice issues than specifically on women.

**Response:** Women’s Studies agrees with this recommendation. The responses, above, to Recommendations 1-3 and 7 detail how WS will implement this recommendation.

**Recommendation 12.** Negotiate the establishment of a new required course, Gender, Human Rights, and Equity in the Workplace, which would add further and significant breadth to the existing WatPD course offerings, would be consistent with the university’s strategic priorities, and, given its relevance, would potentially increase the number of WS honours students enrolled in the Arts and Business Co-op Program.

**Response:** One of the benefits of moving WS into Philosophy, if both units decide to proceed with that direction, is that such a move would allow WS to take advantage of existing capacity in Philosophy to create much-needed courses like the one described in Recommendation 12. Philosophy is perhaps unique among Arts departments in that it has two faculty members assigned with developing and overseeing, respectively, extended learning courses and applied ethics courses and modules, including those for other units. If moved into Philosophy, WS could take advantage of this capacity and expertise to create a course on equity in the workplace, and smaller equity modules for use in other programs.
Additionally, the WS Advisory Board is considering creating a minor on equity in the workplace. Such a minor would provide valuable, and highly marketable, training that would be an obvious complement to many Waterloo degrees. The minor in Human Resources Management (HRM) is an excellent model of how successful such a “professional” minor can be. As of Fall 2014, 316 students are enrolled in the HRM minor, up from 108 in Fall 2009. Even as Arts enrollments flag, the appetite for minors with clear workplace relevance is rising sharply.

**Recommendation 13.** Implement, if feasible, the fuller or strategic use of the course timetable, with an eye to creating more student options, increasing enrollments, and eliminating timetable conflicts among WS “hosted” and cross-listed courses.

**Response:** Women’s Studies agrees in principle with this recommendation. In practice, Waterloo is still in the early stages of implementing new scheduling software campus-wide. It is too early in that implementation to know how the new software affects WS enrollments. As well, in the past, WS has often had difficulty finding sessionals who live in Kitchener-Waterloo who are well qualified to teach core WS courses. This has often meant a heavy reliance on instructors who commute to campus from Toronto; this, in turn, has sometimes forced us to schedule classes in 2.5-3 hour blocks to reduce the number of commutes our instructors must make each week. While WS has little control over the implementation of the new scheduling system, WS is working to identify well-qualified instructors who live in Kitchener-Waterloo. In particular, the Director has been consulting with administrators from other units about the possibility of seconding staff or faculty to teach individual WS courses, possibly with the provision of funding for a sessional to the unit from which the instructor is seconded. Additionally, as Women’s Studies broadens its course offerings and plan requirements, it is foreseeable that it will see a corresponding increase in the pool of local instructors well-qualified to teach its courses.

**ACTION AND TIMELINES:** Stage 1: Identify well-qualified local instructors to teach WS courses. Done. Stage 2: Pilot seconding instructor from other UW unit to teach WS course – September 2015.

**CHAMPION:** Director

**Recommendation 14.** Initiate a discussion with sessional instructors and students about appropriate reading loads in WS “hosted” courses by year level.

**Response:** Women’s Studies agrees with this suggestion, and will integrate it into new teaching mentorship and peer review mechanisms currently being implemented by the Director.

**ACTION AND TIMELINES:** Launch peer review of teaching program in Women’s Studies in Winter term 2015.

**CHAMPION:** Director

**C) Resources**

**Recommendation 15.** Negotiate the allocation of a Women’s Studies meeting space in close proximity to the Women’s Studies offices for student and affiliated faculty use.
Response: WS welcomes this recommendation. However, it is sensitive to the very difficult space constraints that exist throughout the Faculty of Arts. In the short-term, the Director, who has a Philosophy Department office upstairs from Women’s Studies, has turned her Women’s Studies office into a common meeting space for sessionals and students. However, this is a short-term solution. If Women’s Studies is moved into the administrative home of Philosophy, its members would be able to take advantage of existing Department of Philosophy common space. If the proposed move into Philosophy does not occur, Women’s Studies will have to develop creative solutions to its space problem.

ACTION AND TIMELINES: If WS’s move into Philosophy is approved, reallocate existing Philosophy common space as Philosophy and Women’s Studies common space, effective September 2015.

CHAMPION: If appropriate, Philosophy Chair.

Recommendation 16. To create greater continuity, as well as enhance the strength and the further growth and development of the WS program which students, affiliated faculty, and members of the Advisory Board indicated was a pressing necessity, the allocation of one full-time faculty position to the program. This faculty member could either assume the Director position or a full-time faculty position with a regular teaching load; in either case, the faculty member would be tasked with teaching some of the WS “hosted” courses and would contribute to the labour-intensive administrative, academic planning, and promotional and outreach work of the program.

Response: While Women’s Studies would considerably benefit from the creation of a new faculty line, it is cognizant that current fiscal realities in the Faculty and the University make such an appointment unlikely. This is a pressing problem for the program. Women’s Studies must grapple with a lack of consistency in the teaching of WS courses (the majority of WS courses being taught through contract faculty positions), a heavy reliance on affiliated faculty through cross-listed courses, a highly functioning, yet consistently changing Advisory Board, and the loss of institutional memory that comes with the revolving nature of the Director position (she is seconded from various departments and returns to them when her term is complete), all without a single permanent faculty member. The primary reason that Women’s Studies’ courses and plans are as outdated as they are is that the program has simply never had the faculty resources to engage in appropriate course and plan stewardship and development. If Women’s Studies is moved into Philosophy, a number of these challenges will be addressed since WS will be able to take advantage of both Philosophy’s existing administrative capacity and the teaching and scholarship of faculty members in Philosophy who work on gender and/or equity. However, in order to implement the plan the Director is currently developing to make WS strong and sustainable, WS will need additional faculty support. Moreover, it is unlikely that Philosophy will agree to house Women’s Studies if the move results in a net loss in resources for Philosophy. Thus, Women’s Studies and Philosophy are working together to seek support for a new shared faculty line that would both build on Philosophy’s initiatives in applied ethics pedagogy and graduate professionalization and support Women’s Studies’ most urgent pedagogical and curricular needs. Such a position would make it worthwhile for Philosophy to provide a home for Women’s Studies, and would permit Women’s Studies
to build on its current strengths in order to provide Waterloo students with a high quality and practical education in gender, identity and equity.

**ACTION AND TIMELINES:** Proposal to seek joint WS-Philosophy incremental hire approved by Department of Philosophy February 6, 2015. Will next proceed to the Dean of Arts, and if appropriate, to the Vice-President Academic.

**CHAMPIONS:** Director and Philosophy Chair.
Introduction

The undergraduate program (BScPhm) of the School of Pharmacy was externally reviewed by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) in November 2011. CCAPP issued a report and recommendations in 2012. The University of Waterloo used the self-study and the CCAPP findings as the basis for the internal report.

The actions taken by the School of Pharmacy to address the recommendations made by CCAPP and the University of Waterloo are detailed on the following pages. However, these actions must be viewed in the context of two major developments that occurred in 2013:

a) In January 2013, CCAPP adopted new accreditation standards for programs leading to the professional degree in pharmacy
b) In February 2013, the Ontario Ministry of Training, Colleges and Universities (MTCU) approved the Doctor of Pharmacy (PharmD) degree as the entry-to-practice degree for pharmacy practice in Ontario.

The School of Pharmacy moved rapidly to implement the PharmD which replaces the previous BScPhm degree. The first students entered the new PharmD curriculum in January 2014 and will graduate with the PharmD designation in 2017. In addition, a transition program was developed for the Class of 2015 and Class of 2016 giving these students the option of moving into the PharmD program. All students in both classes made the decision to transition into the PharmD. As a result, the BScPhm program was discontinued at the end of the Spring semester 2014.

The PharmD curriculum differs substantially from the BScPhm program, particularly in the area of experiential education. In order to achieve the expected outcomes for the PharmD program and meet new accreditation standards, the School has developed a blended model of experiential education which includes community service learning, co-op placements (3 in the PharmD vs. 4 in the BSc) and structured clinical rotations (24 weeks in the final year of the PharmD). Clinical rotations are full-time patient care experiences in a variety of practice settings including hospitals, family health teams, community pharmacies and long-term care facilities. Given the limited capacity for these placements in the KW area, the School has implemented a strategy which will use clinical training sites throughout the province. The addition of clinical rotations and curricular initiatives intended to meet new accreditation standards in areas such as interprofessional education and programmatic assessment has resulted in a significant increase in the resources required to operate the PharmD program relative to the BSc program.
Response to Recommendations from the 2012 Review of the Pharmacy Program

Item 1: The School must move forward with strategic planning including developing a succinct mission, vision, goals and objectives with performance measurements and timelines; it has been difficult to measure success without a strategic plan.

Response: The School began a systematic strategic planning process in late 2012 with the creation of a Strategic Planning Committee. New mission, vision and value statements were developed and discussed at a strategic planning workshop in April 2013. These discussions ultimately resulted in a strategic plan for the School of Pharmacy that was approved by Pharmacy Faculty Council in January 2014. The strategic plan is supported by an operational plan that identifies a responsible individual for each of the 87 strategies and actions listed in the plan along with appropriate metrics and timelines for accomplishment. The Pharmacy Executive Committee has assumed responsibility for ongoing monitoring of progress towards achievement of the items in the strategic plan.

Item 2: The draft constitution needs to be approved according to UW procedures and implemented.

Response: A draft constitution was developed by the School of Pharmacy in 2010. CCAPP expressed concern that this document provided full voting rights to a large number of part-time faculty members and staff giving these individuals disproportionate representation on Pharmacy Faculty Council. The constitution was revised to limit voting rights to select staff members and part-time faculty members with 40% or greater appointments. Full-time faculty members now constitute the majority of voting members on Pharmacy Faculty Council. The revised constitution was approved within the School of Pharmacy in September 2012. In response to CCAPP’s concern that the constitution be reviewed by a body outside the School, the document was discussed and approved by Science Faculty Council on November 27, 2012. Minor modifications were approved by Pharmacy Faculty Council on September 3, 2014.

Item 3: Curricular mapping must be completed.

Response: Although the BScPhm curriculum was designed a number of years ago, it was not until the end of the spring term 2011 that all courses had been offered. The School of Pharmacy held a curriculum retreat in fall 2011 to begin the process of mapping the curriculum with respect to content and desired outcomes. The School now maintains a comprehensive curriculum mapping database where the learning objectives of each course are entered and mapped against Association of Faculties of Pharmacy (AFPC) outcomes. The Integrated Patient Focused Care (IPFC) courses provide integrated teaching of medicinal chemistry, pharmacology, and therapeutics in nine disease-focused modules. Mapping of these courses has ensured that foundational material in the pharmaceutical sciences is built upon throughout the course sequence.
**Item 4:** Co-op experiences need to be evaluated to ensure adequate exposure to patient care in both community and hospital settings.

**Response:** Co-operative education is an innovative model for providing students with practical experience that enhances and reinforces classroom learning. Co-op offers our students exposure to a much broader range of potential career opportunities than traditional experiential education. Students may work in community pharmacy, hospital pharmacy, long-term care, family health teams, pharmaceutical industry, government, and professional organizations. A concern raised by external evaluators is that co-op is an employer-driven model. Since the employer is paying the student, it is difficult for the university to impose rigid expectations for student learning during the co-op experience. Training of health care professionals has traditionally used a highly structured model in which preceptors (typically clinicians working in a variety of health care settings) provide close supervision of students under their direction to ensure that students are meeting a rigid set of outcomes established by the university.

The limitations of co-operative education and the concerns of the external evaluators will be addressed in the PharmD curriculum. Students will complete three co-op placements in the 2nd and 3rd years of the curriculum. In addition, they will complete 24 weeks of structured clinical rotations in the 4th year of the program. The clinical rotations will consist of three 8 week experiences. At least one of these rotations must be in primary care (family health team, community pharmacy) and at least one must be in an institutional (hospital) setting. The blended model of experiential learning incorporated into the PharmD curriculum will ensure that students receive exposure to patient care in a variety of settings.

**Item 5:** The program needs to implement a systematic approach for program evaluation including assessment of teaching effectiveness.

**Response:** The external review noted that the School did not have a coordinated plan in place to assess and monitor progress towards achieving the objectives of the program. The ability to collect and analyze data related to the achievement of curricular and other programmatic goals was limited prior to the graduation of the first class in fall 2011. An Assessment Committee was created in 2012 as a standing committee of the School of Pharmacy. This Committee has responsibility for assessment of all aspects of the pharmacy program including the undergraduate curriculum, experiential program, and admissions process. A new administrative position (Associate Director, Curriculum and Assessment) was created to lead this initiative and a staff position added to support assessment activities. The committee has developed a comprehensive programmatic assessment plan which outlines the metrics, the CCAPP standards each metric assesses, and the parties responsible for data collection and data use. It also describes the frequency of evaluation of the undergraduate pharmacy program (both didactic and experiential), the admission process, the assessment of Faculty and Staff and, to a limited extent, Continuing Education. The Graduate Program assessment plan has not yet been completed. Several sections of the plan have been implemented so far such as coordination of course and teaching evaluations, peer evaluation of teaching, and metrics for co-op employer recruitment and retention.
**Item 6:** The full complement of faculty vacancies needs to be approved for hiring and filled; the large number of sessional appointments, rather than full-time faculty members in the professorial stream, who are teaching major components of the curriculum creates some vulnerability to the program.

**Response:** Significant progress has been made in faculty hiring for the School since the 2011 external review. New hires are listed below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Spagnuolo</td>
<td>Assistant Professor</td>
<td>March 2012</td>
</tr>
<tr>
<td>Jonathan Blay</td>
<td>Professor and Associate Director, Research and Graduate Studies</td>
<td>November 2012</td>
</tr>
<tr>
<td>Cynthia Richard</td>
<td>Clinical Lecturer</td>
<td>September 2013</td>
</tr>
<tr>
<td>Tejal Patel</td>
<td>Assistant Professor (Clinical)</td>
<td>March 2014</td>
</tr>
<tr>
<td>Sherilyn Houle</td>
<td>Assistant Professor</td>
<td>April 2014</td>
</tr>
<tr>
<td>Wasem Alsabbaugh</td>
<td>Assistant Professor</td>
<td>October 2014</td>
</tr>
</tbody>
</table>

The School now has 20 full-time faculty members and the proportion of required courses coordinated by regular faculty has increased to 65%. This represents a significant shift since 2011 when full-time faculty members were teaching only 25% of the courses in the BScPhm curriculum. Teaching staff coordinate an additional 13% of required coursework. The School continues to have a valued core group of part-time adjunct faculty members who are high-level pharmacy practitioners and coordinate the remaining 22% of the didactic courses.

Although progress has been made, past and present hiring freezes have delayed the achievement of the full complement of faculty for the School of Pharmacy. It is essential that the School move forward with additional hiring to meet the original target of 25-30 faculty members.

**Item 7:** A finalized budget for the School needs to be established that provides the School with the necessary resources to achieve its mission.

**Response:** A permanent budget was established for the School for fiscal year 2012-13. We are currently in the second year of implementation of this budget. It should be noted that this budget was based on the resources needed to deliver the BScPhm curriculum NOT the PharmD program. Implementing the PharmD degree has resulted in a significant increase in the resources required to meet accreditation standards related to experiential education, interprofessional education and programmatic assessment. The PharmD program has 1 additional academic semester compared with the BScPhm degree (8 vs. 7 semesters) and therefore generates more revenue for the University of Waterloo. As the university moves to an activity-based budget model, it is imperative that the resources required to deliver the PharmD curriculum be reflected in the future budget for the School of Pharmacy.
Item 8: Strengthen and expand inter-professional education (IPE) with a particular focus on relationships with medicine and nursing.

Response: Inter-professional education has been a significant challenge for the School of Pharmacy. All other Pharmacy programs in Canada are based in universities with programs in Medicine and Nursing as well as an affiliated network of teaching hospitals. Faculty, staff and students at the School have worked hard to create an inter-professional education group involving Medicine (McMaster University satellite campus), Optometry (Waterloo), Nursing and Health Sciences (Conestoga College) and Social Work (Wilfred Laurier University). Despite these efforts, the external reviewers noted that a higher level of inter-professional interaction is needed. An inter-professional education strategy was approved by the Curriculum Committee in 2014. This plan will ensure that Waterloo pharmacy students meet the core competencies of communication, patient/family/community-centred care, role clarification, team functioning, collaborative leadership, and conflict resolution as defined by the Canadian Interprofessional Healthcare Collaborative (CIHC). A passport approach will be used in which students will progress from exposure to immersion to application as they move through the pharmacy curriculum.

The achievement of required outcomes in inter-professional education is highly dependent on building collaborative relationships with external partners. The School of Pharmacy values its relationship with the Waterloo satellite of the DeGroote School of Medicine, McMaster University. However, we also recognize that this is a small program with limited capacity to support inter-professional education initiatives. As a result, a partnership has been initiated with Western University and the SouthWestern Academic Health Network (SWAHN). SWAHN has affiliations with universities, colleges and health care facilities in southwestern Ontario that are involved in the training of a wide range of health care professionals including physicians and nurses. A Memorandum of Understanding (MOU) has also been signed with Fanshawe College in June 2014 which will bring pharmacy and pharmacy technician students together for educational initiatives. Finally, the School of Pharmacy is discussing an agreement with the Northern Ontario School of Medicine (NOSM) to explore opportunities related to inter-professional education, rural health and aboriginal health.

Item 9: Library resources need to be assessed and possibly upgraded. Preceptors and employers involved in the supervision of students on clinical placements should have access to appropriate electronic and other resources as needed.

Response: The approval of a permanent position within the library budget for a pharmacy liaison librarian in 2012 was a significant positive development. This position was filled by Shannon Gordon, an experienced health sciences librarian who has been active in evaluating the library collection and ensuring that faculty, staff and students are aware of available resources. The pharmacy liaison librarian has also been instrumental in discussions designed to ensure that preceptors and others involved in the clinical training of pharmacy students have access to the electronic resources of the University of Waterloo. This is an accreditation requirement and it is anticipated that this issue will be resolved shortly.
Summary

The School of Pharmacy has made significant progress in all areas identified as issues in the 2012 review. Items that have not yet been fully resolved include faculty hiring, library access for preceptors and approval of a budget that will meet the requirements of the PharmD program. These items must be addressed in order for the PharmD program to achieve full accreditation status.

Submitted by:

David J. Edwards, BScPhm, PharmD, MPH
Hallman Director, School of Pharmacy

September 23, 2014
FOR INFORMATION

Recognition and Commendation

Maureen Drysdale, professor in the Department of Psychology and research associate with the Waterloo Centre for the Advancement of Co-operative Education (WatCACE), is the recipient of the 2015 James W. Wilson Award for Outstanding Contribution to Research in the Field of Cooperative and Work-Integrated Education. The award is presented by the Cooperative Education & Internship Association (CEIA), which is the American counterpart to Canada’s Association for Co-operative Education (CAFCE), to scholars who have made exceptional contributions through the promotion of research activity in the field of co-operative and work-integrated education (CWIE). Since being named the first WatCACE research associate in 2003, much of Drysdale’s time has been spent promoting CWIE research. She served on the CEIA Board of Directors as vice-president of research and surveys from 2008 to 2013. In 2012, she was elected to the Board of Directors for the World Association for Cooperative and Work-Integrated Education (WACE) and she became the founder and executive chair of WACE’s International Research Group. In 2008 and 2010, she spent time as a visiting scholar at the University of Gothenburg and University West in Sweden where she helped to advance their CWIE research. Drysdale received a SSHRC grant in 2004 to examine the role of co-op programs in post-secondary students’ transitions to the labour market. Since completing this study, she has received international recognition for her work and published a number of other CWIE research papers. Drysdale has also collaborated on numerous international CWIE research projects, spoken at various professional conferences around the globe, and supervised several CWIE-related theses. She will be presented with the award on 31 March at the 2015 CEIA Conference in Atlanta. [11 March 2015 Daily Bulletin]

Professor Jim Walker of the Department of History is the recipient of this year’s Olivier le Jeune Trailblazer Award from the Ontario Black History Society. With this award and many other honours (such as being named a Fellow of the Royal Society of Canada), Walker is recognized for his trailblazing work to advance scholarship, education and action dedicated to black history and human rights in Canada. The award was granted in particular recognition of Walker’s work in creating the very first Canadian university courses in African-Canadian history at both the undergraduate and graduate level, which he did at the University of Waterloo during the early 1970s. [20 February 2015 Daily Bulletin]
FOR INFORMATION

A. APPOINTMENTS/REAPPOINTMENTS

Definite-Term Appointment

WILSON, Austin (Wade), Lecturer, Department of Recreation and Leisure Studies, May 1, 2015 – April 30, 2016. BA (Sports Psychology), Laurentian University, 2005; MHK, University of Windsor, 2007; PhD (Recreation and Leisure Studies), University of Waterloo, 2010-present. Mr. Wilson will primarily teach undergraduate courses in all three units in the Faculty as well as develop two new first year undergraduate courses.

Definite-Term Reappointments

GRIMWOOD, Bryan, Assistant Professor, Department of Recreation and Leisure Studies, July 1, 2015 – June 30, 2018. BRLS, Brock University, 2000; MA (Recreation and Leisure Studies), Brock University, 2005; PhD (Geography), Carleton University, 2012.

LEE, Joonwu, Assistant Professor, School of Public Health and Health Systems, July 1, 2015 – June 30, 2018. BASc, University of Waterloo, 2005; PhD, University of Toronto, 2009.

MAJOWICZ, Shannon, Assistant Professor, School of Public Health and Health Systems, July 1, 2015 – June 30, 2018. BSc (Biomedical Sciences), University of Guelph, 1998; MSc (Epidemiology), University of Guelph, 1999; PhD (Epidemiology), University of Guelph, 2004.

MIDDLETON, Laura, Assistant Professor, Department of Kinesiology, July 1, 2015 – June 30, 2018. BHK (Exercise Science), University of British Columbia, 2001; MSc (Sport and Exercise Science), University of Victoria, 2004; PhD (Community Health and Epidemiology, Geriatric Medicine), Dalhousie University, 2008.

NIECHWIEJ-SZWEDO, Eva, Assistant Professor, Department of Kinesiology, July 1, 2015 – June 30, 2018. BSc (Kinesiology), University of Waterloo, 1999; MSc, University of Toronto, 2003; PhD, University of Toronto, 2008; post-doctoral appointment, The Hospital for Sick Children, Toronto, 2008-2011.

PERLMAN, Christopher, Assistant Professor, School of Public Health and Health Systems, July 1, 2015 – June 30, 2019. BSc, Trent University, 2001; MSc (Health Studies and Gerontology), University of Waterloo, 2005; PhD (Health Studies and Gerontology), University of Waterloo, 2009.

POTWARKA, Luke, Assistant Professor, Department of Recreation and Leisure Studies, July 1, 2015 – June 30, 2018. BA (Hon), University of Waterloo, 2002; MA, Brock University, 2004; PhD (Recreation and Leisure Studies), University of Waterloo, 2011.

RILEY, Barbara, Research Associate Professor, Faculty of Applied Health Sciences, Propel Centre for Population Health Impact, July 1, 2015 – June 30, 2019. BPE, McMaster University, 1986, MSc, University of Waterloo, 1988; PhD, McMaster University, 2002.

Continuing Appointment

ANTHONY, Kelly, Lecturer, School of Public Health and Health Systems, effective May 1, 2015.
Adjunct Appointments

Graduate Supervision

SERAFINI, Toni, Associate Professor, School of Public Health and Health Systems, April 1, 2015 – May 31, 2016.

VINE, Michelle, Assistant Professor, School of Public Health and Health Systems, February 1, 2015 – December 31, 2015.

Adjunct Reappointments

Research

DUIZER, Lisa, Assistant Professor, Department of Kinesiology, July 1, 2015 – August 31, 2016.

Graduate Supervision

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

Graduate Supervision and Research

POSS, Jeff, Associate Professor, School of Public Health and Health Systems, April 1, 2015 – April 30, 2016.

Special Appointments

Undergraduate Instruction

BOYKO, Jennifer, Lecturer, School of Public Health and Health Systems, May 1, 2015 – August 31, 2015.

COLEMAN, Todd, Lecturer, School of Public Health and Health Systems, May 1, 2015 – August 31, 2015.

GUTTENTAG, Daniel, Lecturer, Department of Recreation and Leisure Studies, May 1, 2015 – August 31, 2015.

Graduate Instruction

KACZYNSKI, Andrew, Lecturer, School of Public Health and Health Systems, May 1, 2015 – August 31, 2015.

Appointment Changes

FERRIES, Leann, Department of Recreation and Leisure Studies, change from Definite Term Lecturer, May 1, 2012 – April 30, 2015 to Continuing Lecturer, effective January 1, 2015.

MISENER, Katie, Assistant Professor, Department of Recreation and Leisure Studies, Probationary Term (first) change from May 1, 2012 – June 30, 2015 to May 1, 2012 to June 30, 2016.

B. ADMINISTRATIVE APPOINTMENT

FERRIES, Leann, Associate Chair, Undergraduate Studies, Department of Recreation and Leisure Studies, May 1, 2015 – June 30, 2020.

C. ADMINISTRATIVE REAPPOINTMENT

RILEY, Barbara, Executive Director, Propel Centre for Population Health Impact, Faculty of Applied Health Sciences, July 1, 2015 – June 30, 2019.
D. SABBATICAL LEAVES
For Approval by the Board of Governors

HIRDES, John, Professor, School of Public Health and Health Systems, September 1, 2015 – August 31, 2016, 100% salary.

LEATHERDALE, Scott, Associate Professor, School of Public Health and Health Systems, January 1, 2016 – June 30, 2016, 100% salary.

MAJOWICZ, Shannon, Assistant Professor, School of Public Health and Health Systems, November 1, 2015 – April 30, 2016, 100% salary.

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

A. APPOINTMENTS/REAPPOINTMENTS

Tenured Appointment

MCGREGOR, Ian (BSc 1988 University of Guelph, BA 1992 MA 1994 Carleton University, PhD 1998 University of Waterloo), Professor, Department of Psychology, effective July 1, 2015.

Dr. McGregor began his career as assistant professor at York University in 1999 and was promoted to associate professor in 2004 followed by full professor in 2012. His research focuses on basic motivational substrates of diverse enigmatic social phenomena, from delusional conviction, religious extremism, and intergroup bias, to relationships, self-control, and meaning in life. Dr. McGregor has over 30 publications in very top-tier journals and he is recognized for his numerous research talks both nationally and internationally. He has been awarded SSHRC funding on an ongoing basis since taking up his position at York and is currently principal investigator on a five-year grant for “Defusing Religious Extremism: Motivational and Neurophysiological Mechanics.” Referees cite that Dr. McGregor is “a superb researcher and one of the more integrative thinkers in social psychology.” He is “an outstanding candidate” for the position, adding that “it is difficult to imagine a scholar whose work is more likely to have import not only to basic science but to the world at large.”

Probationary-Term Appointment

DRAKE, Anna (BA 2001 University of Waterloo, MA 2003 University of Victoria, PhD 2009 Queen’s University), Assistant Professor, Department of Political Science, January 1, 2015 to June 30, 2018. Dr. Drake has been with the department on a definite-term appointment since 2012 and is the successful candidate in the search for a tenure-line member in the area of contemporary political theory. Her research interests in normative political theory with a substantive focus on democratic engagement and deliberation are of broad interest to both faculty members and students across the department’s core streams. She has a clearly established and demonstrated record of very good teaching and a strong rapport with students. In addition to teaching in the department’s core “history of political thought” sequence, Dr. Drake is expected to contribute across the core streams, including public policy and global governance, and in the area of feminism and gender.

Definite-Term Reappointment

LANG, Janet, Research Professor, Department of History, January 1, 2015 to December 31, 2017.

Adjunct Reappointment

Instruction

LABADIE, Colin, Lecturer, Department of Drama and Speech Communication, January 1, 2015 to March 18, 2015.

Graduate Student to Part-Time Lecturer Appointment

CRONIN, Keely, Department of English Language and Literature, January 1, 2015 to April 30, 2015.

B. ADMINISTRATIVE APPOINTMENTS

FERRER, Ana, Associate Chair, Graduate Studies, Department of Economics, July 1, 2015 to June 30, 2017.

LAWSOON, Kate, Chair, Department of English Language & Literature, July 1, 2015 to June 30, 2019.
FOR INFORMATION

A. APPOINTMENTS/REAPPOINTMENTS

Probationary-Term Appointment

MUSSELMAN, Kevin, Assistant Professor, Department of Mechanical & Mechatronics Engineering, July 1, 2015 – June 30, 2018. PhD Cambridge University 2010; MSc University of British Columbia 2006; BSc Queen’s University 2004.

Probationary-Term Reappointments

PAGSUVOIN, Sheree Ann, Assistant Professor, Department of Civil & Environmental Engineering, July 1, 2014 – June 30, 2017.


Definite-Term Reappointments

ANDERSON, William, Research Associate Professor, Department of Civil & Environmental Engineering, July 1, 2015 – December 31, 2017.

PELDSZUS, Sigrid, Research Associate Professor, Department of Civil & Environmental Engineering, July 1, 2015 – December 31, 2017.

Visiting Appointments

ALI, Mohamed Elsayed, Scholar, Department of Chemical Engineering, March 16, 2015 – July 15, 2015.


GHAJAR, Rahmatollah, Scholar, Department of Mechanical & Mechatronics Engineering, May 15, 2015 – May 14, 2016.

GUO, Xiaoming, Scholar, Department of Chemical Engineering, February 25, 2015 – February 26, 2016.

JAUHAR, Mohd Altamash, Scholar, Department of Chemical Engineering, April 1, 2015 – September 30, 2015.

WANG, Siwen, Scholar, Department of Chemical Engineering, August 10, 2015 – December 10, 2015.


YU, Sanchuan, Professor, Department of Chemical Engineering, July 1, 2015 – September 30, 2015.

**Visiting Reappointments**


LAZZARONI, Edoardo F., Scholar, Department of Chemical Engineering, March 16, 2015 – August 31, 2015.

**Adjunct Appointment**

Research

CONLE, ALBRECHT, Professor, Department of Civil & Environmental Engineering, March 1, 2015 – February 28, 2016.

**Adjunct Reappointments**

Research

GREEN, Roger, Professor, Department of Civil & Environmental Engineering, July 1, 2014 – June 30, 2017.

Graduate Supervision and Research

KONTOGIANNIS, Kostas, Associate Professor, Department of Electrical & Computer Engineering, October 1, 2014 – September 30, 2015.

MOMTAHAN, Kathryn, Assistant Professor, Department of Systems Design Engineering, January 1, 2015 – December 31, 2017.

**Special Appointment**

Undergraduate Instruction

SOLTANI-KOOPA, Meisam, Lecturer, Department of Management Sciences, May 1, 2015 – August 31, 2015.

**Special Reappointments**

Undergraduate Instruction


Graduate Instruction

ALLARAKHIA, Minna, Lecturer, Department of Management Sciences, May 1, 2015 – August 31, 2015.

BLAKE, Clifford, Lecturer, Department of Management Sciences, May 1, 2015 – August 31, 2015.

**Cross Appointment**

ELKAMEL, Ali, Professor, Department of Chemical Engineering to Department of Systems Design Engineering, March 1, 2015 – February 28, 2018.

**Appointment Change**

ERENAY, Fatih Safa, Probationary Term, Assistant Professor, Department of Management Sciences, change from July 1, 2014 – June 30, 2017 to July 1, 2014 – June 30, 2018.
B. ADMINISTRATIVE REAPPOINTMENT

Burns, Catherine, Director, Centre for Bioengineering and Biotechnology, Department of Systems Design Engineering, March 1, 2015 – February 28, 2018.

C. RETIRED

Kamel, Mohamed, Professor, Department of Electrical & Computer Engineering, June 30, 2015.

D. SABBATICAL LEAVES

For Approval by the Board of Governors

Gebotys, Catherine, Professor, Department of Electrical & Computer Engineering, September 1, 2015 – February 29, 2016, 100% salary.

Golab, Wojciech, Assistant Professor, Department of Electrical & Computer Engineering, September 1, 2015 – February 29, 2016, 100% salary.

Lam, Patrick, Associate Professor, Department of Electrical & Computer Engineering, September 1, 2015 – February 29, 2016, 85% salary.

Mckay, Donald, Associate Professor, School of Architecture, September 1, 2015 – August 31, 2016, 100% salary.

Wasilewski, Zbig, Professor, Department of Electrical & Computer Engineering, September 1, 2015 – February 29, 2016, 100% salary.

Pearl Sullivan
Dean, Faculty of Engineering
FOR INFORMATION

A. APPOINTMENTS

Adjunct Appointments

Graduate Supervision

CHIASSON, Guy, Professor, Department of Environment and Resource Studies, March 1, 2015 to August 30, 2017.

GORDON, Andrew, Professor, Department of Environment and Resource Studies, March 1, 2015 to February 28, 2017.

HAIGHT, Murray, Associate Professor, Department of Geography and Environmental Management, March 1, 2015 to March 31, 2017.

VISWANATHAN, Leela, Assistant Professor, Faculty of Environment, January 1, 2015 to December 31, 2019.

Graduate Supervision and Research

ABERNETHY, Paivi, Assistant Professor, Department of Environment and Resource Studies, February 1, 2015 to January 31, 2016.

O’HALLORAN, Ivan, Professor, Department of Geography and Environmental Management, February 1, 2015 to February 28, 2020.

Special Appointments

Instruction

LUKENBACH, Maxwell, Lecturer, Department of Geography and Environmental Management, May 1, 2015 to August 31, 2015.

WHITING, Graham, Lecturer, School of Environment, Enterprise and Development, January 1, 2015 to April 30, 2015.

Cross Appointments

ARMITAGE, Derek, Associate Professor, Department of Environment and Resource Studies to the Department of Geography and Environmental Management, March 1, 2015 to December 31, 2018.

FRAYNE, Bruce, Associate Professor, School of Environment, Enterprise and Development to the Department of Geography and Environmental Management, March 1, 2015 to April 30, 2018.

Graduate Student to Part-Time Lecturer Appointments

BALULESCU, Andrei, Department of Geography and Environmental Management, May 1, 2015 to August 31, 2015.

McCARTER, Colin, Department of Geography and Environmental Management, May 1, 2015 to August 31, 2015.

ZHANG, Shanqi, Department of Geography and Environmental Management, May 1, 2015 to August 31, 2015.
B. SABBATICAL LEAVE

For Approval by the Board of Governors

LEWIS, John, Associate Professor, School of Planning, July 1, 2015 to December 31, 2015, 100% salary.

Jean Andrey
Interim Dean, Faculty of Environment
REPORT OF THE DEAN OF MATHEMATICS TO SENATE
April 20, 2015

FOR INFORMATION

A. APPOINTMENTS/REAPPOINTMENTS

Tenured Appointment
PAULSEN, Vern (BA 1973 Western Michigan University; PhD 1977 University of Michigan), Professor, Dept. of Pure Mathematics, July 1, 2015. Dr. Paulsen is one of the world’s pre-eminent functional analysts. A world leader in the theory of operator spaces, operator algebras and operator theory for over three decades, he has also made deep and significant contributions to applied areas, such as quantum information theory and frame theory. He has had a profound impact on the field having made breakthrough contributions, solved famous problems and opened new directions of research. Dr. Paulsen’s books are considered to be the definitive reference source. He is the winner of many awards and honours, including being the John and Rebecca Moores Professor at the University of Houston. The addition of Dr. Paulsen to the functional analysis group at Waterloo, already the strongest in Canada, will make this group on par with the top functional analysis groups in the world. His addition to the Institute for Quantum Computing will make Waterloo the leading centre for the application of operator theory to quantum computing.

Probationary-Term Appointments
BROWNE, Ryan (BMath 2004, MMath 2006, PhD 2009, all from the University of Waterloo), Assistant Professor, Dept. of Statistics and Actuarial Science, July 1, 2015 – June 30, 2018. Dr. Browne is currently an assistant professor in the Department of Mathematics and Statistics at McMaster University and prior to that he was an assistant professor in the Department of Mathematics and Statistics at the University of Guelph. He obtained his PhD in Statistics from the University of Waterloo in 2009 where he held an NSERC/MITACS Industrial Postgraduate Scholarship. His research interests in computational and industrial statistics include experimental design, mixture models, measurement system assessment, random effects and latent variable analysis. Dr. Browne will provide a boost to the department’s historical strength in industrial statistics.

NELSON, Peter (BSc 2007 University of Auckland; PhD 2012 University of Waterloo), Assistant Professor, Dept. of Combinatorics and Optimization, July 1, 2015 – June 30, 2018. Since completing his PhD, Dr. Nelson has been a postdoctoral fellow at the Victoria University of Wellington and the University of Waterloo. His research is in combinatorics, with a focus on extremal problems arising in matroid theory, their links to additive combinatorics, and their applications to coding theory. Dr. Nelson will strengthen the C&O department’s research groups in graph theory and matroid theory.

RICE, Gregory (BS 2010 Oregon State; PhD exp. 2015 University of Utah) Assistant Professor, Dept. of Statistics and Actuarial Science, August 1, 2015 – June 30, 2018. Mr. Rice is currently a PhD student in the Department of Mathematics at the University of Utah, working under the supervision of Professor Lajos Horváth. His research interests include functional data analysis, time series analysis and the interface of these two areas. Mr. Rice will significantly strengthen our research and teaching capabilities in time series analysis, an important area not currently well covered by the department.

Adjunct Appointments
Instruction
INGRAM, Laura, Lecturer, Office of the Dean, January 1, 2015 – April 30, 2015.

STATHOPULOS, Sue, Lecturer, Office of the Dean, January 1, 2015 – April 30, 2015.
**Cross Appointment**  
**KATZ, Eric**, Assistant Professor, Dept. of Combinatorics and Optimization to the Dept. of Pure Mathematics, May 1, 2015 – April 30, 2018.

**Cross Reappointment**  
**COLEMAN, Thomas**, Professor, Dept. of Combinatorics and Optimization to the David R. Cheriton School of Computer Science, April 1, 2014 – June 30, 2016.

**Postdoctoral Fellow to Part-time Lecturer Appointment**  

B. **ADMINISTRATIVE APPOINTMENTS**  
**HAXELL, Penny**, Associate Chair, Graduate Studies, Dept. of Combinatorics and Optimization, September 1, 2015 – August 31, 2016.

**INGALLS, Brian**, Associate Chair, Graduate Studies, Dept. of Applied Mathematics, July 1, 2015 – June 30, 2017.

C. **ADMINISTRATIVE REAPPOINTMENT**  
**GUENIN, Bertrand**, Associate Chair, Undergraduate Studies, Dept. of Combinatorics and Optimization, July 1, 2015 – June 30, 2016.

D. **SABBATICAL LEAVES**  
*For Approval by the Board of Governors*  
**WANG, Ruodu**, Assistant Professor, Dept. of Statistics and Actuarial Science, September 1, 2015 – February 29, 2016, 100% salary. This is a special early sabbatical.

**WU, Changbao**, Professor, Dept. of Statistics and Actuarial Science, September 1, 2015 – August 31, 2016, 85% salary.

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Ian P. Goulden  
Dean, Faculty of Mathematics
FOR INFORMATION

A. APPOINTMENTS/REAPPOINTMENTS

Probationary-Term Appointment

HUG, Laura, Assistant Professor, Department of Biology, January 1, 2016 to June 30, 2019. B.Sc., University of Guelph (2005); M.Sc., Dalhousie University (2007); Ph.D., University of Toronto (2012). Dr. Hug’s research covers a wide set of disciplines, including microbial genomics, bioinformatics, groundwater ecotoxicology and molecular biology. She uses these tools “to interrogate microbial community diversity and function from applied and evolutionary perspectives.” Her specific interests are in the biological communities in landfills and landfill runoffs. Dr. Hug’s research will contribute significantly to the department’s strategic foci of aquatic biology, metagenomics and computational biology.

Probationary-Term Reappointment

GRINDROD, Kelly, Assistant Professor, School of Pharmacy, July 1, 2015 to June 30, 2018. B.Sc., University of Alberta (2003); Pharm.D., University of British Columbia (2007); M.Sc., University of British Columbia (2009).

Continuing Appointment

LEMIEUX, Laura, Lecturer, Department of Biology, August 10, 2015. B.Sc., University of Kentucky (1985); Ph.D., University of Illinois (1991). Dr. Lemieux is currently a tenured lecturer of Biotechnology at St. Lawrence College in Kingston. Her research background is in Biochemistry and Drug Development. She brings a wealth of experience in teaching many areas of biology, including molecular biology techniques, biotechnology, immunology and biochemistry. Dr. Lemieux also has a particular interest in distance education. She will strengthen the department’s academic program in all these areas.

Adjunct Appointments

Graduate Supervision

AMOS, Richard, Assistant Professor, Department of Earth and Environmental Sciences, September 1, 2014 to August 31, 2017.

CONANT JR., Brewster, Associate Professor, Department of Earth and Environmental Sciences, March 1, 2015 to February 28, 2018.

JONES, Jon P., Associate Professor, Department of Earth and Environmental Sciences, March 1, 2015 to February 28, 2018.

RODEN, Eric, Professor, Department of Earth and Environmental Sciences, January 1, 2015 to December 31, 2017.

SCHOFIELD, Christopher, Professor, Department of Chemistry, March 1, 2015 to August 31, 2018.

Graduate Supervision and Research

ZIMMERMAN, Christian E., Assistant Professor, Department of Biology, January 1, 2015 to December 31, 2017.
Other
GOREDEMA, Adela, Assistant Professor, Department of Chemistry, March 1, 2015 to August 31, 2018.

Adjunct Reappointments
Graduate Supervision
JACKSON, Richard E., Professor, Department of Earth and Environmental Sciences, April 1, 2015 to March 31, 2018.
LUENSMANN, Doerte, Associate Professor, School of Optometry and Vision Science, March 1, 2015 to February 28, 2018.
McDONALD, Allison E., Assistant Professor, Department of Biology, May 1, 2015 to April 30, 2018.
PELL, Jennifer A., Professor, Department of Earth and Environmental Sciences, April 1, 2015 to March 31, 2018.
REINER, Eric J., Professor, Department of Chemistry, March 1, 2015 to August 31, 2018.
SCHULZE, Marc, Associate Professor, School of Optometry and Vision Science, March 1, 2015 to February 28, 2018.
SLOAN, James, Professor, Department of Earth and Environmental Sciences, March 1, 2015 to August 31, 2015.
SUBBARAMAN, Lakshman, Associate Professor, School of Optometry and Vision Science, March 1, 2015 to February 28, 2018.
van der KRUK, Jan, Professor, Department of Earth and Environmental Sciences, March 1, 2015 to February 28, 2018.

Graduate Supervision and Research
BITTON, Etty, Associate Professor, School of Optometry and Vision Science, March 1, 2015 to February 28, 2018.
HEATH, Daniel D., Professor, Department of Biology, April 1, 2015 to March 31, 2018.
MUIR, Andrew, Professor, Department of Biology, January 1, 2015 to December 31, 2017.
SHERRY, James P., Assistant Professor, Department of Biology, March 1, 2015 to February 28, 2018.
SWEETMAN, Jon N., Assistant Professor, Department of Biology, February 1, 2015 to January 31, 2018.

Graduate Instruction, Graduate Supervision and Research
FREIDEL, Laurent, Professor, Department of Physics and Astronomy, February 1, 2015 to January 31, 2020.

Special Appointments
BAUER, Anthony E., Lecturer, Department of Biology, May 1, 2015 to August 31, 2015.
BURKE, Samantha, Lecturer, Department of Biology, May 1, 2015 to August 31, 2015.

HENDERSON, Robert D.E., Lecturer, Department of Physics and Astronomy, May 1, 2015 to August 31, 2015.

MILNE, Lesley, Lecturer, Department of Biology, May 1, 2015 to August 31, 2015.

NESAN, Dinushan, Lecturer, Department of Biology, May 1, 2015 to August 31, 2015.

Cross Appointment
GORBET, Maud, Associate Professor, Department of Systems Design Engineering to the School of Optometry and Vision Science, February 1, 2015 to January 31, 2018.

Cross Reappointments
FORREST, James, Professor, Department of Physics and Astronomy to the School of Optometry and Vision Science, March 1, 2015 to February 28, 2018.

GU, Frank, Associate Professor, Department of Chemical Engineering to the School of Optometry and Vision Science, February 1, 2015 to January 31, 2018.

Postdoctoral Fellow to Part-Time Lecturer Appointments
HERDMAN, Christopher M., Lecturer, Department of Physics and Astronomy, May 1, 2015 to August 31, 2015.

LYNCH, Michael, Lecturer, Department of Biology, May 1, 2015 to August 31, 2015.

Appointment Changes
ALSABBAGH, Wasem, Lecturer, School of Pharmacy, change to Probationary Term Assistant Professor as requirements for his Ph.D. have now been fulfilled, February 1, 2015 to June 30, 2018.

ROONEY, Rebecca, Assistant Professor, Department of Biology, change to Probationary Term (first) from October 1, 2012 to June 30, 2016 to October 1, 2012 to June 30, 2017 in accordance with Policy 76 due to maternity leave.

B. SABBATICAL LEAVES
For Approval by the Board of Governors
MAHESHWARI, Vivek, Assistant Professor, Department of Chemistry, November 1, 2015 to April 30, 2016, 100% salary.

Sabbatical Leave Date Change
LEUNG, K. Tong, Professor, Department of Chemistry, date change from July 1, 2015 to June 30, 2016 to September 1, 2015 to August 31, 2016, 100% salary.

T.B. McMahon
Dean, Faculty of Science
The Senate Executive Committee met on 2 March and 6 April 2015 and agreed to forward the following items to Senate.

FOR APPROVAL

Elections to Senate Committees and Councils and to the Board of Governors

Motion: To acclaim the membership of Senate committees and councils and the Board of Governors as provided on the list of nominees [see Attachment 1].

Background: The deans, the chair of the heads of the affiliated and federated institutions of Waterloo and the presidents of the Federation of Students and Graduate Student Association have been asked to recommend names of nominees to fill vacant seats on Senate committees and councils and the Board of Governors. At the meeting further nominations will be accepted from the floor. Where there is more than one name for a position, an electronic election will follow the meeting.

FOR SECOND READING

Senate Bylaw 4: A bylaw relating to the naming of additional ex officio members of Senate

The amended Senate Bylaw 4 [see Attachment 2] is forwarded to Senate for second reading. The recommended changes include the addition of the associate vice-president, academic as an ex officio member of Senate and the deletion of the vice-president, administration & finance as membership for this position is provided in The University of Waterloo Act, s.18.a.3.

Feridun Hamdullahpur
Chair
LIST OF NOMINEES

- **Senate Executive Committee**
  Terms 1 May 2015 to 30 April 2016

  Faculty – one from each Faculty
  Applied Health Sciences
    Richard Staines
  Arts
    David Porreca
    James Skidmore
  Engineering
    Karim S. Karim
  Environment
    Mark Seasons
  Mathematics
    Dong Eui Chang
  Science
    Paul Murphy

  Faculty from Affiliated and Federated Institutions of Waterloo – one
  Susan Schultz Huxman

  Undergraduate Student – one
  Christos Lolas

  Graduate Students – two
  Maya D’Alessio
  Rachel Mitchell

  Alumnus – one

- **Senate Finance Committee**
  Terms 1 May 2015 to 30 April 2016

  Faculty – one from each Faculty
  Applied Health Sciences
    Craig Janes
  Arts
    Lutz-Alexander Busch
  Engineering
    Samir Elhedhli
  Environment
    Olaf Weber
  Mathematics
    Michele Mosca
  Science
    Bernard Duncker

  Faculty from Affiliated and Federated Institutions of Waterloo – one
  Graham Brown

  Undergraduate Students – two
  Alanna Benson
  Tristan Potter

  Graduate Student – one
  Robert Henderson

  Alumnus – one

- **Senate Long Range Planning Committee**
  Terms 1 May 2015 to 30 April 2016

  Faculty – one from each Faculty
  Applied Health Sciences
    Diana Parry
  Arts
    Tara Collington
  Engineering
    Marios Ioannidis
  Environment
    Johanna Wandel
  Mathematics
    Paul Marriott
  Science
    David Rose

  Faculty from Affiliated and Federated Institutions of Waterloo – one
  Wendy Fletcher

  Undergraduate Students – two
  Pallavi Hukerikar
  Alexander Wray

  Graduate Student – one
  Samantha Shortall

  Alumnus – one

- **Senate Nominating Committee for Honorary Degrees**
  Terms 1 May 2015 to 30 April 2016

  Faculty – one from each Faculty
  Applied Health Sciences
    Gordon Stubley
  Arts
    David DeVidi
  Engineering
    Gordon Stubley
List of Nominees
Senate – 20 April 2015

Environment
Michael Drescher
Mathematics
Bruce Richter
Science
Mike Hudson

Faculty from Affiliated and Federated Institutions of Waterloo – one
Katherine Bergman

Undergraduate Students – two
Mohammad Nasif
Chanakya Ramdev

Graduate Student – one
Anna Brousseau

Alumnus – one

- Senate Graduate & Research Council
  Terms 1 May 2015 to 30 April 2017

  Faculty from Affiliated and Federated Institutions of Waterloo – one
  Lowell Ewert

  Graduate Student – one from each Faculty
  Arts
  Anna Brousseau
  Engineering
  Sepehr Mohaddes
  Science
  Samantha Shortall

- Senate Undergraduate Council
  Terms 1 May 2015 to 30 April 2017

  Faculty – one from each Faculty
  Applied Health Sciences
  Linda Jessup
  Arts
  Kathy Acheson

  Faculty from Affiliated Institutions of Waterloo – one
  Judy Jewinski

- University Committee on Student Appeals
  Terms 1 May 2015 to 30 April 2017

  Faculty – one from each Faculty
  Applied Health Science
  John Mieike
  Environment
  Goretty Dias
  Mathematics
  David Wagner
  Science
  Christine Dupont

  Undergraduate Student – one from each Faculty
  Applied Health Sciences
  James Koo
  Arts
  Hannah Beckett

- Board of Governors

  Faculty – four
  Terms 1 May 2015 to 30 April 2017
  Tara Collington
  David Devidi
  Fraser Easton
  Karim S. Karim

  Faculty – one
  Term 1 May 2015 to 30 April 2016
  Sally Gunz

  Undergraduate Student – one
  Term 1 May 2015 to 30 April 2017
  Tristan Potter

  Graduate Student – one
  Term 1 May 2015 to 30 April 2017
  Robert Henderson

  Graduate Student – one
  Term 1 May 2015 to 30 April 2016
  Maya D’Alessio
Senate Bylaw 4

A bylaw relating to the naming of additional *ex officio* members of Senate of the University of Waterloo.

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

1. **Ex officio members**

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

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

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

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

That the following be named as *ex officio* members of Senate:

a. The vice-president, administration & finance.

b. The vice-president, advancement.

c. The vice-president, university relations.

d. The vice-president, university research.

e. The associate vice-president, academic.

f. The associate provost, resources.

g. The president of the Faculty Association of the University of Waterloo.

h. The president of the Federation of Students, University of Waterloo.

i. The president of the Graduate Student Association - University of Waterloo.

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

Approved by Senate May 20, 1975.

Amended by Senate at two readings, December 1980 and January 1981.
Amended by Senate at two readings, December 1983 and January 1984.
Amended by Senate at two readings, May 1987 and June 1987.
Amended by Senate at two readings, May 1990 and June 1990.
Amended by Senate at two readings, October 2012 and November 2012.
Amended by Senate in two readings, November 2013 and January 2014.
Amended from bylaw 11 by Senate in two readings, September and October 2014.
Senate Graduate & Research Council met on 9 March 2015 and 13 April 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

REGULATION CHANGE

Faculty of Engineering
Department of Electrical and Computer Engineering

1. **Motion:** To approve amendments to the departmental regulations on comprehensive examinations and seminar milestones as described in Attachment #1.

**Rationale:** These changes are in response to Electrical and Computer Engineering’s Vision 2015 plan and follow the objective of improving the quality of the department’s doctoral program and increasing the rigour of the comprehensive examination. The proposed format allows the student’s knowledge of the background subjects to be examined and solidified before research begins, rather than identifying candidate weaknesses too late in the program. It is anticipated that this new format will foster an increase in committee involvement while also reducing time to graduation.

NEW ACADEMIC PLAN

Faculty of Environment
School of Planning

2. **Motion:** To approve the graduate diploma (type 3) in planning as described in Attachment #2, subject to approval by Senate Graduate & Research Council at its meeting on 13 April 2015.

**Rationale:** The diploma aligns with the mission of the university and the Faculty strategic plan by offering the best possible experience for professionals who wish to upgrade their education and connect with our intellectual community. The program will engage practitioners on a wide range of topics from theoretical reflection to specific skills development and will help them stay abreast of new research and thinking within the discipline. The extension of the offering to international students will lead to the recognition of the University of Waterloo as a centre of excellence for expertise in planning and will play a part in the professional qualification of planners wishing to immigrate.

/sg  George Dixon  Jim Frank
Vice-President, University Research  Associate Provost, Graduate Studies
Memorandum

Date: January 20, 2015
To: Bruce Hellinga, Associate Dean, Graduate Studies & International Agreements
From: Catherine Gebotys, Associate Chair, Graduate Studies, Electrical and Computer Engineering
Subject: REVISED - PhD Comprehensive Examination and Seminar milestone revisions

The Electrical and Computer Engineering department requests the changes indicated below, to our doctoral program Comprehensive Examination and Seminar milestones. These changes are in response to Electrical and Computer Engineering’s Vision 2015 plan with objectives to improve the quality of our PhD program and, to increase the rigor of the PhD comprehensive examination by splitting it into a separate background examination and a research proposal examination.

The revised PhD Comprehensive Examination represents a split of the existing PhD comprehensive examination into 2 examinations separated in time. The current PhD comprehensive examines the background subjects and the thesis proposal in two separate rounds of questioning. The 2 rounds of questioning are proposed to be 2 separate examinations. The revised PhD Comprehensive examinations propose to examine the candidate on background subjects in the Background Comprehensive Examination to be completed by the end of the first year and to examine the candidate on the thesis proposal by the end of the second year in the Comprehensive Proposal Examination. This allows the background subjects to be solid before the research begins, unlike our current experience where generally the comprehensive examination identifies candidate weaknesses too late in the program. In addition, it is hoped that this new format will help to increase the PhD committee involvement to reduce the time to graduation.

All changes were approved by the Department of Electrical and Computer Engineering at a meeting held June 19, 2014. Changes are to become effective Fall 2015. A detailed explanation of the changes is provided, followed by the specific Calendar revision. The highlighted sections indicate changes to the existing wording in the calendar.

Background Comprehensive Examination

The Background Comprehensive Examination would be held in the student’s third term (fourth term if from an incomplete MASc), generally after all course work has been completed, and must successfully be completed before the Comprehensive Proposal Examination can be booked. Students who fail the background exam will be permitted to retake the exam before the end of the subsequent term. Students who fail the re-examination must withdraw from the PhD program.

The supervisor will complete a PhD Comprehensive Background Examination form to inform the ECE Graduate Studies Office of the date and time of the comprehensive background examination and the composition of the Examining Committee at least three weeks prior to the background examination. The Comprehensive Background Examination Committee later becomes the Comprehensive Proposal
Examination Committee and part of the PhD Thesis Defense Examining Committee. The makeup of the Comprehensive Committee has not changed and will continue to be subject to department and EGO approval. The ECE Department Graduate Studies Office will appoint a neutral Chair from ECE for the comprehensive background examination. The rules of conduct for the exam will remain in line with EGO guidelines (i.e. committee attendance). The committee will lead the examination with the questioning of the candidate’s background technical knowledge.

At the conclusion of the questioning period, only members of the examining committee (not including the supervisor(s)) are allowed to stay for the in camera deliberation session following the examination. The supervisor(s) is required to leave in order to avoid the appearance of any influence on the committee and its decision. The supervisor may have an invested interest in seeing the student succeed and therefore, can inadvertently bias the committee’s decision with their comments.
**Background Comprehensive Examination Decisions**

The Chair must inform the candidate, in the presence of the Examination Committee, of the outcome of the Comprehensive Background Examination and of all recommendations and/or conditions imposed on the candidate.

**Category 1 – Unconditional Pass**

**Category 2** - Passed subject to completion of recommendations where by the candidate’s background preparation is generally adequate but certain deficiencies need to be rectified. For example the recommendations might require a student to enrol in additional graduate courses. The specific recommendations of the Comprehensive Examination Committee must be clearly identified on page 2 of the Report of PhD Comprehensive Background Examination by the Chair, along with completion dates and the Committee member(s) responsible for ensuring that the recommendations will be satisfied.

Candidates who are required to complete additional requirements must satisfy them within one calendar year of the exam. Students who fail to meet these conditions will be required to withdraw. The supervisor(s) must inform the ECE or Engineering Graduate Studies Office when all recommendations of the Comprehensive Background Examination have been satisfied.

**Category 3** - Re-examination required where by the candidate’s background is deficient. Re-examination cannot take place within six weeks after the date of the Comprehensive Background Examination. The re-examination must be scheduled before the end of the next term. The re-examination date must be established by the supervisor(s) in consultation with the examiners and the candidate and reported as part of the recommendations. A student who fails a re-examination will be required to withdraw from the PhD program.

**Category 4** – The decision failed is only applicable to the PhD Background Comprehensive Re-examination and means that the candidate will be required to withdraw from the PhD program.

**Comprehensive Proposal Examination**

The Comprehensive Proposal Examination would be held no later than the student’s sixth term and have the same committee as used for the Background Comprehensive Examination. The process for setting up and executing the Comprehensive Proposal Examination will be the same as the existing process in the Faculty of Engineering. The supervisor will submit a Comprehensive Proposal Examination form and the EGO will supply a neutral chair for the examination. The student will be required to submit a research proposal to their committee under the same guidelines that are used now. The rules of conduct and procedure for the exam will remain in line with EGO guidelines (i.e. committee attendance). Students who fail the proposal exam will be permitted to retake the exam before the end of the subsequent term. Students who fail the re-examination must withdraw from the PhD program.
Comprehensive Proposal Examination Decisions

The Chair must inform the candidate, in the presence of the Examination Committee, of the outcome of the Comprehensive Proposal Examination and of all recommendations and/or conditions imposed on the candidate.

**Category 1 – Unconditional Pass**

**Category 2** - Passed subject to completion of recommendations where by the candidate's proposal preparation is generally adequate but certain deficiencies need to be rectified. The recommendations might require a student prepare a written report on designated aspects of the proposed research area and/or to present a public seminar on the proposal. The specific recommendations of the Comprehensive Examination Committee must be clearly identified on page 2 of the Report of PhD Comprehensive Proposal Examination by the Chair, along with completion dates and the Committee member(s) responsible for ensuring that the recommendations will be satisfied.

Candidates who are required to complete additional requirements must satisfy them within one calendar year of the exam. Students who fail to meet these conditions will be required to withdraw. The supervisor(s) must inform the ECE or Engineering Graduate Studies Office when all recommendations of the Comprehensive Proposal Examination have been satisfied.

**Category 3** - Re-examination required where by the candidate’s proposal is deficient. Re-examination cannot take place within six weeks after the date of the Comprehensive Proposal Examination. The re-examination must be scheduled no later than one year after the Comprehensive Proposal Examination. The re-examination date must be established by the supervisor(s) in consultation with the examiners and the candidate and reported as part of the recommendations. A student who fails a re-examination will be required to withdraw from the PhD program.

**Category 4** - Failed where by the proposal examination procedure is closed and the candidate will be required to withdraw from the PhD program. Students who fail the re-examination must withdraw from the PhD program.

**PhD Research Seminar**

The Research Seminar is to be held no later than the end of the third year after the initial registration for the PhD degree. The seminar must be attended by the student’s supervisor and their advisory committee. Other Faculty members and PhD and MASc students may also be in attendance. Since this is not intended to be an examination, the seminar presentation and the feedback communication, would be regarded as satisfying the seminar credit requirements.
All changes were approved by the Department of Electrical and Computer Engineering at a meeting held June 19, 2014. Changes are to become effective Fall 2015. The proposed changes to the Graduate Calendar are as follows:

**CURRENT CALENDAR DESCRIPTION**

**Comprehensive Examination**

This examination is conducted by the Department for each candidate. It is normally held 6-16 months after the initial registration for the PhD degree. The examination has two main objectives:

1. to examine and approve the thesis proposal, after which an Advisory Committee is identified which is willing to assist the student with the subsequent research program;
2. to satisfy the Department that the candidate has a broad knowledge of his/her field and a thorough technical background to pursue his/her research; the candidate will be questioned on his/her background preparation.

The result of this examination is the identification of an advisory committee which has examined and approved the candidate's thesis proposal and is willing to assist the supervisor with the subsequent research program. The validity of the comprehensive examination expires after three years.

**PhD Research Seminar**

The aim of the Research Seminar is to allow the student to gain experience in preparing and presenting his/her work. The Research Seminar should be given three terms after the PhD comprehensive examination. These seminars will be attended by faculty members, members of the student's advisory committee, and the PhD and MASc students. Since this is not intended to be an examination, the seminar presentation, and the feedback communication, would be regarded as satisfying the seminar credit requirements.

**PROPOSED CALENDAR DESCRIPTION CHANGES**

**Comprehensive Examinations**

The background comprehensive examination and the comprehensive proposal examination are conducted by the Department for each candidate.

The first exam, the Background Comprehensive Examination, will be held before the end of the third term (fourth term if from an incomplete MASc). The main objective of this examination is to satisfy the Department that the candidate has a broad knowledge of his/her field and a thorough technical background to pursue his/her research; the candidate will be questioned on his/her background preparation.

The second exam, the Comprehensive Proposal Examination, will be held no later than the student's sixth term and only after the Background Comprehensive Examination has been successfully completed. The main objective of this examination is to examine and approve the thesis proposal, after which an Advisory Committee is identified which is willing to assist the student with the subsequent research program.
UNIVERSITY OF WATERLOO

GRADUATE EXPEDITED PROPOSAL

OF THE

GRADUATE DIPLOMA (TYPE 3) IN

PLANNING

Submitted to the Ontario Universities Council on Quality Assurance

[November 2014, Revised Mar 15, 2015]

VOLUME I–PROPOSED BRIEF
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1. Brief Description and Rationale

The Graduate Diploma in Planning will be a for-credit graduate program offered to domestic and international students to advance their professional knowledge and skills in the various aspects of planning. It will be an on-line, course-based, professional program primarily for practicing planners and related professions/fields interested in expanding and updating their knowledge, and enhancing their employment flexibility and opportunity for advancement.

The proposed new graduate program is a Type 3 Graduate Diploma developed by the School of Planning based on the existing Master of Planning and conceived to meet the needs of practicing planners. The proposed Type 3 stand-alone Diploma will be open to domestic and international students. Due to the growing complexity of planning and the distance of many communities from centres with universities, the demand for a focused program with remote participation capabilities is increasing. The on-line offering of the proposed program allows practitioners with busy schedules to participate and to count their course work as part of their continuing professional education requirements. The program will normally be offered only for part-time study.

In addition to a BES (Bachelor of Environmental Studies) the School of Planning currently offers research masters programs leading to MA (Master of Arts) and MES (Master of Environmental Studies) degrees. All three are accredited by the Canadian Institute of Planners (CIP). The School of Planning offers a PhD but CIP does not accredit PhD programs. The School recently revised its non-accredited professional MAES (Master of Applied Environmental Studies), which is now offered part-time, on-line. The revision included a change of degree designation to MPlan (Master of Planning). The MPlan is the “parent” program for the Graduate Diploma.

The previous MAES professional program was offered on campus with a focus on full-time enrolment. However it has not attracted many students since the target audience is practicing planners who are generally working full time. Moving to an entirely on-line format will open the MPlan (the renamed MAES) and the proposed Graduate Diploma in Planning (G DipPlan) to potential students in any location. The availability of on-line courses through the diploma program will provide educational flexibility for those not ready for the longer-term commitment of a full degree program.

2. Objectives of the Program

According to the University of Waterloo Strategic Research Plan, “The University of Waterloo’s mission is to advance learning and knowledge through teaching, research and scholarship in an environment of free inquiry and expression. The University fulfills this mission by: offering undergraduate and graduate students the best possible educational experience in selected regular, co-operative and professional programs; engaging in basic and applied research and scholarly activity that is recognized nationally and internationally; and providing service to society through the transfer of knowledge and cultural enrichment.”

The Faculty of Environment Strategic Plan states in part the desire to, “Enhance the vibrancy of our intellectual community by providing more opportunities for mentorship and peer-to-peer learning relationships.”

The proposed Graduate Diploma in Planning aligns with the mission of the university and the Faculty Strategic Plan by offering the best possible experience for professionals who wish to upgrade their education and connect with our intellectual community. The program will engage practitioners on a wide range of topics from theoretical reflection to specific skills development and will help them stay abreast of new research and thinking within the discipline. The extension of the offering to international students
will lead to the recognition of the University of Waterloo as a centre of excellence for expertise in planning and will play a part in the professional qualification of planners wishing to immigrate. In summary the program objectives are:

- To offer graduate-level, course-work based, professional education for practicing planners
- To provide newly graduated planners an opportunity to pursue graduate education
- To provide new immigrants and foreign-trained planners a program of study that facilitates entry to the Canadian workforce
- To provide learning opportunities for those seeking to remain up-to-date on advancements in planning and planning research

The proposed program may be taken by full-time candidates who could qualify in one or two terms and those who wish to study on a part-time basis while remaining in full-time employment. Candidates in this program are expected to be financially self-supporting.

3. Program Learning Outcomes

Graduates will:

- Develop more breadth and depth of knowledge about planning in Canada
- Be up-to-date on advancements in planning and planning research
- Have a strong understanding of the role planning plays in a modern democracy
- Be able to effectively select, design, and implement plans for community improvement
- Have enhanced ability to effectively communicate with professionals and citizens
- Have conducted critical analysis of issues and new applications related to planning; and
- Have conducted critical analysis of novel issues or new applications related to planning

The outcomes of the program are listed in Table 1. These outcomes have been mapped against Graduate Degree-Level Expectations (GDLE) as shown in the table.

### Table 1: Graduate Diploma in Planning Learning Outcomes Mapped to the GDLE

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</thead>
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<td>To develop more breadth and depth of knowledge about planning in Canada</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>To be up-to-date on advancements in planning and planning research</td>
<td>X</td>
<td>X</td>
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<tr>
<td>To have a strong understanding of the role that planning plays in a modern democracy</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
4. Admission Requirements

The admission requirements are the same as for admission to the MPlan program in the Faculty of Environment, [https://uwaterloo.ca/planning/future-graduate/programs](https://uwaterloo.ca/planning/future-graduate/programs). These are summarized as follows:

- An honours Bachelor’s degree (or equivalent) in an acceptable discipline, from a university of recognized standing, with at least a B+ (78%) standing or equivalent for international applicants
- Three letters of reference, (at least one must be from an academic)
- Proof of competency in English (if applicable)
  - TOEFL: minimum score of 100, with minimum skill scores of 26 in each of speaking and writing
  - Paper-based TOEFL - minimum of 600 overall is required and 4.0 on the TWE and 50 in the TSE
- Two years of work experience in Planning or a related field
- NOTE – if the Faculty and/or the University changes the language requirement this section would be adjusted accordingly
- The fee structure will be the same as for the MPlan

5. Diploma Requirements

The proposed graduate diploma requirements are as follows:

- Four, one-term (0.5 unit) graduate level courses (or courses acceptable for graduate credit)
  - The mandatory (on-line) course, Plan 700: Theory and Practice of Planning,
  - Three courses from the on-line offerings listed in section 7 or other courses offered by the School
- The candidate must obtain a passing grade in all courses with a minimum overall average of no less than 70% (Faculty requirement for graduate-level coursework)
6. Program Structure

The normal graduation requirements for this program include accumulating a total of four courses. The program entails one mandatory core course and three elective courses. The candidates who are registered in the proposed program are normally expected to complete the minimum number of courses in two to four academic terms. The expected start date of the Diploma is Fall 2015.
7. Graduate Diploma in Planning Courses

The School of Planning offered four graduate on-line courses in 2014-15 with current work on additional courses underway. The following five on-line graduate courses are part of the proposed diploma program, offered and ready for Fall 2015. This list will expand in the years ahead as more on-line electives are added within the Planning program and through agreements with relevant on-line programs at the University of Waterloo.

PLAN 700 Planning Paradigms and Theory
Historical background and development of planning including cultural, philosophical and disciplinary roots; planning theory and its applications in urban, regional, service and environmental areas.

PLAN 705 Design in Planning
The foundation of this course is the intersection of the strong relation between urban design as the shaping of urban space and urban planning as the strategic and regulatory mediation of urban change. Establishing the basis of this relationship, the course critically explores contemporary issues in urban design and their implications for urban futures, planning, the environment, and the public realm. Case studies drawn from around the globe are featured.

PLAN 706 Contemporary Issues in Planning
The major issues facing cities today are central to Planning research and practice realms which include, housing, economic development, quality of life, design, transportation and sustainability. This course provides a framework for issue exploration which connects research, public discourse, media, and planning practice.

PLAN 625 Methods of Social Investigation for Planners
Selected research approaches and methods used in planning research and practice including, for example, survey research, field research, participatory research; methods using existing data; needs assessment research. The purposes of social inquiry, the development of theories, the use of research in policy-making, and the ethical issues associated with social research provide the context for discussing the details of research methods. A course for those with some research skills and wishing to pursue planning-related methods.

PLAN 704 Methods of Planning Analysis
This course is a graduate level introduction into the analytical methods employed in planning research and practice. The broad spectrum of tools, approaches and techniques drawn from quantitative and qualitative traditions will be reviewed. Commonly employed examples will form the basis for developing applied problem solving skills. Operational considerations, critical assessment, and analytical communication provide the important review context.

The following is a tentative list of the next courses that the School of Planning is targeting for development for on-line delivery.

PLAN 619 Regional Planning Economic and Investment Analysis
PLAN 615 Community Economic Development
PLAN 622 Contemporary Urban Planning and Governance
PLAN 639 Health Environment and Planning
PLAN 641 Heritage Planning Workshop
PLAN 657 GIS and Spatial Decision Support for Planning and Resource Management

8. Mode of Delivery
These on-line courses are generally part of the MPlan degree but will be available to students wishing either to complete the Graduate Diploma in Planning or to enroll as non-degree students to take an individual course. This provides the maximum flexibility for prospective students.

9. Assessment of Teaching and Learning

Teaching Assessment

High standards of teaching excellence and quality learning experience are the key to the University of Waterloo education and reputation. Teaching evaluation and student feedback will be collected to evaluate the quality of each course and the program as a whole. Like other courses, the CEL questionnaire for on-line course evaluation will be employed to assess the teaching quality. In addition to the quality indicators therein, the students will be given an opportunity to assess the on-line education experiences with an open-ended question. Surveys will be generated and analyzed at the departmental level to ensure each student’s anonymity and encourage honest feedback. Results will not be released until final marks have been reported to the Office of the Registrar. Data will be used by Course developers and instructors to improve course content and presentation.

Learning Assessment

All the policies applied to the in-class on-campus graduate students will apply to the remote students. Each individual instructor will be given the power to evaluate the students based on his/her best judgment of the students’ performances. Depending on the individual instructor the evaluation methods may use more on-line tools. Students will be evaluated by completing: on-line quizzes, virtual tutorial activities where applicable, on-line group discussions, on-line assignments and projects, and final exams. Students are encouraged to share their technical experience while being given opportunities to exchange information amongst class-mates. These on-line class activities are considered to be effective tools for the assessment of students’ learning.

The University of Waterloo's Center for Extended Learning will coordinate the proctoring of final exams for remote students in their exam centers nationally and internationally.

10. Resources

Human Resources

Three experienced tenured faculty members will teach in the program from its launch. The faculty member who will be the core instructor in the proposed program is Pierre Filion. Professors Laura Johnson and John Lewis are the other current instructors offering on-line courses. Two more on-line courses are in preparation and will be taught by Professors Mark Seasons and Luna Khirfan. Over the next four years eight other regular planning faculty members will join the on-line team.

<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>Gender (M/F)</th>
<th>Home Unit 1</th>
<th>Supervisory Privileges 2</th>
<th>Human/Built Environment</th>
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<tr>
<td>Pierre Filion, Professor</td>
<td>M</td>
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<td>Masters/PhD</td>
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<tr>
<td>Zhu Qian, Assistant</td>
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<td>Mark Seasons, Professor</td>
<td>M</td>
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<td><strong>Category 3</strong></td>
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<td>Jeff Casello, Associate</td>
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<tr>
<td>Jennifer Dean Assistant</td>
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<tr>
<td>Robert Feick Associate</td>
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<td>Laura Johnson Professor</td>
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<td>Michael Drescher, Assistant</td>
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<td>Luna Khirfan Associate</td>
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<td>Jane Law, Associate</td>
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<tr>
<td>Geoffrey Lewis, Associate</td>
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<td>Carrie Mitchell, Assistant</td>
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<td>Markus Moos, Assistant</td>
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<tr>
<td>Clarence Woudsma, Associate</td>
<td>M</td>
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<td>Masters/PhD</td>
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</table>

Category 1 are those whose advising is entirely within Planning while Category 3 are those who also advise in other departments.

As documented in their CVs, the faculty members have a proven record of accomplishments, in both teaching and research. They have been actively involved in curriculum developments through novel pedagogies while being committed to utilize active learning methods in their lectures. Their commitment to teaching has resulted in enviable evaluations in their courses.

**Teaching Resources**
The School of Planning is currently undergoing its regular cyclical review and up-to-date information on library and other resources is available.

**Financial Resources**
Existing human and financial resources are in place to support the MPlan degree. No extra resources will be required to launch the new graduate diploma program. The School of Planning has access to extensive support for on-line learning provided by the Centre for Extended Learning.

**Teaching Assistants**
The School will provide the instructors with adequate teaching assistance to conduct on-line delivery of the courses based on the number of students enrolled and types of assessment.

**Compensation to instructors**
All courses planned will be within the regular teaching assignments of the core faculty so there will be no requirement for additional compensation.

**Funding for program promotion**
The School of Planning will provide funding for local and global advertisement in selected international conferences, domestic and international newspapers, and in special circumstances travel to international institutes, for recruitment purposes.
11. Quality and Other Indicators

The proposed program is structured to ensure each student acquires theoretical, practical and professional skills commensurate with a graduate diploma program, as indicated in learning outcomes and its mapping to the course structure (see Table 1). The School of Planning has a unique team of faculty with expertise in areas of professional planning. The expertise covers a wide range of topics and technologies.

12. Projected Enrollment

This proposed Diploma and our MPlan degree will be unique in Canada and welcomed by those seeking to pursue graduate level education related to cities, communities and planning. We expect 10 to 25 students in the first years with the potential for those numbers to grow in the future following the implementation of marketing and promotion around our flexible offerings. (MPlan, Diploma, or Individual Courses).

13. Promotion Plan

Upon approval of this proposal, the program will be advertised in the publications of domestic and international professional societies and newspapers. The material will also be delivered to our own graduates as some of them may want to continue their part time education. Faculty members are encouraged to travel to international conferences and other countries to promote the program. In particular, we will attend both the meetings of the provincial and the national planning institutes.

14. Financial Plan

There is no financial plan for this proposed diploma because the resources already exist to support its delivery through the MPlan and current departmental (School of Planning and broader institution) resources available.
To: Senate
From: Rebecca Wickens, Associate University Secretary & Legal Counsel
Date: 26 March 2015
Subject: Policy 11 – University Risk Management

The University is adopting an enterprise risk management program to formalize and bring consistency to existing risk management activities and reporting related to those activities. The framework for this program is set out in the proposed new Policy 11 – University Risk Management and University Risk Management Reporting Guidelines, attached to this memo.

The Secretariat & Office of General Counsel worked with a steering committee over the past 18 months to develop the policy and supporting materials, and to pilot the risk assessment and reporting requirements. The steering committee concluded its work in December 2014.

The Secretariat & Office of General Counsel has consulted with members of the University community, including Executive Council, Deans’ Council, the Leadership Forum, Faculty Relations Committee, Staff Relations Committee and the Audit & Risk Committee. Upon completion of the consultation process, the policy will be submitted to the president for approval.
The policies found on the website of the Secretariat & Office of General Counsel (SOGC) are compulsory rules for the University community. The authoritative copies of the policies are held by the SOGC and bear the seal of the University. The online version accessible through the website of the SOGC is available for information purposes only. In case of discrepancy between the online version and the authoritative copy held by the SOGC, the authoritative copy shall prevail. Please contact the SOGC for assistance if necessary.

Established: ** ** 2015
Revised: N/A
Mandatory Review Date: ** ** 2017
Supersedes: N/A
Class: G
Responsible/Originating Department: Secretariat & Office of General Counsel
Executive Contact: University Secretary & General Counsel

Related Policies, Guidelines & Procedures: [hyperlink all below]
University Risk Management Reporting Guidelines
Policy 34 – Health, Safety and Environment
Policy 60 – University of Waterloo Emergency Response

1. **Introduction**

The University of Waterloo has adopted a formal URM program that adheres to best practices in risk management for leading institutions of like size and complexity. This policy outlines the scope, principles, roles and responsibilities of University employees under the URM program. The University Risk Management Reporting Guidelines [hyperlink] are an integral part of the policy and provide guidance to employees required to assess, monitor and report Risks under the policy.

For the purposes of this policy, “Risk” means the chance of occurrence of an event or trend that will have a negative impact on operations or fulfillment of objectives at the institutional, academic unit and/or academic support unit levels.

Note: Other capitalized terms used herein have the meanings given to such terms in Appendix A.

2. **Scope**

This policy applies to all University employees with respect to Risks to be managed and reported under the URM program.
3. Legal Framework

The URM program relates to a wide set of statutes and regulations, in particular, those monitored by the University through its Statutory Compliance Program. If any of these legal provisions are modified, abrogated, superseded, or added to, the policy shall be interpreted in accordance with the new legal framework.

4. Purpose

The purpose of this policy is to:

- document the criteria by which Risk is managed at the University;
- assist with effective management and control across all categories of Risks; and
- assist the University in maintaining an effective distinction among those involved in: taking and managing Risk; establishing Risk policy, processes, and standards; and providing assurance that significant Risks are identified, assessed, mitigated and appropriately monitored and reported.

5. University Risk Management Framework

5.1. General Framework

The URM program governance framework involves the following distinct functions for those involved in URM:

- All employees (including, without limitation, Senior Administration) are responsible for day to day Risk management, control and reporting within the scope of their employment responsibilities, and as directed by the Senior Administrator (or his/her delegate) to whom they report.

- Each Senior Administrator or his/her respective delegates are responsible for developing and implementing business processes, controls and operating policies, consistent with this policy, to manage Risk within his/her areas of responsibility.

- The USGC is responsible for the development, communication and periodic review of the URM program, this policy, and guidelines, procedures and standards to support compliance with this policy. The USGC directs the oversight of the URM program, which oversight is carried out by Senior Administration and their delegates through the reporting and monitoring functions set forth in this policy.

- Internal Audit provides independent review and testing with respect to Risk management and control at the University within the scope of their engagement.

- Audit & Risk Committee oversees the URM program on behalf of the Board of Governors in accordance with its terms of reference.

- Board of Governors receives reports from Audit & Risk Committee and directs the president and USGC with respect to governance, administration, and significant non-compliance with the URM program.

5.2. Risk Assessment

5.2.1. University-wide Risk Assessment. At least once per year, the University will conduct a University-wide Risk Assessment at the institutional, academic unit and academic support unit levels. University-wide Risk Assessment will take into
consideration the information and documentation set forth in the University Risk Management Reporting Guidelines [hyperlink]. The results of the University-wide Risk Assessment will be reported by the USGC to the Audit & Risk Committee of the Board each year.

5.2.2. **Plan, Decision, Project or Operations Specific Risk Assessment.** University employees are expected to conduct regular Risk Assessments as part of planning, decision-making, project-related and other operational activities. Employees are encouraged to consult the University Risk Management Reporting Guidelines [hyperlink] for information and assistance. The results of these Risk Assessments will be tracked and reported in accordance with Section 6 below.

5.2.3. **Identification of new or emerging Risks.** Risks identified through the University-wide Risk Assessment process which are not already listed in the Risk Registry will be reviewed by the USGC in conjunction with the individual or unit that identified the Risk to determine whether this is a new or emerging Risk that should be added to the University Risk Registry. New or emerging Risks identified at the plan, decision, project or operational level should be tracked and reported in accordance with Section 6 below.

5.3. **Risk Appetite, Risk Mitigation Measures and Acceptance of Risk**

5.3.1. **Risk Appetite.** Senior Administration will develop and review, on an annual basis, an institutional-level Risk Appetite, taking into consideration the University’s objects as set forth in *The University of Waterloo Act, 1972*, its strategic plan, its financial position, its role as a steward of public funds, and applicable law. The University’s Risk Appetite will be presented to the Audit & Risk Committee of the Board each year in conjunction with the University-wide Risk Assessment.

5.3.2. **Risk Mitigation Measures.** If a Risk’s rating, as assessed through the Risk Assessment process, exceeds the University’s Risk Appetite, then a Risk mitigation action plan must be developed to manage the Risk. Each Risk mitigation action plan must identify the employee responsible for ensuring that the action plan is implemented.

5.3.3. **Acceptance of Risk.** If a Risk exceeds the University’s Risk Appetite despite the Risk mitigation plan developed in accordance with Section 5.3.2, a decision will be made by the responsible Senior Administrator(s), according to the Risk Rating Matrix [hyperlink], as to whether to abandon the plan, decision, project or operational activity giving rise to the Risk or whether to accept the Risk. Decisions to accept Risks in excess of the University’s Risk Appetite should be included in the annual report to the USGC in accordance with Section 6 below.

5.4. **Reporting**

The reporting obligations of those involved in the URM program are outlined in Section 6 of this policy. Reporting is the foundation of the monitoring and compliance elements
of the URM program, and, as such, should be as timely, complete and accurate as possible. Please consult the University Risk Management Reporting Guidelines [hyperlink] for guidance on how to complete reports referred to in this policy.

5.5. Monitoring and Compliance Management
The monitoring and compliance management obligations of those involved in the URM program are outlined in Section 6 of this policy. Monitoring and compliance management activities rely on reporting by University employees, oversight by Senior Administration, oversight and direction by the USGC, independent review and testing by Internal Audit, and independent oversight by the Audit & Risk Committee and the Board of Governors.

6. Roles and Responsibilities: Reporting, Monitoring and Compliance Management

6.1. Board of Governors.
The University Board of Governors:
• Oversees the URM program at the highest level;
• Receives reports from the Audit & Risk Committee; and
• Directs the president and the USGC with respect to issues of governance, administration, and significant non-compliance with this policy.

6.2. Audit & Risk Committee
The Audit & Risk Committee:
• Provides more in-depth oversight of the URM program on behalf of the Board;
• Reviews the policy, recommends revisions to the USGC, and recommends adoption to the president;
• Receives an annual report from the USGC, which identifies institutional-level Risks for which the Risk rating exceeds the approved Risk Appetite, Risk mitigation measures taken or planned, and areas where Risks in excess of the Risk Appetite have been accepted;
• Receives reports on significant non-compliance with this policy;
• Receives other reports regarding Risk management and control from the University and Internal Audit per its terms of reference; and
• Reports to the Board of Governors per its terms of reference.

6.3. Internal Audit
Internal Audit:
• Conducts independent reviews to assess compliance with this policy and the adequacy of URM program processes and controls implemented by the University, per its engagement with the University;
• Reports its observations and recommendations to the USGC and Audit & Risk Committee; and
• Monitors the University’s responses to and implementation of its recommendations.
6.4. University Secretary and General Counsel

The USGC:
- Directs URM oversight activities at the university-level;
- Receives an annual report from Senior Administration, which identifies institutional-level Risks for which the Risk rating exceeds the approved Risk Appetite, Risk mitigation measures taken or planned, and areas where Risks in excess of the Risk Appetite have been accepted;
- Delivers a consolidated annual report to the Audit & Risk Committee, which identifies institutional-level Risks for which the Risk rating exceeds the approved Risk Appetite, Risk mitigation measures taken or planned, and areas where Risks in excess of the Risk Appetite have been accepted;
- Maintains the Risk Registry;
- Reports significant non-compliance with this policy to the Audit & Risk Committee, if and when it arises; and
- Delivers other reports to the Audit & Risk Committee in accordance with the committee work plan, terms of reference and this policy.

6.5. Senior Administration

Senior Administration:
- Directs oversight activities within their areas of responsibility;
- Receives consolidated Risk management reports from their direct reports;
- Delivers to the USGC a consolidated report each year from the areas of their responsibility, which identifies institutional-level Risks for which the Risk rating exceeds the approved Risk Appetite, Risk mitigation measures taken or planned, and areas where Risks in excess of the Risk Appetite have been accepted;
- Reports significant non-compliance with this policy to the USGC, if and when it arises; and
- Actively monitors the Risk Registry for new Risks and implementation of Risk mitigation plans for which they are responsible.

6.6. All University employees

All employees (including, without limitation, Senior Administration):
- Are responsible for day to day Risk management and control within the scope of their employment responsibilities, and as directed by the Senior Administrator to whom they ultimately report;
- Conduct regular Risk Assessments as part of planning, decision-making, project-related and other operational activities; and
- Deliver Risk management reports as directed by the Senior Administration to whom they ultimately report.
Appendix A

Definitions

In this policy, the following terms shall have the following meanings:

“Risk” has the meaning set forth in Section 1 of the policy.

“Risk Appetite” means the level of Risk in any particular case that the University is prepared to accept before action is deemed necessary to mitigate that Risk.

“Risk Assessment” means the identification of Risks and the evaluation of the quantitative or qualitative nature of Risks related to a specific situation and recognized as a threat, performed by means of tools developed by the University (such as the Risk Registry and the Risk rating matrix).

“Risk Registry” means the official record of Risks and related Risk categories facing the University, as established through the Risk Assessment process undertaken pursuant to this policy.

“Senior Administration” (each a “Senior Administrator”) means the vice-presidents and the USGC, and will include the president for Sections 5.3.1 and 5.3.3, and to the extent primary responsibility for an initiative or operations has not been delegated to another Senior Administrator.

“Statutory Compliance Program” means the observance by the University of its statutory and regulatory obligations.

“URM” means a systematic process for University Risk management, by which Risk from all sources is assessed and addressed.

“USGC” means the University Secretary & General Counsel.
Risk Management Reporting Guideline

1. General

University of Waterloo Policy 11 – University Risk Management (the “policy”) provides the principles and framework for Risk assessment, monitoring and reporting under the URM program. The Risk Management Reporting Guideline is an integral part of the policy and provides guidance to employees required to assess, monitor and report Risks under the policy.

The USGC will initiate a review of these guidelines from time to time. Proposed amendments resulting from the review will be submitted to Executive Council for endorsement. The revised guidelines will be published on the website of the Secretariat and Office of General Counsel and communicated to the community.

Capitalized terms used but not defined in this guideline have the meaning given to such terms in the policy.

2. Implementation of Policy 11 – University Risk Management

The University has adopted the following phased approach to implementing the assessment, monitoring and reporting requirements under the URM program:

- From the date the policy is established (the “Establishment Date”) to the first anniversary of the Establishment Date, assessment, reporting and monitoring obligations under the policy apply to: Senior Administration; Internal Audit; Audit & Risk Committee; and the Board of Governors.
- From the first anniversary of the Establishment Date to the second anniversary of the Establishment Date, assessment, reporting and monitoring obligations will be extended to persons reporting directly to a Senior Administrator. Each Senior Administrator will be responsible for developing and implementing his/her own assessment, monitoring and reporting requirements for his/her areas of responsibility, in accordance with the policy and consistent with these guidelines. The foregoing may include extension of assessment, reporting and monitoring obligations to employees other than those reporting directly to that Senior Administrator.
3. Risk Management Assessment and Reporting

The steps to be followed for Risk Assessment and reporting are:

Step 1: Establish the context
- Define internal and external parameters that must be taken into consideration when assessing and managing Risk.
- Internal parameters include: strategic objectives; critical programs/services; internal stakeholders; governance; contractual relationships; organizational competencies; culture; standards.
- External parameters include: external stakeholders; competitors; applicable legislation; applicable government policy.

Step 2: Identify the Risks
- Review the seven Risk categories and top thirty Risks in the Risk Registry [hyperlink] for applicability to the project, decision, plan or operational activities under analysis. The top eleven Risks, identified in the Risk Registry, must be considered and analysed.
- Based on your experience, the project, decision, plan or operational activities under analysis, and the context, consider whether there are other applicable Risks.
- In order to assist you with this exercise, you may wish to consider one of the following methods for identifying Risks: facilitated brainstorming sessions, questionnaires, workshops, data analysis, scenario planning and gap analysis.

Step 3: Analyse the Risks
- Analyse the likelihood of occurrence of each Risk and assign a score from 1 (rare) to 5 (almost certain).
- Analyse the consequence or impact of each Risk and assign a score from 1 (insignificant) to 5 (catastrophic).
- Complete a Risk Impact Rating Table [hyperlink] and Likelihood Table [hyperlink] with indicators supporting each score.
- The final rating of the Risk is obtained by multiplying the likelihood score by the consequence/impact score. Insert the Risk rating into a Risk Rating Matrix [hyperlink].

Step 4: Evaluate the Risks
- Compare the rating for each Risk to the Risk Appetite [hyperlink] for that Risk. If a Risk is identified as “high” or “major” in the Risk Rating Matrix, it will automatically be deemed to exceed the Risk Appetite and must be reported.

Step 5: Deal with the Risks
- Rank the Risks by their Risk ratings and determine whether Risk mitigation plans are required.
- If the Risk rating exceeds the Risk Appetite, a Risk mitigation plan must be developed to manage the Risk.
Risk mitigation plans may involve: risk avoidance, risk reduction, risk acceptance, and risk sharing. Risk mitigation plans must identify the individual responsible for taking each action and monitoring the results.

**Step 6: Report the Risks**
- Complete the Risk Management Reporting Template [hyperlink]. This is the required format for annual reporting to the USGC under the policy and is the recommended format for all other Risk Assessment and reporting.
## Appendix A
### Official Risk Definitions

The following table lists seven Risk categories and thirty Risks identified through a survey of senior administrators at the University. The top eleven Risks have been identified with an asterisk.

<table>
<thead>
<tr>
<th>Category of Risks</th>
<th>#</th>
<th>Risk</th>
<th>New Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td>1.</td>
<td>Competitor</td>
<td>The risk of enhanced competition or actions of new entrants to the post-secondary education sector.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Capital Availability*</td>
<td>The risk of insufficient capital funding of the University.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Financial*</td>
<td>The risk of an inadequate financial model for the University.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>Reputation*</td>
<td>The risk of damage to the University's reputation.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>Advancement*</td>
<td>The risk that University advancement efforts are insufficient to support ongoing fundraising.</td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td>Academic Program Management</td>
<td>The risk that academic programming does not align with the University’s mission.</td>
</tr>
<tr>
<td></td>
<td>9.</td>
<td>Research</td>
<td>The risk that research projects do not comply with ethical, fiduciary and regulatory standards.</td>
</tr>
<tr>
<td></td>
<td>10.</td>
<td>Skills and Capacity Management*</td>
<td>The risk of an inadequate number of skilled academic and non-academic support staff.</td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>Productivity*</td>
<td>The risk of inefficiencies and/or lack of productivity in the delivery of the University’s programs and services.</td>
</tr>
<tr>
<td></td>
<td>12.</td>
<td>Physical Infrastructure*</td>
<td>The risk of insufficient physical resources for the University’s research and teaching goals.</td>
</tr>
<tr>
<td></td>
<td>13.</td>
<td>Strategic Enrolment Management*</td>
<td>The risk of ineffective enrolment management.</td>
</tr>
<tr>
<td></td>
<td>14.</td>
<td>Security</td>
<td>The risk of damage, injury to, or loss of students, employees and/or institutional property, due to a failure of health, safety or physical security measures.</td>
</tr>
<tr>
<td></td>
<td>15.</td>
<td>International</td>
<td>The risk of ineffectively addressing the complex cultural, competitive, regulatory and operational factors with regard to the University’s global activities.</td>
</tr>
<tr>
<td>Process Risks – Empowerment</td>
<td>16.</td>
<td>Management effectiveness</td>
<td>The risk of employees not being enabled to fulfill their responsibilities.</td>
</tr>
<tr>
<td></td>
<td>17.</td>
<td>Decision Making</td>
<td>The risk of uncertainty in the scope and exercise of authority, due to ineffective reporting lines.</td>
</tr>
<tr>
<td>Category of Risks</td>
<td>#</td>
<td>Risk</td>
<td>New Definitions</td>
</tr>
<tr>
<td>-------------------</td>
<td>----</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Process Risks -</td>
<td>18.</td>
<td>Change Readiness*</td>
<td>The risk of employees being unable to implement process and program/service improvements quickly enough.</td>
</tr>
<tr>
<td>Empowerment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Risks -</td>
<td>19.</td>
<td>Accountability</td>
<td>The risk of a failure to establish and enforce policies, guidelines and procedures to hold employees accountable for unauthorized or unethical acts.</td>
</tr>
<tr>
<td>Financial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Risks –</td>
<td>21.</td>
<td>Interest Rate</td>
<td>The risk of significant and/or sudden movements in interest rates that would expose the University to higher borrowing costs, lower investment yields or decreased asset values.</td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>22.</td>
<td>Credit/Default</td>
<td>The risk of the failure by a counter party to perform contractual obligations.</td>
</tr>
<tr>
<td>processing/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>technology</td>
<td>23.</td>
<td>Financial Instrument</td>
<td>The risk of unintended consequences due to excessive complexity in financial instrument structures.</td>
</tr>
<tr>
<td>Information for</td>
<td>24.</td>
<td>Confidentiality/Access</td>
<td>The risk of unauthorized knowledge and use of confidential information and/or breach of privacy, due to inadequate restrictions to information, or of employees precluded from performing their responsibilities, due to overly restricted access to information.</td>
</tr>
<tr>
<td>decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>risks – Process/</td>
<td>25.</td>
<td>Integrity</td>
<td>The risks associated with the authenticity and accuracy of transactions as they are input, processed, summarized and reported by information systems employed by the University.</td>
</tr>
<tr>
<td>operational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information for</td>
<td>26.</td>
<td>Institutional Information,</td>
<td>The risk of ineffectively leveraging institutional information, systems and technology.</td>
</tr>
<tr>
<td>decision making</td>
<td></td>
<td>Systems and Technology*</td>
<td></td>
</tr>
<tr>
<td>risks – Environment/strategic</td>
<td>27.</td>
<td>Resource Allocation*</td>
<td>The risk of ineffective allocation of resources (i.e., human, financial, physical).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information for</td>
<td>28.</td>
<td>Performance Management</td>
<td>The risk of inadequate and/or improperly utilized employee performance management systems.</td>
</tr>
<tr>
<td>decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>risks – Environment/strategic</td>
<td>29.</td>
<td>Governance</td>
<td>The risk of a failure to assess adequately, and (where necessary) make changes to management structures, committees and decision-making processes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information for</td>
<td>30.</td>
<td>Planning</td>
<td>The risk that the University’s planning is inappropriate, ineffective, and/or insufficiently focused on results.</td>
</tr>
<tr>
<td>decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>risks – Environment/strategic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
Risk Impact Rating Table

The following table should be used to document a Risk impact rating. The indicators for each Risk impact rating will change depending on the project, decision, plan or operational activity under assessment, the context, and the Risk being considered. For an example of how to complete a Risk impact rating table, please see [hyperlinked example].

<table>
<thead>
<tr>
<th>Rating</th>
<th>Risk:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catastrophic</td>
<td>5</td>
</tr>
<tr>
<td>Major</td>
<td>4</td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
</tr>
<tr>
<td>Minor</td>
<td>2</td>
</tr>
<tr>
<td>Insignificant</td>
<td>1</td>
</tr>
</tbody>
</table>
### Appendix C

#### Likelihood Table

The following table should be used to document a Risk likelihood rating. The definitions will change depending on the project, decision, plan or operational activity under assessment, the context, and the Risk being considered. For an example of how to complete a Risk likelihood rating, please see [hyperlinked example].

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Likelihood:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost certain</td>
<td>5</td>
</tr>
<tr>
<td>Likely</td>
<td>4</td>
</tr>
<tr>
<td>Possible</td>
<td>3</td>
</tr>
<tr>
<td>Unlikely</td>
<td>2</td>
</tr>
<tr>
<td>Rare</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix D
Risk Rating Matrix

By multiplying the results from the Risk impact rating and Risk likelihood rating, you will get a score for each Risk. The score will determine requirements re: Risk mitigation planning, monitoring and reporting.

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Insignificant</th>
<th>Minor</th>
<th>Moderate</th>
<th>Major</th>
<th>Catastrophic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost certain</td>
<td>5 Moderate</td>
<td>10 Major</td>
<td>15 High</td>
<td>20 High</td>
<td>25 High</td>
</tr>
<tr>
<td>Likely</td>
<td>4 Low</td>
<td>8 Moderate</td>
<td>12 Major</td>
<td>16 High</td>
<td>20 High</td>
</tr>
<tr>
<td>Possible</td>
<td>3 Low</td>
<td>6 Low</td>
<td>9 Moderate</td>
<td>12 Major</td>
<td>15 High</td>
</tr>
<tr>
<td>Unlikely</td>
<td>2 Low</td>
<td>4 Low</td>
<td>6 Low</td>
<td>8 Moderate</td>
<td>10 Major</td>
</tr>
<tr>
<td>Rare</td>
<td>1 Low</td>
<td>2 Low</td>
<td>3 Low</td>
<td>4 Low</td>
<td>5 Moderate</td>
</tr>
</tbody>
</table>

Risk mitigation planning, monitoring and reporting requirements

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Action and review by responsible Senior Administrator. Reported by responsible Senior Administrator to president, vice-president, academic &amp; provost and USGC for review and decision. To be included in formal reports to the USGC and the central Risk Register. Reported to Audit &amp; Risk Committee and the Board of Governors.</td>
</tr>
<tr>
<td>Major</td>
<td>Action and review by responsible Senior Administrator. Reported by responsible Senior Administrator to president, vice-president, academic &amp; provost and USGC for awareness. To be included in formal reports to the USGC and the central Risk Register. Reported to Audit &amp; Risk Committee and the Board of Governors.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Mitigation, monitoring and reporting as determined by the Senior Administrator (or delegate) responsible for the project, decision, plan or operational activity under assessment.</td>
</tr>
<tr>
<td>Low</td>
<td>Requires no attention above routine practices and procedures, and monitoring.</td>
</tr>
</tbody>
</table>
Appendix E
Risk Management Reporting Templates

The following templates should be used for reporting on Risk assessments and related mitigation plans under the policy. For an example of how to complete each Risk Management Reporting Template, please see [hyperlinked example].

Institutional Level Risk Reporting

<table>
<thead>
<tr>
<th>Risk</th>
<th>Impact</th>
<th>Likelihood</th>
<th>Risk Rating</th>
<th>Risk Appetite</th>
<th>Risk Mitigation Plan/Acceptance (including individuals responsible)</th>
<th>Adjusted Risk Rating</th>
</tr>
</thead>
</table>

 Risk Reporting for Projects, Decisions, Plans or Operational Activities

<table>
<thead>
<tr>
<th>Event</th>
<th>Outcome</th>
<th>Related Institutional Impact</th>
<th>Likelihood</th>
<th>Risk Rating</th>
<th>Risk Appetite</th>
<th>Risk Mitigation Plan/Acceptance (including individuals responsible)</th>
<th>Adjusted Risk Rating</th>
</tr>
</thead>
</table>