## OPEN SESSION

### Consent Agenda

**Motion**: To approve or receive for information by consent items 2-6 below.

1. Conflict of Interest Declaration
2. Minutes of the 21 November 2016 Meeting Decision
3. Reports from Committees and Councils
   a. Graduate & Research Council Information
   b. Undergraduate Council Information
4. Report of the President
   a. Recognition and Commendation Information
5. Reports from the Faculties Information
6. Committee Appointment Decision

### Regular Agenda

1. Business Arising from the Minutes Information
2. Presentation – English Language Competency Initiatives
   Jennifer Simpson, Chair, Department of Drama and Speech Communication and Dan Davison, Associate Professor, Department of Electrical and Computer Engineering Information
3. Reports from Committees and Councils
   a. Graduate and Research Council Decision
   b. University Appointments Review Committee Information
4. Report of the President
   a. Secretariat & Office of General Counsel – Department Name Changes Decision
5. Q&A Period with the President Information
   a. Institutional Quality Assurance Process Change Decision
7. Report of the Vice-President, University Research Information
   a. Changes to the Constitution of the Faculty of Mathematics Decision
9. Other Business

## CONFIDENTIAL SESSION

1. Conflict of Interest Declaration
2. Minutes of the 21 November 2016 Meeting Decision
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>5:20</td>
<td>18. Business Arising from the Minutes</td>
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<tr>
<td>5:25</td>
<td>19. Reports from Committees and Councils</td>
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<td>a. Executive Committee</td>
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<td>5:30</td>
<td>20. Other Business</td>
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6 January 2017

Karen Jack
Secretary to Senate
University of Waterloo
SENATE
Minutes of the Monday 21 November 2016 Meeting


Guests: Bruce Campbell, Donna Ellis, Mike Grivicic, Peggy Jarvie, Jennifer Kieffer, Derek Madge, Walter Mittelstaedt, Catherine Newell Kelly, Chris Read, Ian Rowlands, Allan Starr, Daniela Seskar-Hencic, Pamela Smyth

Secretariat & Office of General Counsel: Logan Atkinson, Karen Jack, Emily Schroeder


*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 interests they may have in relation to the items on the agenda in open session. No conflicts were declared.

2. APPROVAL OF AGENDA
   The chair advised that, at the request of the Senate Graduate & Research Council, material requiring a decision had been circulated to Senate following establishment of the meeting agenda by Senate Executive Committee and following distribution of other meeting materials. He inquired as to whether Senate wished to amend the agenda to add the late item.

   Senate heard a motion to amend the agenda by adding “Supplemental Report from Senate Graduate & Research Council” as new item 11(b), motion 7.

   Casello and Watt. Carried.

Consent Agenda
Senate heard a motion to approve or receive for information the items on the consent agenda.

Bergman and Bruce.
In response to a question arising from the two-year progress report on the BSc in Physics and Astronomy related to teaching loads in the department, Lemieux advised Senate that he had received no complaints about teaching loads and teaching assignments, and no complaints about teaching relief. There is no continuing concern in this regard.

3. MINUTES OF THE 17 OCTOBER 2016 MEETING
Senate approved the minutes of the meeting.

4. REPORTS FROM COMMITTEES AND COUNCILS
Executive Committee
Senate received the report for information.

Graduate & Research Council
Senate received the report for information.

Undergraduate Council
Senate received the report for information.

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

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

7. REPORT FROM THE COU ACADEMIC COLLEAGUE
Senate received the reports for information.

8. COMMITTEE APPOINTMENTS
Senate approved the following appointments:
- Amit and Meena Chakma Awards for Exceptional Teaching by a Student Committee, all terms to 31 December 2016:
  - Rohan Jayasundera, faculty representative
  - Tommy Mayberry and Cathy Wang, graduate representatives
  - Christina Glass, Anita Helmers and Megan Salucci, undergraduate representatives
- Distinguished Teacher Award Committee:
  - Tiffany Bradley (BA ’00), alumni representative, term to 31 December 2016
  - Monica Leoni and Wei-Chau Xie, faculty representatives, term to 31 December 2017
  - Tommy Mayberry and Laura Williams, graduate representatives, terms to 31 December 2016
  - Maggie Bradlery, Anita Helmers, and Rameesha Qazi, undergraduate representatives, terms to 31 December 2016

The question was called, and the motion carried.

Regular Agenda

9. BUSINESS ARISING FROM THE MINUTES
PhD Gender Information. Casello referred to the breakdown between male and female registrants in both the PhD and Masters registrations. The slide referring to PhD data may be seen here: https://uwaterloo.ca/secretariat-general-counsel/sites/ca.secretariat-general-counsel/files/uploads/files/phdgender.pdf.
10. GRADUATE STUDENT PRESENTATION

ROSANNE ABDULLA, PhD CANDIDATE, DEPARTMENT OF FRENCH STUDIES
Rosanne Abdulla was introduced by Peers. Abdulla informed senators about her research in the representation of depression and melancholia in “extreme contemporary” French literature.


11. REPORTS FROM COMMITTEES AND COUNCILS

Joint Report from Graduate & Research Council and Undergraduate Council
Senate heard motions to the following effects:

Gender Neutral Degree Option. To approve the option for undergraduate students to provide the gender neutral designation of “Baccalaureate” on the bachelor’s degree diploma, and for graduate students to provide the gender neutral designation of “Magisteriate” on the master’s degree diploma, effective 1 January 2017.

Darling and Casello. Carried.

Calendar of Dates. To approve the 2017-18 calendar dates as presented in the attachment.

Darling and Coniglio.

Darling acknowledged a request to insert in the Guidelines some special allowance for internships in the School of Optometry and Vision Science. He also advised that a report on the impact of the fall term break will be brought to Senate in the winter term.

The question was called, and the motion carried.

Graduate & Research Council
Senate heard motions to the following effects:

Faculty of Applied Health Sciences, School of Public Health and Health Systems. To approve new accelerated master’s plans in the School of Public Health and Health Systems.

Casello and Rush. Carried.

Faculty of Environment, School of Environment, Resources and Sustainability. To approve a change in the plan name from Master of Environmental Studies in Environment and Resource Studies to Master of Environmental Studies in Social and Ecological Sustainability, and approve the accompanying plan changes.

Casello and Andrey. Carried.

Faculty of Environment, School of Environment, Resources and Sustainability. To approve a change in the plan name from Master of Environmental Studies in Environment and Resource Studies – Water to Master of Environmental Studies in Social and Ecological Sustainability – Water, and to approve the accompanying plan changes.

Casello and Andrey. Carried.

Faculty of Mathematics, Computational Mathematics. To approve a change in the master’s plan in computational mathematics to add a co-op option and a course work option.
Casello and Watt. Carried.

**Graduate Studies Office, Doctoral Thesis Regulations.** To approve changes to the doctoral thesis regulations as described in the attachment.

Casello and Bruce. Carried.

**Faculty of Environment, Geography and Environmental Management.** To approve the inactivation of the Master of Environmental Studies in Geography – Tourism plan.

Casello and Andrey. Carried.

**Faculty of Mathematics, David R. Cheriton School of Computer Science.** Senate noted that this is the matter added to the agenda through amendment.

To approve a specialization plan in data science within the Master of Mathematics in Computer Science plan (coursework option).

Casello and Watt. Carried.

**Undergraduate Council**

Senate heard motions to the following effects:

**Faculty of Applied Health Sciences, Kinesiology, and Faculty of Science, Biology.** To approve a new minor in medical physiology.

Coniglio and Rush. Carried.

**Faculty of Arts, Articulation Agreement.** To approve the articulation agreement with Niagara College as provided in the attachment.

Coniglio and Peers.

In response to a question, Coniglio advised that, over the initial two years of this agreement, it had not been well advised, such that only two students from the College have applied to the university to take part. Greater promotion is hoped to increase interest.

The question was called and the motion carried.

**Faculty of Environment, Geography and Environmental Management.** To approve a joint plan in geomatics as described.

Coniglio and Andrey. Carried.

**Office of the Dean of Environment.** To approve the new urban studies minor.

Coniglio and Andrey. Carried.

**Office of the Registrar, Changes to Official Grades.** To approve the new regulation on changes to official grades.

Darling and Coniglio. Carried.
Faculty of Applied Health Sciences, School of Public Health and Health Systems. To approve a change to the plan name and requirements of the pre-clinical specialization plan.

Coniglio and Rush. Carried.

Office of the Registrar, Non-Numeric Grades Policies. To approve revisions to the calendar and amendments to INC and FTC non-numeric grade policies and to revoke existing Faculty-specific policies in the calendar.

Darling and Coniglio. Carried.

Faculty of Applied Health Sciences, Kinesiology. To approve the inactivation of the pre-health professions option.

Coniglio and Rush. Carried.

12. REPORT OF THE PRESIDENT
Hamdullahpur briefly spoke to the impact of the recent U.S. elections on the sector in the United States; Orchard, Marilyn Thompson and Peers attended a celebration in Vancouver on behalf of the university to receive the award as one of the top 100 employers in Canada for 2016; the development of the “Waterloo-Toronto Corridor” concept and the implications for this university; updates on the provincial funding formula and the tuition framework, with the prospect of some firm information before the next provincial budget; sexual violence response policy (Policy 42) was approved by the Board of Governors, but the process document was sent back for further work, to be considered at a special meeting of the Board of Governors on 2 December and posted on the Equity web site in advance; developments in federal ministries and the possible impact on tri-council funding.

12. Q&A PERIOD WITH THE PRESIDENT
In response to questions, Hamdullahpur offered comment on the risk of internationalization, and whether we should be concerned about quality as a result of the urge to admit greater numbers of international students. We recognize the significance of the international student cohort to our revenues, and to our operations in relation to student success and satisfaction. Orchard advised that we take this question very seriously, and that we are intent on maintaining our high academic standards in the recruitment of international students. Retention rates and graduation rates are also monitored closely to ensure standards are maintained. Orchard provided Senate with information on the impact of international students on university revenues.

13. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST
a. Composition of Nominating Committee for the Dean of Engineering. Orchard advised that a decision must be made with respect to an exception to the composition of the Nominating Committee for Dean of Engineering. Engineering Faculty Council asked for the exception to be made, but it was defeated at Faculty Relations Committee. There was a mixed opinion at Faculty Relations Committee. Concern at Faculty Relations Committee pointed to dilution of the influence of students and staff on the nominating committee.

Senate heard the following motion: To increase the membership of the 2016 Nominating Committee for Dean of Engineering by one to include eight regular faculty members. This will allow for one elected faculty-at-large representative plus one faculty representative elected from each academic unit: School of Architecture, Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Management Sciences, Mechanical and Mechatronics Engineering, Systems Design Engineering.

Stubley and DeVidi.
Stubleley advised that consideration had been given at Engineering Faculty Council to using the “at large” seat on the Committee to address the issue, but decided against so as not to devalue the at large seat. The policy was written at a time when the School of Architecture was not in the Faculty of Engineering, and when the School of Pharmacy was not in the Faculty of Science. The ratio balance is not disturbed outside the bounds of what is acceptable, and the exception has been allowed twice in past years.

It was observed that the numbers for these committees expressed in the policy should be clarified, and the ratios should be clear. The concerns expressed by Faculty Relations Committee existed before when the exceptions were granted, but there is no evidence that those concerns were raised.

A senator advised that both 2008 and 2010 there was agreement at Faculty Relations Committee that changes to the policy be made, but for other reasons the changes did not go forward. We should accept the exception and work toward revision of the policy.

Some senators commented that this is not a good use of Senate time, and we should work to revise the policy.

A general concern was expressed about the idea of the policy as a set of core principles, rather than just a guideline. Exceptions should occur only when the operational impact of strict application of the policy contradicts principles captured in the policy. The exception would change the core principles on which the policy is based, and therefore should be defeated. And, we should work on changing Policy 1 to allow for exceptions.

The exception was defeated at Faculty Relations Committee and so therefore ought to have stopped there. Because of the implications for the ratios on the committee, the issue ought to have gone to the student relations committees for information at least.

Several senators observed that the request to make exceptions each time this issue comes up should be precluded by an amended policy, and we ought to consider how we might act more quickly when faculties outgrow the policy.

The question was called, and the motion carried.

b. Campus Space Update. Chris Read provided information to Senate on the development of student study space and the progress being made on this issue under the strategic plan. Of note is the progress on available study space as a percentage of the provincial target in this respect, published by the Council of Ontario Universities. Read updated Senate on a number of projects underway, and the impact this will have when the next reports are prepared. The expectation is that the university will get to about 75% of the target when the next reports are prepared.


Mittelstaedt was asked what faculty can do in addition to trying to spot problems and forward students on to support. This is something that must be fully understood, whether through teaching practices that are helpful and less stress-producing, or through trying to develop the resiliency of our students.

A senator suggested that there is a severe problem with wellness philosophy, treating students as units to move through the system rather than understanding them as individuals. Some practices currently in play are inconsistent with the principles articulated in the presentation. In response,
Mittelstaedt suggested that the direct message about impacts on student mental health is well understood across campus, and will be better understood as we move forward.

Senator Gunz spoke to the value of the “Caring Quilts” project with a request for support from Senators.

Mittelstaedt was asked to comment about the pressures faced by graduate students, and whether there are data about stress-related mental illness for graduate students. He advised that, at the moment, no, but work will continue to be done to understand this more fully.

The work being done by Campus Wellness and the development of wellness supports is very strong, and we cannot risk compartmentalizing these initiatives by failing to engage other units across campus. The goal is to define and understand a culture of wellness, and try to integrate it into whatever we do. We must define what we want to become, and find ways to properly understand the implications of change in this respect.


14. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH
There was no report.

15. OTHER BUSINESS
There was no other business.

Senate convened in confidential session.

22 November 2016

Logan Atkinson
University Secretary & General Counsel
Secretary to Senate
CONFIDENTIAL SESSION

Confidential minutes have been removed.
The meeting was adjourned at 5:40 p.m.

22 November 2016

Logan Atkinson
University Secretary & General Counsel
Secretary to Senate
Senate Graduate & Research Council met on 14 November 2016 and on 12 December 2016, and on behalf of Senate approved curricular submissions, two new graduate awards, amendments to the graduate calendar and to doctoral thesis regulations, membership to an ethics committee, and nine academic program review reports. Senate Undergraduate Council met on 15 November 2016 and also approved the augmented report in Germanic and Slavic studies. Council agreed to forward these items to Senate for information. Council recommends that these items be included in the consent agenda.

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

FOR INFORMATION

AMENDMENTS TO GRADUATE STUDIES ACADEMIC CALENDAR – LEAVES OF ABSENCE
On behalf of Senate, council approved amendments to the calendar regarding leaves of absence from study as detailed in Attachment#1.

AMENDMENTS TO PHD THESIS REGULATIONS
On behalf of Senate, council approved amendments to the PhD thesis regulations re: discussion of readiness of thesis and candidate for defence as detailed in Attachment#2.

CURRICULAR MODIFICATIONS
On behalf of Senate, course submissions and minor plan changes were approved for the Faculties of applied health sciences (kinesiology); arts (arts; digital experience innovation; psychology; sociology), engineering (admissions requirements; architecture; civil engineering; comprehensive exam regulations), mathematics (computer science; statistics and actuarial science) and science (physics and astronomy).

GRADUATE AWARDS
On behalf of Senate, council approved the Dr. Daldeep Singh Memorial Award and the Political Science Outstanding Teaching Assistant Award.

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

ACADEMIC PROGRAM REVIEW REPORTS
a. Two-Year Report – Classical Studies (MA) [Attachment #3].
b. Two-Year Report – Germanic and Slavic Studies (Augmented Review) [Attachment #4].
c. Two-Year Report – Master of Climate Change [Attachment #5].
d. Two-Year Report – Master of Development Practice [Attachment #6].
e. Two-Year Report – Master of Peace and Conflict Studies [Attachment #7].
g. Two-Year Report – Pharmacy (PhD) [Attachment #9].
h. Two-Year Report – Physics [Attachment #10].
i. Two-Year Report – Sustainability Management (MES) [Attachment #11].
Continuous Enrolment

A graduate student proceeding to a degree must maintain continuous enrolment, either Active or Inactive, in each successive term from the time of initial admission until the end of the term during which the requirements for the degree are completed. Students are responsible for ensuring that they enroll and arrange fees at the appropriate time by the deadline each term (formal dates are available on the Finance website).

Graduate students must enroll as Active, and pay appropriate fees plus incidentals, in each term in which they are engaged in coursework, research, or thesis preparation including the term in which the completion of degree requirements is anticipated.

If a student plans to enroll in courses beyond the degree requirements, they must apply for non-degree admission for the term following the term of degree completion.

Leave of Absence from Study

In certain circumstances, students may wish to request a Leave of Absence from their studies. Types of leave are outlined below.

Leaves of absence must normally be requested and approved prior to the start of the term in which the leave will take place. When a student is funded by an external agency or sponsor, the guidelines for such agencies should be consulted prior to planning a leave.

Inactive Status

Students may request up to two consecutive terms of Inactive status by completing a Change of Enrolment Status Form, which must be approved by the Associate Dean (Graduate Studies) of their Faculty.

All graduate students must maintain continuous enrolment until the completion of their program. Valid reasons for Inactive status include illness, maternity/parental leave, limited external research or work opportunity which is not related to their University of Waterloo program, personal or family obligations, lack of suitable courses (for students in coursework-only programs), or temporary financial difficulties for which the University cannot provide hardship funds. Students should not request Inactive status to work on their thesis or any other activity related to their graduate program.

Students may apply to the Associate Dean (Graduate Studies) of their Faculty for inactive status (leave of absence). Students who have been granted inactive status for a term are not entitled to use the services of the University, including graduate supervision, for the duration of that term. Normally, Inactive status is approved for a maximum of two consecutive terms (maternity leave up to three consecutive terms). Students who request more than two consecutive terms of leave because they have other commitments such as a full-time job or travel plans, should voluntarily withdraw from their program and may reapply when they are prepared to resume their studies (see Withdrawal [LINK]). In advance of voluntary withdrawal, students must discuss with their department any conditions which must be met upon their readmission to their program.

Normally, students who have incomplete courses on their record are not eligible for Inactive status.

Students who have been granted Inactive status for a term are not expected to study or conduct research while on leave, and thus should not expect access to their supervisor.
Students with Inactive status will have limited access to the services of the university. More information about access to services is available on the Graduate Studies Office website.

Students requesting inactive status, must complete a Change of Enrolment Status/Voluntary Withdrawal Form.

Birth Leave

Birth Leave for Mothers—Female students who are expecting to give birth may take up to six weeks of leave from study, research and teaching duties starting no later than their due date. In the case of illness or other complications, leaves may start earlier or be extended.

Students are not expected to study, conduct research or teach while on birth leave. A student planning to take birth leave should inform her supervisor (if applicable) and department as soon as possible. The student’s registration status remains Active during birth leave. Students who are Teaching Assistants should refer to Policy 30 regarding absence from these duties.

In compliance with Human Resource Policy 14, when a student wishes to resume studies, research and/or teaching prior to the end of the 6-week period, medical documentation stating that she may do so must be provided to her graduate department.

Partner Leave

The partner of a birth mother may take up to two weeks of leave from study, research and teaching duties at around the time of their child’s birth. In the case of illness of the child or other complications, the duration of the leave may be extended.

A student planning to take partner leave should inform their supervisor (if applicable) and department as soon as possible. Students should contact their graduate department.

The student’s registration status remains Active during partner leave. Students who are Teaching Assistants should refer to Policy 30 regarding absence from these duties.

Parental Leave

Students who become parents of a newborn through birth or adoption may take up to 3 terms of uninterrupted leave during the first year of birth or adoption. If both parents are UW students, the couple can share the leave can be split between the two. For example, the mother can take two terms and the partner can take one term of leave. Both UW parents cannot be on parental leave at the same time; however, one partner can be on parental leave while the other partner is on birth leave. Parental leaves must coincide with the start and end dates of academic terms. While both parents (who are both UW students) cannot be on parental leave at the same time, it is acceptable for the partner to be on parental leave while the mother is on birth leave. The leave cannot be split within a single term and each parent requesting a leave must complete separate documentation.

Students planning on going on parental leave must request a change of their enrolment status to Inactive by completing the Change of Enrolment Status Form.

Students on parental leave are not expected to study or conduct research while on leave, and thus should not expect access to their supervisor. Students on parental will have limited access to the services of the university. More information about access to services is available on the Graduate Studies Office website.

Students who wish to apply for a University of Waterloo parental leave bursary should complete the Graduate Studies Parental Leave Bursary application.
**Inactive Status**

All graduate students must maintain continuous enrolment until the completion of their program. In certain circumstances such as illness, maternity/parental leave, limited external research or work opportunity which is not related to their University of Waterloo program, or temporary financial difficulties for which the University cannot provide hardship funds, students may apply to the Associate Dean (Graduate Studies) of their Faculty for inactive status (leave of absence). Students who have been granted inactive status for a term are not entitled to use the services of the University, including graduate supervision, for the duration of that term. Normally, inactive status is approved for a maximum of two consecutive terms (maternity leave up to three consecutive terms). Students who request more than two consecutive terms of leave because they have other commitments such as a full-time job or travel plans, should voluntarily withdraw from their program until they are prepared to resume their studies. In advance of voluntary withdrawal, students must discuss with their department any conditions which must be met upon their readmission to their program. Normally, students who have incomplete courses on their record are not eligible for inactive status.

Students requesting inactive status, must complete a Change of Enrolment Status/Voluntary Withdrawal Form.

**Birth and Parental Leave**

Students wishing to take parental leave during their program of study may apply to change their status to inactive. Interested students should consult with their academic supervisor(s) and Department Graduate Coordinator prior to making such an application; where an external agency is involved as in the case of visa students or those holding external scholarships, such agencies should also be consulted.

Further information on Birth and Parental Leave can be found in the Graduate Studies Birth and Parental Leave Guidelines. Students who wish to apply for a Parental Leave Bursary should complete the application available on the Graduate Studies Office website.

**Withdrawal**

Students who are unable to participate in their program of study for more than two consecutive terms should voluntarily withdraw from the program by completing a Change of Enrolment Status/Voluntary Withdrawal Form. In advance of voluntary withdrawal, students must discuss with their department any conditions which must be met if they are approved for readmission. Students who reapply to a program and are approved for readmission, will be required to enrol for a minimum of one full term, without tuition refund, to complete their program.

The Change of Enrolment Status/Voluntary Withdrawal Form is also available in department Graduate Offices and the Graduate Studies Office.
The University reserves the right to require a student to withdraw from a program for academic reasons.

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**Enrolment-vis-a-vis Completion of Degree Requirements**

Graduate students must enrol active, and pay appropriate fees plus incidentals, in each term in which they are engaged in course work, research, or thesis preparation including the term in which the completion of degree requirements is anticipated.

If a student plans to enrol in courses beyond the degree requirements, he/she must apply for non-degree admission for the term following the term of degree completion.
Graduate Student Birth and Parental Leave

Students wishing to take parental leave during their program of study may apply to change their status to inactive. Interested students should consult with their academic supervisor(s) and Department Graduate Coordinator prior to making such an application; where an external agency is involved as in the case of visa students or those holding external scholarships, such agencies should also be consulted.

Further information on Birth and Parental Leave can be found in the Graduate Studies Birth and Parental Leave Guidelines. Students who wish to apply for a Parental Leave Bursary should complete the application available on the Graduate Studies Office website.
**Continuous Enrolment**

A graduate student proceeding to a degree must maintain continuous enrolment, either Active or Inactive, in each successive term from the time of initial admission until the end of the term during which the requirements for the degree are completed. Students are responsible for ensuring that they enroll and arrange fees by the deadline each term (formal dates are available on the Finance website).

Graduate students must enroll as Active, and pay appropriate fees plus incidentals, in each term in which they are engaged in coursework, research, or thesis preparation including the term in which the completion of degree requirements is anticipated.

If a student plans to enroll in courses beyond the degree requirements, they must apply for non-degree admission for the term following the term of degree completion.

**Leave of Absence from Study**

In certain circumstances, students may wish to request a Leave of Absence from their studies. Types of leave are outlined below.

Leaves of absence must normally be requested and approved prior to the start of the term in which the leave will take place. When a student is funded by an external agency or sponsor, the guidelines for such agencies should be consulted prior to planning a leave.

**Inactive Status**

Students may request up to two consecutive terms of Inactive status by completing a Change of Enrolment Status Form, which must be approved by the Associate Dean (Graduate Studies) of their Faculty.

Valid reasons for Inactive status include illness, limited external research or work opportunity which is not related to their University of Waterloo program, personal or family obligations, lack of suitable courses (for students in coursework-only programs), or temporary financial difficulties for which the University cannot provide funds. Students should not request Inactive status to work on their thesis or any other activity related to their graduate program.

Normally, Inactive status is approved for a maximum of two consecutive terms. Students who request more than two consecutive terms of leave because they have other commitments such as a full-time job or travel plans, should voluntarily withdraw from their program and may reapply when they are prepared to resume their studies (see Withdrawal [LINK]).

Normally, students who have incomplete courses on their record are not eligible for Inactive status.

Students who have been granted Inactive status for a term are not expected to study or conduct research while on leave, and thus should not expect access to their supervisor. Students with Inactive status will have limited access to the services of the university. More information about access to services is available on the Graduate Studies Office website.

**Birth Leave**

Female students who are expecting to give birth may take up to six weeks of leave from study, research and teaching duties starting no later than their due date. In the case of illness or other complications, leaves may start earlier or be extended.
Students are not expected to study, conduct research or teach while on birth leave. A student planning to take birth leave should inform her supervisor (if applicable) and department as soon as possible. The student’s registration status remains Active during birth leave. Students who are Teaching Assistants should refer to Policy 30 regarding absence from these duties.

**Partner Leave**

The partner of a birth mother may take up to two weeks leave from study, research and teaching duties at the time of their child’s birth. In the case of illness or other complications, the duration of the leave may be extended.

A student planning to take partner leave should inform their supervisor (if applicable) and department as soon as possible. The student’s registration status remains Active during partner leave. Students who are Teaching Assistants should refer to Policy 30 regarding absence from these duties.

**Parental Leave**

Students who become parents through birth or adoption may take up to 3 terms of uninterrupted leave during the first year of birth or adoption. If both parents are UW students, the leave can be split between the two. Both UW parents cannot be on parental leave at the same time; however, one partner can be on parental leave while the other partner is on birth leave. Parental leaves must coincide with the start and end dates of academic terms.

Students planning on going on parental leave must request a change of their enrolment status to Inactive by completing the Change of Enrolment Status Form.

Students on parental leave are not expected to study or conduct research while on leave, and thus should not expect access to their supervisor. Students on parental will have limited access to the services of the university. More information about access to services is available on the Graduate Studies Office website.

Students who wish to apply for a University of Waterloo parental leave bursary should complete the Graduate Studies Parental Leave Bursary application.

**Withdrawal**

Students who are unable to participate in their program of study for more than two consecutive terms should voluntarily withdraw from the program by completing a Change of Enrolment Status/Voluntary Withdrawal Form. In advance of voluntary withdrawal, students must discuss with their department any conditions which must be met if they are approved for readmission. Students who reapply to a program and are approved for readmission will be required to enroll for a minimum of one full term, without tuition refund, to complete their program.

The University reserves the right to require a student to withdraw from a program for academic reasons.
December 5, 2016

TO: Mike Grivicic, Assistant University Secretary, Senate Graduate and Research Council

FROM: Sarah Hildebrandt, Director, Graduate Academic Services

RE: Amendment to PhD Thesis Regulations

Background:

This is a proposal for an amendment to the recently approved (Senate, November 21, 2016) PhD Thesis Regulations.

After discussion in SGRC, Graduate Operations Committee considered changes to the wording in the section “Prior to Defence”. This suggested amendment was subsequently approved by the Graduate Student Relations Committee (GSRC).

The proposed revision is as follows:

Current wording (approved by Senate, effective January 2017):

Prior to submitting the thesis, it is recommended that the candidate meet with their supervisor and/or advisory committee (if applicable) to discuss the readiness of the thesis and the candidate for defence. The candidate should seek endorsement that the research is of sufficient quality to proceed to defence and that the candidate is able to meet the requirements of the oral defence. Although a negative assessment does not prohibit the candidate from proceeding to defence, this should occur only in rare cases and is not recommended.

Proposed revision (replace text with the following):

It is recommended that, prior to submitting the thesis, the supervisor and/or advisory committee (if applicable) meet with the candidate to discuss the readiness of the thesis and the candidate for defence. At the candidate’s request the supervisor shall provide a written assessment of the readiness of the thesis for defence. Although a negative assessment does not prohibit the candidate from proceeding to defence, this should occur only in rare cases and is not recommended.
Two-Year Progress Report on Classical Studies Master of Arts

Background

In September 2013, the department launched a new 16-month Master of Arts programme in Classical Studies. This followed a Master’s programme in Ancient Mediterranean Cultures that the department co-ran with the Department of Archaeology and Classical Studies at Wilfrid-Laurier University from 2008-2013. The new MA aims to prepare our graduate students to continue on to academic studies at the PhD level, to engage in further professional training (e.g., in teaching, information sciences, museum studies, restoration work, architecture, law), or to enter the workforce with improved communication and analytical skills.

Progress and Impact

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admitted</th>
<th>Accepted</th>
<th>Canadian (Admitted)</th>
<th>Offers Accepted by students from UW Classical Studies B.A. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>8</td>
<td>6</td>
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</tr>
<tr>
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<td>10</td>
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<td>8</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

As indicated in the above table, our MA has seen a steady increase in students accepting our offers of admittance to the programme. This growth meets our expectations and we have consistently admitted 6-8 students in the past three years (in section 5 of the programme proposal we projected admitting 8-10 students). The low number of acceptances in the first year of the programme may be explained by the nascent reputation and advertising of our MA, which has, in line with the numbers in the above table, in the past two years quickly established itself as an emerging MA programme in Canada. We have advertised the programme extensively at Waterloo, in Ontario, and across the country. We have also gained international recognition of our programme, in part through the activities of the Waterloo Institute of Hellenistic Studies (an advantage signaled by the external referees in their report on the programme proposal), in which our graduate students have taken part, but also through our students’ involvement in international opportunities provided by the department. The strength of our department in Hellenistic Studies has been consistently advertised.

Our graduate students have attended both national and international conferences to present their research, spent time in countries such as Greece and Germany conducting study and research, and this year we have a graduate student undertaking an internship at the British Library in connection with his thesis research. Through these activities, our students have had a clear national and international impact. Our department has a strong record of success in attaining external funding in recent years.
(e.g. SSHRC grants, ERA), which has allowed us to offer many additional opportunities for research and training to our graduate students. As indicated by the external reviewers in commenting upon the programme proposal, this impact fits well with UW’s Sixth Decade Plan. Our graduate programme has also attracted the attention of donors. One donor has provided a scholarship for graduate and undergraduate study abroad opportunities.

**Response to Recommendations of External Reviewers**

The report of the external reviewers of the MA proposal was extremely positive and contained few recommendations for changes. Below are the recommendations made and our responses:

**Recommendation: In Section 1.5 a) Structure of the Program Brief (p. 5), the reviewers found the statement that the degree will “normally be completed in 12-16 months of full-time work” to be partially optimistic. To expect M.A. students to complete coursework, satisfy language requirements and complete a thesis or Major Research Paper within 12 months, while at the same time serving as a Teaching Assistant, appears to be unrealistic. As a result, the reviewers recommend that the Department seriously consider making 16 months (i.e., 4 terms) the normal length of the proposed M.A. program.**

Response: We have adopted this recommendation. In practice, some students undertaking the thesis option have proven to require 5 semesters to complete the programme. Thus far, one student has completed the new programme, having successfully defended his thesis in June 2015. He has been accepted into the Ph.D. programme in Classics at McMaster.

**Recommendation: The reviewers feel strongly that the courses to be offered under CLAS 651, CLAS 633 and CLAS 643 should be closely aligned to the research expertise of faculty members in the programme and that the topics of students’ Major Research Papers or Theses fall in the immediate area of the faculty supervisor’s documented area of research activity.**

Response: We have adopted this recommendation and consistently offered courses that draw upon faculty research expertise.

**Recommendation: The current level of full-time faculty resources in the Dept. of Classical Studies provides an adequate minimum base for the delivery of the proposed programme. The reviewers noted with interest the presence of adjunct faculty in support of the programme (Section 2.1.a), and they feel that the proposed M.A. programme might make greater use in particular of Prof. Maria Liston (Dept. of Anthropology, U. Waterloo).**

Response: we have involved adjunct and visiting faculty in the delivery of our programme as much as is possible. Prof. Maria Liston, Dept. of Anthropology, co-led our graduate study-abroad course in Greece in spring 2015; she is also a member of the WIHS steering committee.

**Recommendation: The reviewers were concerned with the minimal space available for M.A. students in the Department’s current location in the Modern Languages Building. While it is helpful that there is a student social lounge, only two very small offices are currently available for graduate students, which is**
woefully insufficient for a programme that aims to admit 8-10 M.A. students per annum. Plans need to be developed urgently to provide more office space for future M.A. students.

Response: the lack of office space in the Faculty of Arts is a perennial problem and no further space has been given for our graduate students at this point. If plans for new building come to fruition, we will request more appropriate space at that time. Thus far, our students have managed in the space they have, even if it is limited.

Recommendation: Ideally the administration should seriously consider the addition of another full-time tenured or tenure-stream faculty member in the area of Classical Studies to allow the programme to develop into a major M.A. programme in Ontario with the ability to attract the very best potential applicants from Ontario, Canada and, in due course, internationally.

Response: this remains a desideratum, but in a time of budget constraints it has not yet been possible to increase our faculty numbers. Growing our faculty would be extremely beneficial for the continued success and growth of our graduate offerings.

Recommendation: From their own experiences and from discussions with U. Waterloo faculty about the success of visiting postdoctoral fellows in the recent past, the reviewers would like to recommend that the Department place considerable emphasis on continuing to attract promising postdoctoral fellows in Classical Studies to U. Waterloo. They can serve as an excellent link between graduate students and faculty and can provide an extra level of intellectual vitality to an emerging programme.

Response: We have continued to attract visiting post-doctoral candidates. Since 2013 we have hosted 4 visiting post-docs and in this coming academic year we will host another 4. These post-docs have contributed to the teaching and mentoring of our graduate students and have brought diverse experience to the research atmosphere of our department.
Two-Year Progress Report for Germanic and Slavic Studies (Augmented Review)
October 2015

This report follows on the 2012-13 augmented review for programs in Germanic and Slavic Studies. After the review, several meetings and discussions addressing the implementation plan have taken place. Most notably, the department held a retreat in April 2013 as well as several departmental and working group meetings, and had discussions and visits with our partners on programs at the University of Mannheim, Germany. The current report summarizes the outcomes, and was prepared under the direction of the chair with input from faculty members in the department.

The first part of this report directly addresses the assessors’ recommendations as stated in their report from the 2012-13 augmented review. It is followed by additional information regarding the progress achieved on the implementation plan that was outlined in the departmental response to the assessors’ report from March 2013, in which the department translated recommendations into concrete goals.

Recommendation 1: A faculty hire of heritage language research or immigrant identity, possibly focused on Slavic languages and cultures, possibly a Canada Research Chair to strengthen the emerging focus on multilingualism and multiliteracy.
Status: Not done.
Details: The Department of Germanic and Slavic Studies strongly supports this recommendation because it would anchor the department’s research and teaching direction (multilingualism, transculturality and intercultural studies). A position in Slavic Studies would also stabilize Russian and East European Studies at UW. Funding for a position is tied to resources and decisions at the university level.

Recommendation 2: Sign agreement for undergraduate student exchange with Tomsk Polytechnic University.
Status: Not done.
Details: In discussing this with several constituencies (department, faculty Dean), it was decided to not to pursue this any more.

Recommendation 3: Institute undergraduate scholarships ($2,000/semester) for study abroad.
Status: In progress.
Details: This item is now part of the fundraising campaign in Arts.

Recommendation 4: Ease burden on overworked departmental staff.
Status: Partly done.
Details: Adjustments were made to shift some work to faculty members (e.g. website, recruitment, marketing). Increasing the staff positions from 1.5 FTE back to 2 FTE has not happened but has been discussed with the Dean of Arts.
Recommendation 5: Increase the quality of classrooms, especially multi-media resources, and make progress on ‘language commons’ initiative.
Status: Pending
Details: The department is working with other units to develop a plan for a “language commons” (a multi-media “active learning” classroom) to be considered by the Faculty as part of its development plans.

Status: Done and continuing.
Details: The department received the requested yearly $500 budget from the Dean of Arts for two years and will continue to request funds as needed. A personal film library donation by one of GSS’s professors (Alice Kuzniar) was made.

Recommendation 7: Sessional instructors need better computers.
Status: Done.
Details: The possibility for a sessional (online) instructor to borrow a departmental laptop for use during the teaching terms has been arranged, and such arrangements will continue to be made whenever possible. Stand-alone office computers were up-graded.

The following provides an elaboration on the goals the department developed in its implementation plan from March 2013 as part of the response to the assessors’ report. These goals were encouraged by the assessors’ more general recommendation for the department to “take a much more prominent place in its intellectual context,” especially with regard to the solidification of the multilingualism/multiliteracy/multiculturalism theme.

1) Progress achieved on the various action items in the original implementation plan (as outlined in the response to the assessors’ report submitted in March 2013):

With regard to the direction towards multilingualism theme, encouraged by the assessors, this perspective has been integrated more strongly into current undergraduate courses (GER 211, GER 212) and the department created a new course (GER 200: Transcultural German Studies). On the graduate level, we have developed some new courses that are tailored to this focus, especially for the MA in Intercultural German Studies; e.g. GER 623 (Transnationalism in Film & Literature) and GER 612 (Multilingualism and Intercultural Communication). Multilingualism (and likewise transculturalism and intercultural studies) has become a stronger interest of faculty and student research (e.g. research on intercultural experiences in study abroad with the help of LITE grants received by a team of colleagues, and MA/PhD projects on transcultural literature and film), and a focus of guest speakers in the GSS lecture series. As part of our multilingualism/internationalisation strategy, we have increased our ongoing visiting professor exchange with the University of Mannheim to 3 exchanges over the past 4 years.
In terms of **links with other departments**, GSS has continued to teach courses for other units (e.g. Alice Kuzniar for Fine Arts/VCULT and English, Barbara Schmenk for APPLS). The exploration of teaching and research links with other departments is ongoing (e.g. with Women’s Studies, due to our department’s teaching and research interest in gender; with Fine Arts because of our involvement in the Visual Culture Minor; with other language and culture departments’ Chairs; with Medieval Studies due to the hire of Ann Marie Rasmussen who is a medievalist; and with departments that have an interest in linguistics, exploring new program possibilities).

The department has invested considerable effort into **marketing and recruitment**. Graduate recruitment letters were sent to departments across Canada (including new MA posters, and letters with personal quotes by current students). The new PhD Cotutelle with the University of Mannheim (Germany) acquired its first two students. The department has increased its recruitment efforts at the undergraduate level through visits to local schools (e.g. Concordia German Language School), and through increasing our visibility on campus (e.g. by participating in the Study Abroad Fair, and in an Engineering event for local high school students). The departmental website has been improved as a recruitment and communication tool. The department has converted its website to WCMS and added a number of features: profiles of all faculty members and students; news and events listings for all activities taking place in the department; a blog featuring reports on guest lectures and opinion pieces, written primarily by graduate students; and a Twitter feed and Facebook account to keep students, alumni, and friends informed about what is going on in the department.

2) **Proposed amended implementation schedule due to circumstances that have altered the original implementation plan and/or make actions no longer appropriate:**

The **Multilingualism Conference** was postponed to 2017 due to input wanted by the new Diefenbaker Memorial Chair for German Literary Studies. The previous Diefenbaker Chair (John Smith) vacated the position in 2013; recruitment for the position took place in 2014, and new hire Professor Ann Marie Rasmussen (previously at Duke University) started at UW in January 2015. The REES (Russian and East European Studies) Major was discontinued, since the 2-year definite-term position for Russian ended in 2014, and no replacement was made. No progress was made on the proposed Canada Research Chair in Multilingualism Studies, or on links with international units (e.g. 2plus2 with China); these are tied to resources and decisions at the university level.

3) **New initiatives that were not contemplated during the program review progress:**

The department started a German Language Summer School for second-year German that was held successfully in 2014 and 2015 at Mannheim (Germany). The Croatian Visiting Lecturer funded by the Croatian government was secured for 5 years until 2017/18 through a Memorandum of Agreement. Some entry graduate scholarships to top up graduate funding for the German program could be secured through fundraising. The department competed for and successfully received two OUO grants in 2014 to
develop a third-year German online course in collaboration with Guelph, and online modules for German Studies. The department has started to implement alt-ac/post-ac modules for career awareness in regular workshops for our graduate students, and in UG/MA/PhD courses as part of a Faculty of Arts pilot project. A large number of faculty and graduate students in the department are working together on a research project on German in Waterloo region largely funded by the Waterloo Centre for German Studies. This project has provided important professionalization, research, and writing activity for our graduate students (over 100 interviews conducted and transcribed, and a book publication in progress).
Two-year Progress Report for Master of Climate Change (MCC) Program

Daniel Scott – Director of MCC
12 September 2015

Applications and Enrollment by Cohort:

- Applications have been in the 45-55 range for the first three cohorts. This has been very encouraging considering we have no capacity to market / recruit for the MCC program.
- Enrollment:
  2013-14 = 15
  2014-15 = 13 (+1 deferral)
  2015-16 = 21 (+1 deferral)

Disciplinary and Regional Diversity of Students:

- The program was envisioned to be an interdisciplinary approach to the study of global climate change and its national/local manifestations and governance challenges.
- In the first two cohorts, students have come to the program from academic backgrounds as diverse as: systems engineering, biology, geography, economics, political science, and communications.
- Students in the first two cohorts came from 14 different countries.

Student Progress:

- All students in cohort 1 graduated from the program in 12 months.
- The second cohort of students is just finishing their Milestone term (Major Research Paper or Professional Internship). All internship reports and major research papers have recently been evaluated and these students have completed their degree requirements. One student was required to withdraw from the program after the completion of the winter term, because his grades were not sufficient to remain in good standing. One additional student has been receiving counseling through AccessAbility and will need to complete the Milestone in a 4th term.

Implementation Plan:

- The original implementation plan as set out in the new program submission to the Ministry of Training, colleges and Universities (Jan 2013) has been followed.
Prior to the launch of the program we held a curriculum planning event (June 2013) that was facilitated by Veronica Brown and Scott Anderson of the Centre for Teaching Excellence. The curriculum planning workshop examined program level outcomes mapping to the Provincial GDLEs, teaching activities and assessments, as well as the longer-term strategic evolution of the program.

The program was able to launch all of its intended new core courses. Because of sabbaticals and other leaves, the MCC electives available to each cohort differs slightly, but students have had 14-15 ‘MCC electives’ to choose from in cohorts 2 and 3 (the program requirement is to complete 3 from this list).

Other programs in the Faculty of Environment and at Wilfrid Laurier / BSIA have been very accommodating of MCC students looking to take ‘open electives’ within their graduate programs. Several courses launched by the MCC program have also been very popular with students from other programs (sometime doubling enrollment in courses). This reciprocity and rich exchange between programs has been extremely positive for the students involved.

Slight adjustment to program Calendar wording have been made to improve clarity for students and improve program administration. The most notable change was the removal of an assigned program ‘advisor’ to each student. Students did not self-identify with a strong thematic concentration (i.e., climate science, impacts and adaptation, emissions reduction) in a way that was anticipated. Therefore the need for advice was more related to program matters, which is the responsibility of the program Director and Administrator, and research advice, which is the responsibility of the Major Research Paper Supervisor.

We are also in the process of working with GSO to revise wording in the Calendar related to Part-Time studies and the use of academic and professional references for program applications.

- An increased number of working professionals have inquired about taking the program part-time. To better facilitate this, we have specified the prerequisites for each MCC course, so that a student could take 1 or 2 of the core courses and ‘unlock’ advanced electives to take in subsequent terms, before taking the final core course. This reduces the number of days a working professional would need to be on campus from 3 to 1 or 2 in the Fall term.
- We are adjusting our acceptance of application references to allow for some professional references. This was particularly important for professionals that had been out of university for over a decade.

A ‘Handbook for MCC Students’ has also been developed to answer FAQ of students and provide them guidance on program Milestone options as well as support services on campus. This ‘living document’ is updated annually based on feedback from each cohort of students.
External Reviewer’s Comments:

MCC specific comments from the reviewers of the Geography and Environmental Management Department (Jan-March 2015) focused on three key points:

- “The new Masters in Climate Change (MCC) seems to be an excellent program and highly unique in Canada at this time. It works well and the students we interviewed were highly positive about their experience.
- Plans for growth appear particularly timely given the recent announcement of major climate-policy initiatives in central Canada.
- The only issue the students raised revolves around finding internships. The students are international and many likely have difficulties identifying and securing internship opportunities in Canada. Given that the co-op program stream is a distinctive Waterloo brand we feel that the MCC program should explore two streams – one that has co-op placements to serve the needs of those who see their Masters as a terminal degree and therefore would benefit greatly from this experience, and those who view the Masters as a potential stepping stone to more advanced studies in climate change.”

The reviewers concluded:
“The new Masters of Climate Change program has already built a strong international attraction and positive feedback from students. Maintaining the “lead” of this program in a rapidly developing sector in Ontario and globally will require continuing to innovate attract high quality students. We recommend considering the development of co-op and research program streams to better meet student career goals and to make sure that student expectations are being matched effectively.”

Our response to these review comments is outlined in the next section.

Milestone Option (Major Research Paper or Professional Internship):

- Approximately 75% of students in the first two cohorts have selected the professional internship milestone.
- Of those that have selected this option, all have secured a professional placement.
- Employers have come from government, industry, NGO and academia, including, for example: Clean Nova Scotia, Waterloo Region Residential Energy Efficiency Project, Ontario Ministry of Agriculture, Toronto Region Conservation Authority, Natural Resources Canada, Ontario Ministry of Environment.
- Student exist surveys (conducted with cohort 1) and the external review of the Department of Geography and Environmental Management (which included feedback from members of cohort 2) revealed some students sought additional support in finding internship opportunities. Although Centre for Career Action resources were being underutilized by these students (in some cases not at all), the MCC program has consulted with the Executive Director of Co-operative Education on approaches to improve support for student internships and the
possibility of a formal Co-op Option for the MCC program. The MCC program will be provided with some time of a Interdisciplinary Centre on Climate Change Co-op student in Winter 2016 to build relationships with potential employers, particularly those that may be responding to emerging ‘Cap and Trade’ emission accounting and reporting requirements in Ontario.

External Interest:

- External interest in partnering with the MCC program has been expressed by Canadian and international institutions.
- The Dean of Environment is in discussions with partner institutions in China about potential strategic partnerships to provide access to the MCC program.
- Alumni have also suggested that the MCC program consider the development of an online Diploma to serve working professionals.
The Masters of Development Practice (MDP) is a 16-months professional course-based program that was launched in Fall 2012. It is part of the Global Association of MDP Programs, that currently number 29 programs in 19 countries. MDP Waterloo positions graduates as global development professionals. The program prepares students to identify and address the challenges of extreme poverty and sustainable development by offering courses from four intersecting areas: health, natural, social, and management sciences. Field Placements are a critical component of the Waterloo MDP program with an ever-growing network of partners available at grass-roots organizations to international institutions.

Context:

In the Fall 2009, the University of Waterloo, through the Faculty of Environment, was awarded a grant of USD 200,000 to help facilitate the development of a Master of Development Practice (MDP). This award was made based on (i) an initial submission made in February 2008 in response to the call for proposals for partnerships in the MDP global network; (ii) a discussion with MacArthur Foundation and MDP Secretariat in July 2008 regarding particular aspects of the submission and suggested revisions; (iii) submission of a revised MDP partnership proposal in August 2008; and (iv) a formal visit from the MDP secretariat later that same year. In April 2011, a review (commissioned by OCGS) made some recommendations for the MDP program, to which a response was submitted in May 2011 by University of Waterloo.

Following approval by the University of Waterloo and the Province, program delivery of MDP at UW began in Fall 2012 (as per recommendation) with an initial cohort of 18 students. A total of 73 applications were received for the program, out of which 42 offers were made. This group graduated in 2014 June. The number of admissions for the 2013, 2014 and 2015 cohorts are 15, 17, and 17 respectively.

Below are updates to recommendations in the OCGS report:

- Applicants with a slightly lower GPA of 75% but with strong work experience are duly considered for probationary admission.
• Two new tenure-track faculty were hired in 2012 primarily for INDEV and MDP programs. One of them received tenure in 2014 and is currently the MDP program director.

• The program director receives a course release up until now, and also received a non-teaching term for research.

Program description:

Year 1

▪ Fall/Winter: Students complete 9 required courses
▪ Spring/Summer: Students depart for field training abroad (since 2014, but under special circumstances, we have permitted our international students to do their internships in Canada as long as the mandate satisfies training in international development practice).

Year 2

▪ Fall: Students complete 3 electives that may or may not be in one area. Some of the electives are offered in an online environment and may be completed off campus. Previously, for the first two cohorts, it was expected that the electives were in one area of specialization. Meanwhile, based on student demand to be able to choose from a range of topics led to program change and allow students more flexibility in picking their courses that may or may not be a specialization.

As per consultants’ report, INDEV 609 and 607 (Year 1) are dedicated to MDP students, and teaches fundamental research and management skills relevant to international development. The emphasis is on sustainable development concepts, debates and key applications using systems thinking. The science of indicators (relevant for development practice) and decision making in a complex world is taught in INDEV 607.

In addition, as a milestone, MDP students must take at least 2 one-day skill development workshops from the offered three. Up until the first two cohorts, it was mandatory to take all 3 workshops. However, given the course load and under the understanding that all topics may not be of interest to the student, it was decided to drop the requirement to 2. Topics offered so far are: market research, project management, results based management, GIS, communication, team building and leadership. Credible experts in the field offer these workshops.
Experiential learning is recognized as an important approach to enhance learning, build capacity and skills. Our students are exposed to a wide range of off-campus experiences during their studies, such as field trips, networking and panel discussions and conferences. The last two reading weeks (2015 and 2016), the entire class travelled to Trinidad and Tobago as part of their Water and Security course (INDEV 608). The costs were paid from the Dean’s office. This is planned to continue. Each year in September, the MDP Global Association organises a high level conference, the International Conference for Sustainable Development (ICSD) at Columbia University, New York. MDP students are encouraged to attend and present papers, while having opportunities to network with other MDP faculty and students, as well as development professionals. Nearly all of our students have attended this conference, and three of them also received the best paper award. The last two conferences attendees were funded up to $600 per student jointly from the Dean’s budget, and the GSO. Through the fall and winter terms, the program organises a number of professional events related to career in development practice by inviting experts and practitioners.

Field Placement Design

In collaboration with our field placement program delivery partner at the undergraduate level, WUSC, our initial field placement was designed as a series of 90-day ‘consultancies’ with students organized into 4 teams. These teams responded to Terms of Reference received from country partners in Ghana, Botswana, Malawi and Vietnam with a focus on assessment of program delivery. These reports were well received, and presented at the Annual Meeting of WUSC in Ottawa. Since that time, students have been encouraged to determine their own placements, but WUSC (and now also CUSO) still remain partners to support those students who wish to take advantage of their network and projects. This is done in consultation with our Field Placement Coordinator. Currently, we offer field placements also in Canada to international students who already have been exposed to international development and have a desire to understand development practice from a Canadian perspective.

Financial support to MDP students:

The program has made every effort to support MDP students obtain some financial support during their studies. Table 1 below outlines the financial support granted and/or received by MDP students from 2012 - 2015. The MacArthur Foundation funds provided scholarships to 15 students for $2,680 each in 2013. The Dean’s office has earmarked $4,000 for each student, from which $2,500 is the spring scholarship (contingent of a GPA of 78%) directly paid into the student accounts prior to their field placements. The remaining $1,500 is used for student enrichment (field trips to Trinidad & Tobago, as well as conference travel).

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</tbody>
</table>

Table 1: Financial support and awards to MDP students 2012 - 2015
Master of Peace and Conflict Studies
Two Year Progress Report

Prepared for:
Jim Frank, Associate Provost, Graduate Studies
&
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Submitted by:
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Conrad Grebel University College

September 8, 2015
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Executive Summary

Since the Master of PACS (MPACS) program began in September 2012, the program has enrolled three academically solid, culturally diverse, and cohesive cohorts cumulatively totaling 50 graduate students. In total, 39 students over these first three entering classes enrolled full-time, of which 6 were international students. An additional 11 part-time students, all of who were Canadian or Permanent Residents, have enrolled.

The MPACS program is a four term, ten course professional program, which means that two cohorts of full-time students have completed their studies as of the preparation of this report. Of the 27 full-time students who enrolled in the first two cohorts, 24 have graduated, and 3 students withdrew from the program for various reasons.

We have received approximately 40 applications for admission each year, which in the last two years (2013-14 and 2014-15) has been almost evenly split between Canadian or Permanent Resident and international applicants. We have extended an average of 23 full-time offers per year, enrolling an average of 13 full-time students. The program has attracted a diverse group of applicants in terms of nationality, religion, age, and experience. The average age of an entering MPACS student is 36.

The optional internship has been a significant reason why students are attracted to MPACS. Internships typically are held during the Spring term, and by the end of the first three Spring terms of the MPACS program, some 27 students have interned with 23 different organizations in 10 countries. Of these, 14 internships were in Canada and 13 were internationally based.

Four different departments of the University of Waterloo provide cross-listed course for MPACS and this partnership has been very beneficial. Students have additionally taken an occasional course at the University of Guelph, University of Toronto and Eastern Mennonite University in the US. PACS sponsored 47 noon hour brown bag Thursday Peace Talks for MPACS students during the first three full years of operation, an average of eight per Fall and Winter terms. These talks expose students to interesting peace workers, working on unique projects, in multiple regions of the community and world. Graduates of the program have gone on to find work with organizations as diverse as Carizon Family and Community Services, Nobel Women’s Initiative, Mennonite Economic Development Agency (MEDA), Service Canada, and The Food Bank of Waterloo Region.

The program as conceptualized and envisioned has fulfilled its anticipated mission with minimal hiccups. A few challenges we have encountered are as follows. First, we realized that the MPACS admissions requirement of an entrance average of 78% in the last 20 undergraduate courses, higher than University of Waterloo mandate, served little purpose. As a result we received the approval of the Graduate Affairs Group to make incoming averages consistent with the University of Waterloo guidelines of 75%. Second, we are in process of proposing the addition of a Directed Readings course to assist students who want to enroll in an alternative to an internship during the Spring term as they have few other options. Third, we have become
increasingly aware that MPACS is unable to be as competitive as we would like in recruiting top students as we are only providing scholarships of roughly half tuition for full-time students. The best students are frequently able to secure better funding from other programs.

Fourth, we highly value international students and have become more cognisant over the past few years that most international students need more support from MPACS staff and faculty than we had anticipated. Fifth, we have become responsive to the importance of mental health issues and have taken steps to educate our staff and faculty to be more alert to these challenges. Lastly, as a small program, we are aware that we cannot always offer the number of required and elective courses students prefer and have explored some possible scenarios increasing the flexibility of the program, but there is no internal consensus yet if we should make any changes to reflect these concerns.

The bottom line is that we are aware of no significant issues about the viability, mission or integrity of the MPACS program and have no plan to make any major change. The program is accomplishing what we had hoped it would do when it was proposed. We have received much positive feedback from students about the program, course offerings, curriculum, and the overall MPACS experience, and are committed to continue to improve the program as we are able.

More specific details that document the above conclusion follow.
MPACS Admission Statistics
Since the beginning of the Master of Peace and Conflict Studies program we have received a stable and adequate number of applications. The average number of full and part-time applications over the first four years of recruitment (2012 to the entering class of 2015) has been 40 applicants. The chart below illustrates the total number of applicants, broken down between full and part-time.

![Applications: Full-Time/Part-Time](chart)

International Presence in Applicant Pool
There has also been a strong international interest in our program. The Fall 2014 and 2015 admission cycles show almost half of the applicants were international students.

![Applications: Canadian/International](chart)
MPACS has extended an average of 23 full-time offers to applicants each year. In 2014, a significant number of applicants who were given offers either declined or chose to accept a competing offer instead. Many of those who declined offers indicated that they were the recipients of larger scholarships from competing programs.

### Domestic and International MPACS Students

One of the cornerstones of the MPACS program is its diverse student population. While we have a strong domestic student demographic, MPACS also desires to recruit a strong group of international students and Permanent Residents who are part of our cohorts each year that add to the culture of MPACS. We find that the international experience of Permanent Residents is often similar to that of international students, and hence Permanent Residents, or students who were born outside of Canada but have become Canadian by choice, often enhance the global flavour of MPACS as much as international students do. The following chart illustrates the comparison of Canadian, Permanent Resident, and international students who have enrolled in the program. Using this analysis, almost one-third of MPACS students are international, Permanent Resident, or were born outside of Canada.
Along with the ethnic diversity within our classrooms we also have a wide range of age groups. We look to create an interesting learning environment by having students enter directly from undergraduate degrees, those with a degrees and a few years of work/ international opportunities, and those with many years of experience returning to school. The average age of an MPACS student is 36.
Gender
The gender make up of each cohort varies from year to year. Typically we have 10 female students and 7 male students in the MPACS program. This year we will have a strong contingent of female students.

![Gender Ratio in MPACS](image)

Conflict Management Certificate Program
The Conflict Management Certificate Program also continues to be a valuable source of referrals for the Master of Peace and Conflict Studies program. It has also been a great feeder program to MPACS and brings students with experience in conflict management and those wanting to return to school. We have received 9 MPACS students since the program began that have taken workshops with the Certificate Program and decided to pursue an MPACS degree.

New Faculty Member Hired in June 2015
With the expansion of the undergraduate and Master’s program in PACS, the Conrad Grebel University College Board of Governors approved the hiring of Dr. Jennifer Ball as Assistant Professor in Peace and Conflict Studies (PACS). Ball comes with significant experience in the field with research in Africa and has worked in rural Ontario dealing with conflict related natural resource management, such as land use, water quality and wind turbine installations.

Graduates of the MPACS program
In June of 2014 we had our first graduates from the Master of Peace and Conflict Studies program. This included 9 full-time students and 1 part-time, and as of October 2014, 1 more part-time MPACS student graduated. In June 2015, MPACS saw 14 more full-time students and 1 part-time student graduate from the program and in October of 2015 we will have 1 more MPACS student graduate. Including the part-time graduate, and student who will graduate next month in October 2015, this brings the total to 26 MPACS alumni at the time of this report.
Alumni

Graduates from the first two cohorts of students who have already graduated have gone on to work with civil society organizations such as Mennonite Coalition for Refugees Support (MCRS), Global Peace Centre Canada, Carizon Family and Community Services, Nobel Women’s Initiative, Mennonite Economic Development Agency (MEDA), Service Canada, The Food Bank of Waterloo Region, the University of Waterloo, and Meal Exchange. Three others have been admitted into PhD programs; Global Governance at the Balsillie School of International Affairs, Peace and Conflict Studies at the University of Manitoba, and University of Leiden, Netherlands. Of our graduates, several have gone on to pursue further education in a related field and 15 have been successful in finding employment within the field of peacebuilding and civil society.

Anticipated Major Future Initiatives

There are three major initiatives that have been discussed within Conrad Grebel University College and the PACS program.

Rotary Scholarships

There is a critical need for MPACS to be able to provide greater financial assistance to MPACS applicants. Five local Rotary Clubs in the Kitchener Waterloo region have agreed to collaboratively fund what is known as a Rotary Scholarship for students attending the Balsillie School of International Affairs, MPACS, and skills workshops for graduate students offered by the Certificate Program in Conflict Management managed by the PACS program. The amount of money available each year varies, but is anticipated that approximately $7,000 will be available to an MPACS student over each of the next several years. Local Rotary clubs agreed to
fund these scholarships in order to begin making the case that the Waterloo region is the right place for Rotary International to name a seventh international peace centre.

Other Scholarships

Conversations are ongoing about the development of several additional possible scholarships to support MPACS students. First, we have been in contact with the Organization of American States (OAS) which may provide scholarships to citizens of OAS member states to enroll in MPACS. MPACS is prepared to commit to offering two admissible OAS approved applicants per year up to half tuition scholarships, with the OAS providing the balance of funding needed. Second, the Daughters for Life Foundation, based in Toronto, has expressed interest in exploring collaboratively funding scholarships for admissible Middle Eastern women into MPACS. Third, PACS has been in regular communication with Ziauddin Yousafzai, the father of Nobel Peace Prize winner Malala Yousafzai, about the establishment of a scholarship for women who come to MPACS from a region of conflict. The first award per these conversations is set to be given out during the 2015-16 academic year. Our hope is that this scholarship will continue long-term.

Rotary International Peace Centre

Rotary International, an association comprising over 30,000 Rotary Clubs, and over 1.2 million members from more than 200 countries and geographic regions around the world, has named six Rotary Peace Centres (located in Japan, U.S., England, Australian, Sweden, and Thailand) as places where admissible Rotary scholars can enroll, and receive full Rotary funding. The 50 Rotary scholarships awarded annually are very highly competitive, and the schools named as Peace Centres are among the best known global programs. There appears to be very strong local interest on the part of Rotary clubs in the Waterloo region to support an initiative of PACS and BSIA to develop a cooperative proposal to be named as a new seventh Rotary Peace Centre. Rotary has not yet committed that they are open to expanding the number of centres they support, or that they would support a new centre in the Northern Hemisphere, but we believe that there is merit to fully exploring this possibility. The 2018 annual Rotary International Conference, that is expected to bring together over 25,000 Rotarians from around the world, will be held in Toronto, and the local feeling is that 2018 is a reasonable target for proposing the establishment of a new centre. If PACS and BSIA would be fortunate enough to be named as a new centre, it would propel MPACS into immediately recognized global status.

Courses Taken Outside of MPACS

Master of PACS students have completed courses offered in four collaborating departments that have cross-listed courses with MPACS (Global Governance, Political Science, Development Practice and Theological Studies). Students additionally have complete courses at three other universities not formally connected to MPACS including University of Toronto, University of Guelph, as taken through OVGS, and Eastern Mennonite University as a course transfer.
Skills Training Workshop Course

As a professional program, MPACS stresses the development of practical skills. As such, the MPACS program was developed to enable students to enroll in PACS 626: Conflict Resolution Skills Training, which is a quarter credit course (0.25) offered each term. Students are able to enroll in this course, participate in workshops and complete additional course work pertaining to the subject matter of the workshop. This course is marked on a credit/no credit basis, and supervised by a professional mediator who is also a skills trainer and a PACS sessional. Since the program began, 17 MPACS students have enrolled in PACS 626: Conflict Resolution Skills Training and have taken a total of 33 workshops. Such workshops include Transformative Mediation, Narrative Mediation, Mediating Groups in Dispute, Developing a Restorative Justice Worldview, and Circle Process Mediation.

Internships

According to our informal survey of entering MPACS students, one of the most appealing aspects of the program is the optional internship that allows students to pursue a specific work experience of interest to them. The MPACS Internship Coordinator works with students to help them identify a particular internship experience that best enables a student to accomplish their learning and career objectives. Each internship is unique. There are no cookie cutter placements where students are expected to follow on the heels of another MPACS intern.

Once a suitable internship has been identified, the PACS Administrative Group that is tasked with providing oversight to the program, vets the students proposal, and assigns a faculty supervisor to provide regular oversight to the student. Internships typically represent an additional cost to students, and subject to available budget, MPACS provides additional support for interns per the following guidelines:

<table>
<thead>
<tr>
<th>Internship Type</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>International Internships</td>
<td>$3,000</td>
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<tr>
<td>Local Internship - International Student</td>
<td>$1,500</td>
</tr>
<tr>
<td>Local Internship - Domestic Student (if requested)</td>
<td>$300</td>
</tr>
<tr>
<td>Local Internship (with commute) -- Domestic Student</td>
<td>$750</td>
</tr>
<tr>
<td>Domestic Internship - International Student</td>
<td>$2,000</td>
</tr>
<tr>
<td>Domestic Internship - Domestic Student</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

The internship course is worth one full credit (the equivalent of two courses). In Fall 2012, Internship guidelines were developed for students and mentors in host organizations and the program was promoted among students. Students were asked to submit their Internship proposals by January 15 and proposals were considered by the PACS Administrative Group at the January and February PACS AG meetings. Since Spring 2013 when the first group of interns began their work to present term MPACS has had a total of 27 internships in 23 different places from 3 cohorts of students. In order for students to successfully complete an internship, they...
must submit a comprehensive reflective journal tracing their learning and write an academic paper surrounding a topic pertaining to their internship. These past internships include:

**Spring 2013**

- Rod Friesen  
  - Mennonite Coalition for Refugee Support (MCRS) – Kitchener, Canada  
  - Faculty Supervisor: Reina Neufeldt
- Patricia Dorsey  
  - Mennonite Central Committee (MCC) Circle of Friends – Kitchener, Canada  
  - Faculty Supervisor: Marlene Epp
- Babina Kharel  
  - Residential Energy Efficiency – Kitchener, Canada  
  - Faculty Supervisor: Reina Neufeldt
- Ellen Sikorski  
  - Free the Children – Toronto, Canada  
  - Faculty Supervisor: Marlene Epp
- Rachel Reist  
  - School of the Americas Watch – Washington, D.C., United States  
  - Faculty Supervisor: Marlene Epp
- Noe Gonzalia  
  - SembrandoPaz – Bogota, Colombia  
  - Faculty Supervisor: Reina Neufeldt
- Jahan Zeb  
  - Ghandi Peace Festival – Hamilton, Canada  
  - Faculty Supervisor: Reina Neufeldt
- Melody Chen  
  - Ethnos Asia Ministries – Bangkok, Thailand  
  - Faculty Supervisor: Nathan Funk

**Spring 2014**

- David Eagle  
  - Mennonite Economic Development Associates (MEDA) – Kitchener, Canada and Tanzania  
  - Faculty Supervisor: Reina Neufeldt
- Shinjita Alam  
  - Mennonite Coalition for Refugee Support (MCRS) – Kitchener, Canada  
  - Faculty Supervisor: Reina Neufeldt
- Alexandra Bly  
  - Polaris Institute – Ottawa, Canada  
  - Faculty Supervisor: Marlene Epp
- Martha Ferguson  
  - Centre for Peace and Conflict Studies – Siem Reap, Cambodia  
  - Faculty Supervisor: Reina Neufeldt
- Yelena Gyulkhandanyan
- Search for Common Ground – Washington, DC, United States
  - Faculty Supervisor: Marlene Epp
- Darren Kropf
  - Border Peace School – Cheorwon, South Korea
  - Faculty Supervisor: Lowell Ewert
- Wali Muhammad
  - Peace and Education Foundation/ICDR – Islamabad, Pakistan
  - Faculty Supervisor: Lowell Ewert
- Kaylee Perez
  - Walk with Me Canada – Hamilton, Canada
  - Faculty Supervisor: Marlene Epp
- Lorena Rodriguez
  - United Nations Support to the Khmer Rouge Trials – Phnom Penh, Cambodia
  - Faculty Supervisor: Reina Neufeldt
- Janelle Saldanha
  - Community Justice Initiatives – Kitchener, Canada
  - Faculty Supervisor: Lowell Ewert
- Marijana Tomic
  - FCJ Refugee Centre – Toronto, Canada
  - Faculty Supervisor: Marlene Epp
- Soroosh Vafapoor
  - St. Stephen’s Community House – Toronto, Canada
  - Faculty Supervisor: Lowell Ewert

**Fall 2014**
- James Janzen
  - Centre for Peace and Conflict Studies – Siem Reap, Cambodia
  - Faculty Supervisor: Reina Neufeldt

**Winter 2015**
- Cris Fox
  - Community Justice Initiatives – Kitchener, Canada
  - Faculty Supervisor: Lowell Ewert
Spring 2015

- Chineny Chukwuma-Nwuba
  - Community Justice Initiatives—Kitchener-Waterloo
  - Faculty Supervisor: Lowell Ewert
- Issa Ebombolo
  - Refugee Alliance – Meheba, Zambia
  - Faculty Supervisor: Nathan Funk
- Mike Southcott
  - United Nations Population Fund -- Geneva, Switzerland
  - Faculty Supervisor: Reina Neufeldt
- Menke Meijer
  - UN Women Initiative – Beijing, China
  - Faculty Supervisor: Reina Neufeldt

Fall 2015

- Vik Suagh
  - United Nations International Strategy for Disaster Reduction (UNISDR)—Bangkok, Thailand
  - Faculty Supervisor: Nathan Funk

Peace Scholars

The Master of PACS Peace Scholar program was established to give MPACS students the opportunity to gain research experience and earn a modest sum for their work ($1,000 for 30 hours of work). Faculty members are invited to submit proposals for research projects requiring an assistant. MPACS students are then invited to submit applications and are paired with supervising faculty members by the PACS Administrative Group. We have had 18 students working directly with faculty members on research projects since Winter 2013. These projects include:

Winter 2013 Peace Scholars

- Babina Kharel, worked with Lowell Ewert on Evaluation Instruments and Disability research.
- Rachel Reist, worked with Reina Neufeldt on Collaborative Learning research (MCC Nigeria and Conrad Grebel).
- Jahan Zeb, worked with Nathan Funk on the Centre for the Study of Religion and Peace research.

Fall 2013 Peace Scholars

- Darren Kropf, worked with Marlene Epp on her project, “Canadian Mennonites and the First World War.”

“I love being here, I feel like I’m accomplishing such amazing things. I used to be very insecure about myself and my work, didn’t know if I could ever be competent in our field and now since this internship I feel like I can take on anything.”

– Menke Meijer, UN Women, Spring 2015
• Wali Muhammad, worked with Nathan Funk on his project “Restorative Justice: Middle Eastern Voices.”

**Winter 2014 Peace Scholars**

• Jessica Dyck, worked with Reina Neufeldt on her project, “Collaborative Project: Nurturing Reflective and Effective Practice.”

• Yelena Gyulkhandanyan, worked with Nathan Funk on his project, “Negotiating the Sacred: Religious Peacebuilding and Contested Sacred Space.”

• Alexandra Bly, worked with Lowell Ewert on his project, “The Connection Between Peace Studies and Human rights and Humanitarian law.”

• Wali Muhammad, worked with Reina Neufeldt, Nathan Funk and Lowell Ewert on their joint project, “Religiously Based Employment by Relief, Development and Peacebuilding Agencies.”

**Fall 2014 Peace Scholars**

• Jessica Dyck, worked with Reina Neufeldt on analyzing the moral claims embedded in policy documents, with a focus on peacebuilding funders.

• Martha Ferguson, worked with Susan Schultz Huxman with editorial assistance (indexing, permissions, chapter edits) in the final stage of her book *Landmark Speeches in U. S. Pacifism*.

• Sandrine Uwimana, worked with Nathan Funk with research on Environmental Peacebuilding and Social Resilience in the MENA Region.

• Darren Kropf, worked with Lowell Ewert, identifying recent trends with how business and peace is viewed, in relation to a social or peace bottom line.

**Winter 2015 Peace Scholars**

• Menke Meijer, worked with Laureen Harder-Gissing on digitization and indexing M.J. Heisey interviews with 17 Brethren in Christ (BIC) men and women in Ontario about BIC nonresistant practice during the First and Second World Wars.

• James Janzen, worked with Nathan Funk researching issues of local ownership, empowerment, sustainability, and policy discussions about peacebuilding.

• Crista Renner, worked with Lowell Ewert researching the collective impact of civil society and analyzing the roles civil society organizations in the Kitchener-Waterloo region play.

• Tim O’Connor, worked with Paul Heidebrecht on the development and distribution of a compilation of relevant Canadian peace organizations.

**MPACS Scholarships**

MPACS has offered full-time students a modest amount of funding in each term of their study as well as providing addition funding for students pursing an internship or skills training workshops. MPACS is looking to increase funding opportunities to be more appealing to incoming students. The amount of funding provided to students has increased since the inception of the program, with the current goal being to provide all full-time students (Canadian, Permanent Residents and international students) a scholarship equivalent to half
tuition. Part-time students are not given a scholarship. There are some unique circumstances where a full-time student will not be offered a scholarship such as where the student is already eligible for funding from another source (former employer, international government program, etc.). MPACS is responsible for providing all MPACS scholarships – none are provided by the University of Waterloo Graduate Studies Office. The Director of Development at Conrad Grebel University College is regularly soliciting donations for MPACS student awards.

The following awards have been given to these MPACS students:

**2012-2013 Awards**

Global Conflict Management and Transformation Award
- Babina Kharel

Master of PACS Student Support Fund
- Ben Bauman
- Kelly Brown
- Melody Chen
- Patricia Dorsey
- Rodney Friesen
- Noe Gonzalia
- Muhammad Khalid
- Babina Kharel
- Rachel Reist
- Ellen Sikorski
- Jahan Zeb

Lina Wohlgemut Award
- Babina Kharel

**2013-2014 Awards**

Global Conflict Management and Transformation Award
- Babina Kharel

Vic and Rita Krueger Family PACS Award
- Hari KC Bahadur
- Wali Muhammad

MPACS Internship
- Melody Chen
- Noe Gonzalia
- Babina Kharel
- Rachel Reist

Master of PACS Student Support Fund
- Hari KC Bahadur
- Ben Bauman
- Alexandra Bly
- Kelly Brown
- Melody Chen
- Patricia Dorsey
Rotary Peace Scholarship Award
- Shinjita Alam

Lina Wohlgemut Award
- Babina Kharel

2014-2015 Awards

Global Conflict Management and Transformation Award
- Issa Ebombolo

Vic and Rita Krueger Family PACS Award
- None

MPACS Internship
- Shinjita Alam
- Alexandra Bly
- David Eagle
- Martha Ferguson
- Yelena Gyulkhandanyan
- James Janzen

Master of PACS Student Support Fund
- Cristian Fox
- James Janzen
- Nolan Kraszkiewicz
- Menke Meijer
- Adam Moreash
- Alexandra Ostrowski
- Nirupama Sharma
- Michael Southcott
- Vikramveer Suagh
- Katherine Weaver-Rutten
- Chineny Chukwuma-Nwuba
- Darren Kropf
- Wali Muhammad
- Kaylee Perez
- Lorena Rodriguez
- Marijana Tomic
- Soroosh Vafapoor

- Ifeanyi Ogwuru
- Shinjita Alam
- Hari KC Bahadur
- Alexandra Bly
- Barry Bussey
- Jessica Dyck
- Martha Ferguson
- Yelena Gyulkhandanyan
- Darren Kropf
- Wali Muhammad
- Kaylee Perez
Research Colloquiums
The MPACS Research Colloquium milestone requires students to present a major paper they have written, to receive peer review, and to respond to questions and critique. This requirement has challenged students to prepare a credible and persuasive presentation on a paper that could form the basis of civil society action or advocacy on an issue. Past research colloquium have included a wide range of topics including,

- Engaging Youth in Civil Society
- Civil Society and the Participation of Children in Discussions about Custody
- Under Nutrition and Obesity in Developing Countries: Why is Vanessa eating Cheetos for Breakfast
- Canadian Settler-Indigenous Relations
- Parent-Child Relationships among South Asian Immigrants in the Waterloo Region

MPACS Events and Conferences
Some of the events MPACS students have been involved in include:

Thursday Peace Talks
The Thursday Peace Talks series was initiated as the recommendation of the MPACS program reviewers to provide MPACS students with a time of enrichment and connection building with practitioners in the field and a chance to foster new ideas. The Graduate Studies Coordinator is tasked with periodically scheduling interesting guests who are doing work in their area of peace-building who may be good networking contacts for our students. Experts and practitioners in a broad range of fields such as conflict management, mediation, restorative justice, women’s rights, international development, human rights, law, research, policy analysis, and community development were invited to speak and engage in conversation during this lunch session. In addition to providing enrichment, networking and idea-generating opportunities for MPACS students, the Thursday Peace Talks series also provided a forum for
social time and community building among MPACS students. The series was initiated specifically for MPACS students, but the invitation was extended to Grebel faculty and staff, Master of Theological Studies (MTS) students, PACS Undergraduate students and on occasion, to members of the community. There were, on average, 15-20 people in attendance for each talk. The department has hosted 47 Thursday Peace Talks since Fall 2012, or almost eight Fall and Winter terms, in the first three years of operation.

Peace and Justice Studies Association Conference
Introducing MPACS students to the field of peace studies is an important goal of the program. In the first year of the program six MPACS students attended the annual Peace and Justice Studies Association (PJSA) conference held at Tufts University in Boston, USA, on the theme of “Sustaining Justice, Greening Peace,” from October 4-6th, 2012. The following year PACS and the Global Studies program at Wilfrid Laurier University undertook planning and co-hosting the Peace and Justice Studies Association Conference held on October 17-19th, 2013. This was the largest external initiative undertaken in the 2013-2014 academic year. PJSA activities reached and were supported by all levels of the PACS program, both by administrative staff and faculty. The conference keynote speakers included Nobel Peace Prize recipients Jodie Williams and James Orbinski, as well as former child soldier, hip hop artist and peace activist Emmanuel Jal, and co-founder of Idle No More Sylvia McAdams. Eight MPACS students presented papers at this conference and many others volunteered with logistics and support. Two MPACS students played an integral role in the planning of the Graduate section of the conference which included hosting the Graduate Student Networking Event.

Our students have gone on to present papers at other academic conferences including, Barry Bussey, presented a paper titled “Adventist Camp Boys in World War II” at an Internment conference in Winnipeg in June 2015. In addition, James Janzen, Jessica Dyck, and Babina Kharel, have all presented papers at various conferences during their time in the MPACS program.

MPACS Student Society
In Fall 2013, a number of MPACS students collaborated to develop a new Master of PACS Student Society. They drafted a constitution which was approved by the Graduate Student Association in February, 2014. Five MPACS students serve as officers of the MPACS Society and hold the positions of President, VP Administration, VP Events, VP Finance and VP Communication. The student society works to build a community of students, represent student interests to program administration and sponsor a series of events for members. The MPACS society has also completed an evaluation of MPACS student experiences in Winter 2015.

World War I and Contemporary Policy on War and Peace (September 24-26, 2014)
One of the first collaborative projects undertaken between Project Ploughshares, the MSCU Centre for Peace Advancement and the MPACS program in the fall of 2014 was involvement in a conference in Ottawa, which involved four MPACS students acting as rapporteurs for the
various sessions. The Group of 78 and Project Ploughshares organized the conference “WWI and Contemporary Policy on War and Peace.” The conference was held at the Canadian War Museum and reflected on how we can reduce the incidence of armed conflict and reinforce the foundations of a more stable, just and peaceful world. MPACS students who participated not only gained more knowledge about how to understand the meaning of World War I, but additionally were given hands-on experience in serving as rapporteurs.

Program Challenges and Adjustments
While the MPACS program has generally run well since its launch, there are a number of matters that have required adjustment or additional consideration.

Entrance average
First, the original proposal detailing the admissions criteria indicated that applicants were required to have earned an average of 78% in their last 20 undergraduate courses, rather than the 75% minimum that is standard University of Waterloo policy. Our experience over the past several years has been that there was no significant programmatic reason why this higher average was essential to the success of students enrolled in MPACS. Each year, we have received a number of applications from students who MPACS would like to admit but whose average was above 75% but below 78%. While we were able to admit some of these students per non-standard admission criteria, the fact that the 78% minimum was posted on our website as a minimum may have deterred some applicants with very relevant experience from applying, and hence, MPACS proposed, and the Graduate Affairs Group has approved, equalizing the MPACS admission average starting in 2016-17 with the University of Waterloo minimum of 75%.

Directed Readings Course
We have encountered a number of students who either desire to engage in more specialized focused reading and study a key peace issue of interest that may not be covered in a course, or who would like to enroll in a course during the Spring term when most students pursue an internship. In response to this issue, the PACS Administrative Group is in the process of developing a Directed Readings course that will fill this gap. We anticipate that this course will be submitted to the Graduate Affairs Group in Fall 2015 for action to hopefully be activated in 2016.

Scholarship Funding
As reported above, MPACS currently is able to offer a maximum of approximately half tuition support funding for full-time students. Many other competing graduate programs offer far more financial support and we have found that we have regularly lost the best applicants to other programs which can provide a higher level of funding. For MPACS to be able to attract the best applicants will require additional financial resources.
**International Students**

While international students greatly enrich our program, they sometimes come with different expectations, understandings of academic attribution rules, and need for greater cultural or social support. We have experienced some cases of plagiarism that have been traced back to different cultural expectations. We have also invested more staff time to support international students, and assist them in integrating into the program, and helping them experience Canada. A ski day at Chicopee Ski for our African students seems to have been a highlight for some. The increased allocation of staff resources to international students is essential and valuable to both the students and the program.

**Mental Health Issues**

We have observed more mental health issues within the graduate cohort than we had anticipated. This is probably understandable due to the higher stress precipitated by an intensive graduate program. We have worked to improve staff training around mental health, made faculty members more available to talk with students who are experiencing mental health concerns, and created more community building events for students to attend in order to broaden their network of support. We continue to make supporting students a priority and will emphasize this more beginning in orientation sessions with incoming students.

**MPACS Required Core Courses**

There has been discussion by the MPACS faculty, but no consensus has emerged, about whether students would be better served by only being required to complete a lower number of core courses. Currently, students are required to take five of five core courses, including: PACS 601 Systems of Peace, Order and Good Governance; PACS 602 The Practice of Peace; PACS 603 Building Civil Society; PACS 604 Conflict Analysis; and PACS 605 Conflict Transformation and Peacebuilding. Discussions have taken place around changing this requirement to reduce the requirements to four out of four courses without flexibility, or alternatively any four out of the current five, rather than be required to complete all five. The difficulty that is posed for some students under the current requirement is that the required core courses are only offered at set times that may interfere with an internship or with elective courses that are only periodically offered at the university, and hence students may be locked into an academic schedule that does not best meet their academic interests. The opposing argument is that the required five core courses represent the essence of MPACS and therefore all should always be required. Although PACS continues to talk about the possibility of making these core course requirements more flexible, it is not clear whether any change will be proposed.
Conclusion

MPACS is a professional graduate program. Its mission is to “foster the capability of civil society to contribute to sustainable/holistic peace by empowering students with the knowledge, research and practical skills needed to contribute to nonviolent peacebuilding. Combining rigorous interdisciplinary scholarship with concrete application, the program will provide scholars and practitioners alike with the tools needed to understand conflict and contribute to its peaceful resolution.”

While pursuing this ambitious mission has not been without its challenges, we believe that that the program is on the right track, and will over time become known internationally as a very strong program. With the addition of a fifth permanent PACS faculty member in Fall 2015, the increasing resources provided by Conrad Grebel University College to provide modest scholarship and internship support, the very strong support we feel from the University of Waterloo, and the growing community support we feel, the raw materials needed to build a world class program are in place.

Any advice and counsel the University of Waterloo may have to help strengthen the MPACS program would be much appreciated. Thank you for your consideration and strong support.
The Master of Social Work program offered through the School of Social Work at Renison University College has not changed a great deal from the proposed program. The MSW provides students with knowledge and skills in advanced social work practice within a focus on health, research/scholarship, professional leadership, and social work supervision. It is delivered primarily online, with required on-campus summer institutes, to students who already hold a BSW degree.

The MSW program began in 2012 soon after it was approved. Because of the short time, it was decided to take only one part-time cohort. There were 57 applications and a class of 33 part-time students was admitted. In 2013, we admitted two more cohorts: one part-time and one full-time. There were 158 applications for the 50 spots. Applications in 2014 were at 144 and we admitted another 50 students into the FT and PT programs. Applications rose to 200 in 2015 and we admitted 52. The first graduations occurred in October 2014 with 22 full-time and 30 part-time students convocating.

There have been a small number of changes since the program was implemented. The original proposal suggested that a ten page study plan would be requested from applicants. This has been reduced to answering three questions to a maximum of 500 words each for a total of 1500 words. This has helped streamline the application process.

The original program design had the field component broken into two parts; each was considered a separate course. The field component and the accompanying online Integration Seminar are now milestone degree components. The Capstone or final integrative assignment was originally within a field course. It is now called the Masters Seminar Presentation and is a separate milestone degree component as well.

Within the original MSW program proposal, there were two elective courses; SWREN 608: Health issues & Ethics and SWREN 609: Social Work Practice in Mental Health. However, these were the only elective choices for the first cohort so that did not really qualify as an elective as they had no choice. We have since then added a number of electives:
**SWK 672R International Experience**

This course provides a framework for understanding a developing country through a comparative study with Canada. The collective responses of citizens in meeting community needs in the context of colonial legacies and contemporary global influences are highlighted in both settings. The international learning experience usually takes place during Reading Week and is complemented by two days of pre-trip learning focusing on Canadian realities and on post-trip day to reflect upon the comparative analysis. (Note: this is international experience with an on campus component)

**SWK 650R Interprofessional Psychosocial Oncology: Introduction to Theory and Practice**

This ELECTIVE course provides graduate students with an introduction to the field of psychosocial oncology. Emphasis will be placed on understanding and interpreting the experience of cancer informed by theory, evidence and illness narratives. Case based learning in small interprofessional groups will allow students to explore a variety of key learning themes relevant to psychosocial oncology including distress assessment, depression, anxiety, adjustment and coping, sexuality, loss and grief. Small group work will allow students to develop a rich understanding of the cancer experience and competency in psychosocial oncology assessment, interprofessional collaboration, and cultural safety. Attention to diversity will be integrated throughout the course. [Note: This is an online course]

**SWK 651R Relational Practice with Families**

Using case based learning in small interprofessional groups, students will explore a variety of key learning themes relevant to the interprofessional care of families. Themes that will be addressed include: family theory, models of family & couple counseling (particularly from a systemic and strengths based perspective), family assessment, therapeutic conversations and interventions. Case examples will be drawn from the experience of families across the cancer illness trajectory, from diagnosis through to death and dying, bereavement and long term survivorship. Small group work will allow student to develop a rich understanding of the cancer experience from the perspective of families, as well as competency in family assessment, intervention, interprofessional collaboration, and cultural safety. Attention to diversity will be integrated throughout the course. [Note: This is an online course]

**SWK 652R Sexual Health and Counseling in Cancer** ELECTIVE course. Cancer causes wide-ranging impacts on sexual health and well-being and numerous studies have identified that people affected by cancer want support, education and counseling in this area. While health professionals consistently acknowledge that sexuality is within their scope of practice, few health professionals consistently assess or intervene in sexual health problems in cancer settings. This course is designed to provide graduate
students in the health professions with the knowledge and skills to intervene with the sexual problems that arise in cancer. [Note: This is an online course]

SWK 690R Special Topics in Social Work ELECTIVE course.

All Social Work programs must be accredited by the Canadian Association of Social Work Education. We obtained pre-accreditation status in our first year of program delivery. Programs are required to wait until at least one cohort of students has graduated in order to apply for full accreditation. We submitted our self-study for full accreditation in April 2015 and have received positive feedback from the readers. We are scheduled to have the readers visiting in October 2015 which is standard practice for an accreditation process. We are confident that the process will be successful.

All in all the changes that have been made to the MSW program have either streamlined the administrative aspects or they have enhanced the desirability of the program to current and prospective students.
Two-Year Progress report  
Pharmacy (PhD)  
January 2016

Prepared by the School of Pharmacy Graduate Studies and Research Committee:

Dr. Shawn Wettig  
Associate Director, GSRC  
School of Pharmacy  
University of Waterloo

Dr. Colleen Maxwell  
Professor  
School of Pharmacy  
University of Waterloo

Dr. Andrea Edginton  
Associate Professor  
School of Pharmacy  
University of Waterloo

Dr. Praveen Nekkar  
Associate Professor  
School of Pharmacy  
University of Waterloo

Dr. Wasem Alsabbagh  
Assistant Professor  
School of Pharmacy  
University of Waterloo

Ms. Shannon Callender  
President  
PhGA  
University of Waterloo

Ms. Sarah Robertson  
Admin. Coordinator, GSRC  
School of Pharmacy  
University of Waterloo

1. Background and Overview

The School of Pharmacy submitted its self-study document for the PhD program in Pharmacy in May of 2012, and the External Reviewers’ visit took place on September 19th. The program was approved on February 20th, 2013, with the requirement that a two-year progress report address the Implementation of the faculty hiring plans.

Our first students (n=3) enrolled in the PhD program in the Fall of 2013; this included 2 students who transferred from programs in other departments, and have since successfully graduated from the program. Our current PhD student complement is 17, with a number of faculty also supervising PhD students in other University of Waterloo programs (i.e. Chemistry and Applied Health Sciences) as well as at other Universities (i.e. University of Calgary, University of Bordeaux, Ain Shams University)
This report will detail the progress made in addressing the specific recommendations made by the External Reviewers, and in particular will report on the School’s faculty hiring plans and other successes relevant to the PhD program.

2. Recommendations from External Reviewers

a. **Budget and hires**: additional faculty recruitment is anticipated and we recommend some mid-career hires and development of a critical mass in the area of the applied sciences/clinical practice (e.g. in fields such as health outcomes, population health, pharmacoepidemiology, pharmacoconomics). Approval of a sustainable operating budget is essential.

At the time that the original proposal was submitted, the School of Pharmacy had 15 tenured or tenure-track faculty members. Over the past 3 years, an additional 7 faculty have been hired within a broad range of training and expertise. In addition, we are in the final stages of hiring an additional faculty member. We have had one resignation over this time frame for a net increase of 47% in the faculty complement. The faculty hires since the approval of the PhD program are summarized in Table 1 below, and CVs are provided in the appendices:

**Table 1. Faculty Hires, School of Pharmacy, 2012 – 2016**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Hire Date</th>
<th>Area of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan Blay, PhD</td>
<td>Professor</td>
<td>November 2012</td>
<td>Cancer drug discovery, pharmacology of anti-cancer drugs</td>
</tr>
<tr>
<td>Cynthia Richard, PhD</td>
<td>Clinical Lecturer</td>
<td>September 2013</td>
<td>Nutrition, Pharmacy Education</td>
</tr>
<tr>
<td>Tejal Patel, PharmD</td>
<td>Assistant Professor</td>
<td>March 2014</td>
<td>Neurology, Epilepsy, Pain Management</td>
</tr>
<tr>
<td>Sherilyn Houle, PhD</td>
<td>Assistant Professor</td>
<td>April 2014</td>
<td>Clinical and economic outcomes related to new models of pharmacy practice</td>
</tr>
<tr>
<td>Wasem Alsabbagh, PhD</td>
<td>Assistant Professor</td>
<td>October 2014</td>
<td>Pharmacoepidemiology and pharmacoconomics, Drug safety</td>
</tr>
<tr>
<td>Tom McFarlane, PharmD</td>
<td>Clinical Lecturer</td>
<td>September 2015</td>
<td>Cancer therapeutics</td>
</tr>
<tr>
<td>Jeff Nagge, PharmD</td>
<td>Associate Professor</td>
<td>January 2016</td>
<td>Cardiovascular therapeutics, anticoagulation, new practice models</td>
</tr>
<tr>
<td>Assistant Professor, PharmD</td>
<td>Assistant Professor</td>
<td>February 2016</td>
<td>Interviews completed, Offer will be made in January 2016</td>
</tr>
</tbody>
</table>
The faculty at the School of Pharmacy collectively possess expertise in a diverse range of pharmaceutical, clinical and population health sciences. Areas of research focus that have developed over the past few years include cancer (5-6 researchers), geriatrics (5-6 researchers) and pharmacy practice/health care delivery (6-7 researchers). A complete list of faculty members and their research area is provided as Table 2.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>RANK</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alsabbagh, Wasem</td>
<td>Assistant Professor</td>
<td>Pharmacoepidemiology and pharmacoconomics, Drug safety</td>
</tr>
<tr>
<td>Beazely, Michael</td>
<td>Associate Professor</td>
<td>Pharmacology - Alzheimers</td>
</tr>
<tr>
<td>Blay, Jonathan</td>
<td>Professor</td>
<td>Cancer drug discovery, pharmacology of anti-cancer drugs</td>
</tr>
<tr>
<td>Chang, Feng</td>
<td>Assistant Professor</td>
<td>Rural Primary Care</td>
</tr>
<tr>
<td>Edginton, Andrea</td>
<td>Associate Professor</td>
<td>Pharmacokinetics</td>
</tr>
<tr>
<td>Edwards, David</td>
<td>Professor</td>
<td>Pharmacokinetics</td>
</tr>
<tr>
<td>Foldvari, Marianna</td>
<td>Professor</td>
<td>Pharmaceutical Nanotechnology</td>
</tr>
<tr>
<td>Grindrod, Kelly</td>
<td>Assistant Professor</td>
<td>Community Pharmacy, Health Outcomes</td>
</tr>
<tr>
<td>Houle, Sherilyn</td>
<td>Assistant Clinical Professor</td>
<td>Pharmacy Practice</td>
</tr>
<tr>
<td>Joseph, Jamie</td>
<td>Associate Professor</td>
<td>Pathophysiology - Diabetes</td>
</tr>
<tr>
<td>Maxwell, Colleen</td>
<td>Professor</td>
<td>Pharmacoepidemiology, Aging, Health Outcomes</td>
</tr>
<tr>
<td>McFarlane, Thomas</td>
<td>Clinical Lecturer</td>
<td>Impact of pharmacist interventions on patient safety and adherence in oncology</td>
</tr>
<tr>
<td>Nagge, Jeff</td>
<td>Associate Clinical Professor</td>
<td>Cardiovascular Risk Reduction</td>
</tr>
<tr>
<td>Patel, Tejal</td>
<td>Assistant Professor</td>
<td>Pharmacotherapeutic management of neurological conditions</td>
</tr>
<tr>
<td>Rao Perampalli Nekkar, Praveen</td>
<td>Associate Professor</td>
<td>Drug discovery/rational design</td>
</tr>
<tr>
<td>Richard, Cynthia</td>
<td>Clinical Lecturer</td>
<td>Nutrition, Pharmacy Education</td>
</tr>
<tr>
<td>Rojas-Fernandez, Carlos</td>
<td>Assistant Professor</td>
<td>Geriatric Pharmacotherapy</td>
</tr>
<tr>
<td>Slavcev, Roderick</td>
<td>Associate Professor</td>
<td>Microbiology, Vaccines, Business</td>
</tr>
</tbody>
</table>
With the full implementation of the undergraduate pharmacy program, a permanent budget for Pharmacy was established for FY 2013-14. The base budget for the School was set at $5.8 million with additional carry-over associated with unspent funds from the previous fiscal year. The total pharmacy budget for FY 2013-14 was $6.4 million. It should be noted that the university has implemented a 2% hold-back on budgets for the past few years as a financial security measure. Operating budgets for all ten pharmacy programs in Canada (2012-13 data) are presented in Figure 1. Waterloo is represented by a red square and is slightly below the trend line. The closest comparator to the University of Waterloo in terms of student numbers is the University of Alberta which has 508 undergraduate pharmacy students and a budget of $6.6 million.

**Figure 1: Comparison of pharmacy school operating budgets in Canada.**

The University of Waterloo has begun the process of switching to a model of activity-based budgeting. With this method, budgets are primarily based on outputs, and the activities required to achieve programmatic goals. Ideally there is close alignment between the budget and the strategic plan for the unit. The School of Pharmacy is well-positioned for this transition since there was no historical budget for the School, and the current budget is largely activity-based. In this model, it is expected that revenues generated by the School will remain with the School which will in turn be charged for overhead and services that are centrally provided by the
university. There is little information at this time to be able to determine the net effect of this approach to budgeting on the resources available to the School of Pharmacy.

b. **Strategic plan:** the School should maintain a top priority to develop a strategic plan to guide program development, faculty recruitment and promote excellence in research.

The School of Pharmacy Strategic plan for 2014 – 2018 can be found at: https://uwaterloo.ca/pharmacy/about-school-pharmacy/school-pharmacy-strategic-plan-2014-2018

Undergraduate and graduate education, basic and applied research, professional and community service, and infrastructure and support have been identified as 4 areas of strategic priority for the School of Pharmacy for the 2014 – 2018 timeframe. With respect to graduate education, our goals include:

- The offering of a graduate program that will attract outstanding domestic and international students and produce scientists with the skills to be successful in the real world.
- The establishment of additional opportunities for graduate training in clinical and applied medication and health-related research.

Goals in the area of basic and applied research include:

- Create a robust infrastructure for support of all research activities. Support areas of strength in research to further enhance the reputation of the School of Pharmacy and attract high-quality researchers.
- Increase strength in practice-based research.
- Provide evidence for the high quality and impact of research and scholarship at the School of Pharmacy.
- Maximize awareness of pharmacy research within the School, throughout the University and with external stakeholders.

A summary of the strategic plan is provided as Appendix A.

c. **Graduate coursework and seminar program:** develop additional graduate courses and implement a weekly seminar program in the Pharmaceutical Sciences disciplines, the latter focused on expert speakers.

New courses that have been implemented since the PhD in Pharmacy program was approved include:

PHARM 601/616 – MSc and PhD Thesis proposals (respectively)
PHARM 613 – Principles and Practices in Systemic Treatments for Cancer
PHARM 614 – Systematic Review and Meta-Analysis
PHARM 615 – Strategic Management of Biopharmaceutical Technology
PHARM 617 – Formulations

In addition, 12 different special topics courses have been offered under the course PHARM 608 – Special Topics in Pharmaceutical Sciences. These include:

1. Phage Biology
2. Neuroscience
3. Clinical Treatment- Hematology
4. Biopharmaceutical Management
5. Advanced Pharmacokinetics
6. Gene Therapy
7. Systemic Cancer Therapeutics
8. Drug Discovery
9. Soft Gel Development
10. Malignancies
11. Hematological Malignancies
12. Diabetes

A research seminar program has been implemented in the School of Pharmacy, and is coordinated by Drs. Paul Spagnuolo and Colleen Maxwell. Expert speakers from a broad scope of Pharmacy or Pharmaceutical Sciences related disciplines currently present on a bi-weekly basis. As an example, Table 3 presents a summary of speakers, their home institution, and the title of their research seminar. Graduate students are required to attend the research seminars, and attendance is tracked as a milestone in the Pharm 601/616 thesis proposal courses (MSc and PhD, respectively)

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Institution</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Jan 15</td>
<td>Ross Tsuyuki</td>
<td>University of Alberta, Faculty of Medicine and Dentistry</td>
<td>Pharmacist prescribing in Alberta</td>
</tr>
<tr>
<td>28 Jan 15</td>
<td>Sabine Paglialunga</td>
<td>University of Waterloo, School of Pharmacy</td>
<td>N/A</td>
</tr>
<tr>
<td>25 Feb 15</td>
<td>Hon Leong</td>
<td>University of Western Ontario, Department of Urology</td>
<td>Accomplices in Tumor Cell invasion: Invadopodia and Extracellular Vesicles</td>
</tr>
<tr>
<td>11 Mar 15</td>
<td>Ben Thompson</td>
<td>School of Optometry, University of Waterloo, Vision Science</td>
<td>Learning to see with a 'lazy eye'; harnessing visual cortex plasticity to treat amblyopia</td>
</tr>
<tr>
<td>25 Mar 15</td>
<td>Praveen Nekkar</td>
<td>School of Pharmacy, University of Waterloo</td>
<td>Alzheimer's - A MedChem approach</td>
</tr>
<tr>
<td>8 Apr 15</td>
<td>Ahmed El-Sohemy</td>
<td>Nutritional Sciences, University of Toronto</td>
<td>Do our genes determine what we should eat?</td>
</tr>
<tr>
<td>Date</td>
<td>Name</td>
<td>Affiliation</td>
<td>Topic</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>22 Apr 15</td>
<td>David Hampson</td>
<td>Pharmaceutical Science, University of Toronto</td>
<td>Gene therapy for fragile X syndrome - using viral vectors for transgene expression in the mouse brain</td>
</tr>
<tr>
<td>6 May 15</td>
<td>Jennifer Stinson</td>
<td>University of Toronto Centre for the Study of Pain, and Hospital for Sick Children</td>
<td>Improving Health Outcomes in Children using e-health and m-health technologies</td>
</tr>
<tr>
<td>20 May 15</td>
<td>Alex Crizzle</td>
<td>School of Public Health and Health Systems, University of Waterloo</td>
<td>Keep your eyes on the road: preparing for the baby boomers</td>
</tr>
<tr>
<td>15 Sep 15</td>
<td>David Ma</td>
<td>Human Health and Nutritional Sciences, University of Guelph</td>
<td>Omega three fatty acids and breast cancer prevention</td>
</tr>
<tr>
<td>29 Sep 15</td>
<td>Cheryl Seguin</td>
<td>Department of Physiology and Pharmacology, Western University</td>
<td>Insights into intervertebral disc development, health and disease</td>
</tr>
<tr>
<td>13 Oct 15</td>
<td>John Ebos</td>
<td>Department of Cancer Genetics, Roswell Park Cancer Institute</td>
<td>Targeting the tumor microenvironment: resistance, metastasis, and the search for treatment biomarkers</td>
</tr>
<tr>
<td>27 Oct 15</td>
<td>Rachelle Olson</td>
<td>St. Jude Children's Research Hospital (Memphis TN)</td>
<td>Transformation of Primary Neural Crest Cells to Model Pediatric Cancers</td>
</tr>
<tr>
<td>10 Nov 15</td>
<td>Susan Fagan</td>
<td>School of Pharmacy, University of Georgia</td>
<td>Angiotensin II Type II receptor stimulation and recovery after stroke</td>
</tr>
<tr>
<td>24 Nov 15</td>
<td>Trevor Shepherd</td>
<td>Schulich School of Medicine &amp; Dentistry, University of Western Ontario</td>
<td>Investigating the therapeutic potential of targeting ovarian tumour dormancy using 3D spheroids as a model system.</td>
</tr>
<tr>
<td>8 Dec 15</td>
<td>John Mielke</td>
<td>Applied Health Sciences, University of Waterloo</td>
<td>What’s past is prologue. Early life adversity and the programming of brain development.</td>
</tr>
</tbody>
</table>

Additionally, the Pharmacy Graduate Students Association (PhGA) has implemented a “PharmClub” in which they invite topic specific experts to meet with graduate students, discussing not only research, but also professionalism topics. PharmClub also provides an avenue for students to practice their thesis defenses and polish presentation skills for both local and national competitions. Finally, a research skills program has been implemented, where graduate students participate in workshops on a particular research skill. To date workshops on cell culture, literature searching, and scientific writing have been offered.

**d. Infrastructure:** seek resources to expand analytical capabilities in the School and develop an animal holding facility as a priority.

The External reviewers noted that the routine requirement for students to take samples from the Pharmacy building to the main University of Waterloo campus for analytical measurements (in
particular Mass Spec and NMR) was a disadvantage to the program. In 2013, Drs. Nekkar and Wettig were successful in obtaining funding for an LC-MS system, allowing for some analytic work to now be carried out in-house. A CFI submission was recently successful (again by Dr. Nekkar) for a small (bench-top) NMR instrument capable of providing routine NMR analysis. A staff position (Research Technician, Scientific & Technical Services) has also been created to oversee the operation of the School’s core equipment facility; this position was initially staffed in October of 2014.

The School of Pharmacy’s animal holding facility was completed in 2014, and allows for the housing of 2 species (mouse and rats) for short term experimentation (48-72h). Other species, and longer term animal studies are carried out at the newly renovated Central Animal Facility located on the main University of Waterloo Campus. Dr. Jamie Joseph (School of Pharmacy) sits on the University of Waterloo Animal Care committee and provides oversight for the School’s in-house facility.

e. **Graduate recruitment and enrollment targets:** develop a graduate student recruitment strategy to attract top students and review enrollment targets as well as focus on increasing operating grant funding for student support.

At the time of the external review of the PhD in Pharmacy program, the steady state enrollment for 2018/19 was anticipated to be 55 students. At present there are currently 45 students in the combined MSc (28) and PhD (17) programs. Given this, combined with the hiring of 3 new faculty members (2 in 2015 and 1 in 2016), it is anticipated that our enrollment will increase beyond the previous target of 55 students. It should be noted that the anticipated enrollment was, to a certain degree, based upon the available student and laboratory research space within the building. With respect to traditional “wet-lab” research, our lab space is operating at near capacity; this remains a concern that will need to be addressed in the future.

Operating Grant funding has increased from $1.6 million in 2012/13 to $3.2 million (estimated) for 2015/16, doubling in a three year period. Operating funding has been obtained from tri-council sources (NSERC and CIHR), public sector funding (Province of Ontario), MITACS, private sector funding, and internal University awards. As a number of new faculty hires are in the process of submitting proposals in areas of research not previously explored, it is anticipated that the upward trajectory of research funding will continue.

3. **Other Progress and Impact**
The School of Pharmacy’s 4 year Doctor of Pharmacy (PharmD, entry to practice) program received full accreditation in June of 2015.
In 2013 a multi-institutional interdisciplinary team of researchers co-led by Professor Nancy Waite of the School of Pharmacy was awarded $5.77 million by the Ontario Ministry of Health and Long-term Care. The Ontario Pharmacy Research Collaboration (OPEN) studies how to make the use of drugs more effective for patients and health-care professionals. This program has supported over 35 University of Waterloo undergraduate students and currently supports 8 University of Waterloo graduate students.

Researchers in the School of Pharmacy now also have access to human clinical materials through a memorandum of understanding between the University and Grand River Hospital, in particular through collaborative links between Drs. Blay and Spagnuolo and the Grand River Regional Cancer Centre (GRRCC) and its medical oncologists. This collaborative research is greatly facilitated by staff within the GRRCC clinical trials group and facilitated by a recent (December 2015) agreement that allows ethical approval to be issued jointly by the Tri-Hospitals Research Ethics Board (THREB) and the University of Waterloo’s Human Research Ethics Committee (HREC) and Clinical Research Ethics Committee (CREC). Additionally, a separate collaboration has been established between the Grand River Cancer Center Medical Physics department, the Ontario Veterinary College, and Dr. Wettig in the School of Pharmacy. This collaboration is funded by the Ride for Dad Foundation, for the development of a gold nanoparticle based therapy for the treatment of prostate cancer.

4. **Summary**

In summary, all of the recommendations made by the external reviewers during the 2012 site visit have either been, or are in the process of being, implemented. The hiring plan that was implemented has resulted in the recruitment of a diverse group of excellent faculty members, providing critical expertise in the clinical and practice fields of pharmacy research. Faculty members within the School continue to have high success in Tri-council grant competitions, as well as in other public sector and not-for-profit foundation grant competitions. Collaborations with private sector partners are also increasing, enhancing the reputation of the School within the larger pharmaceutical industry. Overall, the School is well positioned to maintain the excellence currently instilled in our graduate programs and to capitalize on future opportunities over the next five years.
March 30, 2016

Dear Colleagues,

The following is a progress report in response to the External Committee Site Visit Recommendations that emerged from GWPI’s seven year review. I have attached a copy of the reviewer’s recommendations and the response given by me at the time of the review. Also attached is a strategic planning document completed in May, 2015. Progress on each point is presented in turn.

1) The administration of GWPI is admirably lean... Assistant to the Director, Linda Stadig, retired in October 2014 and was replaced in December 2016 by Kiley Rider. Kiley is a Guelph employee shared between the two offices, as previously arranged for Stadig. Kiley spends three days per week in Waterloo and two at Guelph. Among her many skills, Kiley came up to speed quickly, has managed the office efficiently, and has made effective use of internet technology and web design. Staffing has otherwise remained at the same level no action to increase our staffing level has been approved.

2) GWPI should produce a budget The suggested move to provide GWPI a separate budget was rejected by UW’s dean at the time, Terry McMahon. The Graduate Program will continue operating under the budgets of the two departments for the foreseeable future.

3) Evaluate whether the admission process has been adequately resourced...Admissions have been streamlined to some degree, with more efficient transmission of applications for director’s approval. We intend to streamline the process by moving from Sharepoint to On-Base in order to circulate application material to faculty. No additional resources have been allocated.

4) Link room The link rooms remain as they were with no significant upgrades since the External’s report was received. New technology is urgently needed and will hopefully be accommodated in the new budget process.

5) Strategic plan Though not required, a brief strategic plan including several goals was drawn up by the Director in May 2015 despite no new resources allocated to the program. The plan is attached.

6) Building issues Despite urgent need, no new facilities are planned for Physics & Astronomy

7) International students Beyond the IDSA and IMSA top-ups at Waterloo, the Universities have done little to address the need for international students as a vital part of the graduate community. Concern has been expressed that the atmosphere will worsen under Waterloo’s new budget model, potentially at great expense to Physics & Astronomy’s growing international research reputation.

8) Graduate living expenses The Marie Curie Awards enabled by a $500K grant per annum from the Provost’s office temporarily fixed this problem. However, as expenses rise, the Curie’s will be unable to keep pace without funding increases.

Brian R. McNamara
Director, Guelph-Waterloo Physics Institute
Two-year Progress Report for MES in Sustainability Management

The MES in Sustainability Management (SUSM) started in fall 2013. In its first two years SUSM has attracted 39 students and the first student graduated in fall 2014. SUSM continues to attract both domestic and international students who are interested in learning about and conducting research in sustainability management and contributes to research conducted in the School for Environment, Enterprise and Development (SEED). The following table presents SUSM’s key figures with regard to student applications and the number of students in the programme. In 2015, the number of applications increased significantly to 75. Consequently, we also expect a significantly higher number of students in fall 2015. These figures demonstrate that SUSM continues to attract students and that marketing activities that particularly focus on domestic students have been successful.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015 (Process not yet complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications total</td>
<td>48</td>
<td>66</td>
<td>75</td>
</tr>
<tr>
<td>Applications: Domestic</td>
<td>30</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Applications: International</td>
<td>18</td>
<td>37</td>
<td>48</td>
</tr>
<tr>
<td>Intend to Matriculate</td>
<td>20</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Matriculated</td>
<td>20</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>Matriculated domestic</td>
<td>13</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Matriculated: International</td>
<td>7</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Responses to the programme reviewers’ recommendations

The reviewers who evaluated the programme evaluation have been very positive with regard to SUSM. However, they made four recommendations with regard to SUSM’s electives, the connection to developments in sustainability management, specific research. The following section describes how we reacted to the recommendations.

With regard to measures to identify appropriate electives, we have created a list of electives in the Faculty of Environment that are recommended by the programme and by the supervisors. The list is updated annually and is sent to the students as a part of their ‘Welcome Package’. Furthermore, the
SUSM Handbook recommends that supervisors discuss electives with their students in order to make sure that students select course that support their research.

SUSM has already started to consider areas of more specific research focus. It is connected with the Integrated Water Management programme and offers the opportunity for students to focus their sustainsbaility management research on water related issues. Furthermore, SUSM addresses areas of research conducted in SEED. These areas are corporate sustainability, industrial ecology and the development and use of different forms of sustainability assessment, and development activities at international and local scales. Faculty, representing these research field present their research in the core courses SUSM 602 and SUSM 605 to give the students the opportunity to get to know different research opportunities.

The programme director continuously discusses new fields of research in sustainability management with faculty inside and outside of SEED. New research projects that offer opportunities for students are announced on the programme’s website. Furthermore, the programme director as well as course instructors are active in sustainability management research. They discuss new research fields on conferences and with colleagues. In addition course updates are discussed on an annual basis between the programme director and the course instructors to guarantee the integration of new research into the course syllabi.

To ensure that appropriate governance structures are in place, we developed a Guide for Graduate Research and Supervision at the University of Waterloo. The guide has been introduced to all faculty in a department meeting. Currently, the committee that has developed the guide is integrating feedback from faculty into the document. Furthermore, Katherine McLean has been hired to administrate the programme. She is responsible for all administrative issues including administering students’ files, supporting the applications process, scheduling defenses, and allocating TA positions and funding. Katherine McLean dedicates 50 percent of her full time position to SUSM. In addition Marion Brown, SEED’s administrative manager supports the SUSM in course scheduling and budgeting and Joanne Adair, supports the SUSM with regard to marketing.

Generally, we feel that SUSM will continue to attract strong students who are interesting in academic research with an applied focus. In-line with the University of Waterloo’s strategy, it contributes to the training of young researchers and, through its management approach, supports entrepreneurial thinking.
Senate Undergraduate Council met on 15 November 2016 and on behalf of Senate approved course submissions, minor changes to plans and regulations, and one academic program review report (latter item is contained within the consent report from Senate Graduate & Research Council). Council agreed to forward the following items to Senate for information. Council recommends that these items be included in the consent agenda.

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

FOR INFORMATION

CURRICULAR MODIFICATIONS
Course submissions and minor plan/regulation changes were approved for the Faculties of arts (anthropology; classical studies; double-counting regulations; English language and literature; fine arts; French studies; global business and digital arts; peace and conflict studies; political science; psychology; repeatable courses; School of Accounting & Finance), and environment (environment, resources and sustainability; ERS course acronym).

Mario Coniglio
Associate Vice-President, Academic

/mg
FOR INFORMATION

Recognition and Commendation

“Whatever I learn, I try to find a way to fit it into my own life experiences. In this way, I can more easily relate to and recall what I have learned,” said Tanya Montebello, winner of the 2016 J.D. Leslie Prize, when asked about her secret to achieving such high marks. In comparing her online experiences to a traditional classroom, Montebello said “I prefer studying online because it allows for more freedom to manage other aspects of my personal life... and cuts down on expenses.” The J. D. Leslie Prize is awarded to the graduating student who has achieved a first-class standing and who has earned 50 percent or more of the credits for his or her undergraduate degree through online and distance courses. The $1,000 prize is named for the late Dr. James D. Leslie who began the University of Waterloo’s Correspondence Program in 1968 (now the Centre for Extended Learning). (adapted from the Daily Bulletin, 25 October 2016)

The University of Waterloo has been the most innovative university in Canada every year for the past quarter-century, according to Maclean’s magazine. The survey has named Waterloo Canada’s most innovative university every year since the ranking began to measure it. The Maclean’s annual ranking of Canadian universities, released in November, also named Waterloo second in the Best Overall category. Waterloo also moved up to third place in Highest Quality and Leaders of Tomorrow. In the comprehensive category of universities, faculty at Waterloo ranked first for awards and number of publications. Based on Maclean’s own student satisfaction survey that was introduced last year, Waterloo is third overall among comprehensives and ranked first for experiential learning. Maclean’s reputational rankings are the result of a national survey of high school guidance counsellors, university officials, heads of national organizations, recruiters and CEOs of companies across Canada. (adapted from Waterloo News, 26 October 2016)

Each year Corporate Knights magazine recognizes exceptional young Canadians shaping our sustainable future. This year, approximately 80 nominations were received and three Faculty of Environment alumnae were among those who came out on top. “These three young professionals exemplify the next generation of environmental leaders,” says Jean Andrey, dean of the Faculty of Environment. “Their achievements reinforce the responsibility we have here at Waterloo to harness student energy and passion to make the world a better place; giving them the skills, confidence and tools to be the future generation our planet needs.” Winners were: Dana Decent, Environment and Business; Tahnee Prior, Trudeau Scholar, Vanier Canada Graduate Scholar, and Doctoral Candidate at the Balsillie School of International Affairs; and Morgan Book, Climate Change. (adapted from the Daily Bulletin 28 October 2016)

The University of Waterloo is Research University of the Year among Canadian comprehensive universities nine years running, according to rankings released by Research Infosource in October. The designation under Canada’s Top 50 Research Universities is based on performance of a balanced set of input, output, and impact measures and recognizes superior achievement in both earning research income and publishing research in leading scientific journals. Waterloo ranked 12th among Canada’s top 50 research universities on the 2016 list for sponsored research income with $180 million. Considered one of Canada’s leading consulting firms for organizations with interests in science, technology, and innovation, Research Infosource ranks top research universities in three categories: Medical/Doctoral, Comprehensive, and Undergraduate. The group measures institutions based on research input and output/impact. (adapted from Waterloo News, 27 October 2016)

The University of Waterloo is Research University of the Year among Canadian comprehensive universities nine years running, according to rankings released by Research Infosource. The designation under Canada’s Top 50 Research Universities is based on performance of a balanced set of input, output, and impact measures and recognizes superior achievement in both earning research income and publishing research in leading scientific
journals. Waterloo ranked 12th among Canada’s top 50 research universities on the 2016 list for sponsored research income with $180 million. As Research Infosource marks 15 years of ranking Canadian universities, Waterloo placed second for total research income with $1.9 billion and first for the highest number of research publications (more than 26,000) during the last 15 years among comprehensive universities, as calculated by Research Infosource. Waterloo was also named third for publications growth and research income growth during the last 15 years. (adapted from the Daily Bulletin, 3 November 2016)

The University of Waterloo has joined the ranks of Canada’s Top 100 Employers, an annual ranking of businesses and organizations across the country who lead in attracting and retaining employees. The official announcement magazine was published in the national edition of The Globe and Mail on 7 November 2016. The University of Waterloo was cited for its pension and benefit offerings, retirement preparation programs, vacation allotment for employees, onsite amenities, among others. “When we think about working for an exceptional employer, each of us looks for a few key benefits that are important,” says Richard Yerema, Managing Editor at Mediacorp Canada Inc., which manages the competition. “Things like career advancement and training are important when starting our careers, or family-friendly benefits and time-off as we gain more experience. To secure a place on a list like Canada’s Top 100 Employers an employer has to do everything well – it’s like being a hockey player who excels at both defense and offence, or an athlete who wins a triathlon.” Entering its 18th year, the Canada’s Top 100 Employers competition is an editorial project that recognizes employers with exceptional human resources programs and forward-thinking workplace policies. Editors at Mediacorp grade employers on eight criteria, including the Physical Workplace, Work Atmosphere and Social, Health, Financial and Family Benefits, Vacation and Time Off, Employee Communications, Performance Management, Training and Skills Development, and Community Involvement. (adapted from the Daily Bulletin, 7 November 2016)

The Top Eight Academic All-Canadians for the 2015-2016 season were honoured in Ottawa in November, including Waterloo hockey player Colin Behenna. His Excellency the Right Honourable David Johnston, Governor General of Canada, presented the fourth Governor General’s Academic All-Canadian Commendation to the eight recipients during a ceremony at Rideau Hall. Every year, a growing number of CIS student-athletes are recognized as Academic All-Canadians, having maintained an average of 80 per cent or better over the academic year while competing for one – or more – of their university’s varsity teams. Colin Behenna, a hockey player and math and business student from the University of Waterloo, was named one of the 2015-2016 recipients from Ontario University Athletics (OUA). Behenna hails from Waterloo and is in the math and business program. He plays on the Warriors Men’s Hockey team. He was named OUA West MVP last season, and a second-team All-Canadian, after recording 44 points in 27 games – the third most in the county. In four season with the Warriors, Behenna racked up 150 points, ranking him third overall on the Warriors all-time scoring list. Behenna was recently named to the President’s Academic Honour Roll, and has volunteered with Habitat for Humanity. (adapted from the Daily Bulletin, 10 November 2016)

Waterloo’s ACM competition teams dominated at the 2016 Association for Computing Machinery International Collegiate Programming Contest East Central North America Regional Programming Contest, held October 29, 2016. All five of Waterloo’s competition teams placed in the top 10, with Waterloo Royal Blue (Jacob Jackson, 2A Computer Science; Timothy Li, 1A Computer Science; Antonio Molina Lovett, 4A Mathematics) placing 1st and solving all 10 problems in 224 minutes. Waterloo’s Royal Blue will represent Waterloo at the ACM ICPC World Finals, to be held in Rapid City, South Dakota, May 2017. They will compete against 130 other teams from around the world who are also the best teams in their particular geographical region. (adapted from the Daily Bulletin, 11 November 2016)
A. APPOINTMENTS

Adjunct appointments
Graduate Supervision
AZAGBA, Sunday, Assistant Professor, School of Public Health and Health Systems, December 1, 2016 – December 31, 2017.

DAVISON, Colleen, Assistant Professor, School of Public Health and Health Systems, October 1, 2016 – December 31, 2019.

FRANK, James, Professor Emeritus, Department of Kinesiology, December 1, 2016 – December 31, 2017.

McMURRAY, Josephine, Assistant Professor, School of Public Health and Health Systems, October 1, 2016 – December 31, 2017.

ST. JOHN, Phillip, Associate Professor, School of Public Health and Health Systems, October 15, 2016 – December 31, 2018.

Research
SEHL, Michael, Assistant Professor, Department of Kinesiology, July 1, 2016 – June 30, 2019.

SPAGNUOLO, Paul, Associate Professor, Department of Kinesiology, December 1, 2016 – December 31, 2018.

Graduate Supervision and Research
MILLS, Christina, Assistant Professor, School of Public Health and Health Systems, December 1, 2016 – December 31, 2021.

Adjunct reappointment
Graduate Supervision
COSTELLO, Mary Jean, Assistant Professor, School of Public Health and Health Systems, January 1, 2017 – December 31, 2017.

MASLOVE, David, Assistant Professor, School of Public Health and Health Systems, December 1, 2016 – December 31, 2018.

Special appointments
BURNS, Robert, Lecturer, Department of Kinesiology, January 3, 2017 – April 28, 2017.

GIBBS, Jenna, Lecturer, Department of Kinesiology, January 3, 2017 – April 28, 2017.

LOPEZ, Kimberly, Lecturer, Department of Recreation and Leisure Studies, January 1, 2017 – April 30, 2017.

McCLINCHEY, Kelley, Lecturer, Department of Recreation and Leisure Studies, January 1, 2017 – April 30, 2017.
MILLER, Maggie. Lecturer, Department of Recreation and Leisure Studies, January 1, 2017 – April 30, 2017.

SVENSON, Stephen. Lecturer, Department of Recreation and Leisure Studies, January 1, 2017 – April 30, 2017.

Post-doctoral fellow to research appointment
REID-MUSSON, Emily, School of Public Health and Health Systems, November 1, 2016 – October 31, 2017.

Change in Research Definite Term appointment
HILBRECHT, Margo, from Assistant Research Professor, Faculty of Applied Health Sciences, Canadian Index for Wellbeing to adjunct lecturer, graduate supervision and research, Department of Recreation and Leisure Studies, December 1, 2016 – June 30, 2018.

Change in Cross Appointment
MINAKER, Leia, cross appointment changed to the School of Public Health and Health Systems, January 1, 2017 – August 31, 2021 from home Department, School of Planning.

B. ADMINISTRATIVE APPOINTMENTS
MCILROY, William, Chair, Department of Kinesiology, July 1, 2017 – June 30, 2020.

TUPLING, A. Russell, Associate Chair, Undergraduate Studies, Department of Kinesiology, September 1, 2016 – August 31, 2019.

C. RETIREMENTS
ROY, Eric, Professor, Department of Kinesiology, December 31, 2016.

James W.E. Rush, Dean
Faculty of Applied Health Sciences
UNIVERSITY OF WATERLOO
REPORT OF THE DEAN OF THE FACULTY OF ARTS TO SENATE
January 16, 2017

FOR INFORMATION

A. APPOINTMENTS

Definite Term Appointments
SUD, Bharat (BE 1996 Gujarat University, MBA 2001 PhD 2009 University of Western Ontario), Lecturer, Department of Economics, December 1, 2016 to December 31, 2018. With a PhD in marketing from Western, Dr. Sud will support the department by teaching marketing courses in Economics as well as in the programs offered at the Stratford campus.

Adjunct Appointments – Instruction
BENVENUTI, Courtney, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

BUTCHART, Amy, Lecturer, Faculty of Arts, Stratford Programmes, January 1, 2017 to April 30, 2017.

MARCOTTE CHENARD, Sophie, Lecturer, Department of Political Science, January 1, 2017 to April 30, 2017.

POLOTSKAIA, Anna, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

SOKOLOV, Danila, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

Adjunct Reappointments – Instruction
ARNASON, Mark, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

BALTRUSAITIS, Jonathan, Lecturer, Faculty of Arts, Stratford Programmes, January 1, 2017 to April 30, 2017.

ATOCHE, Cristina, Lecturer, Department of Spanish and Latin American Studies, January 1, 2017 to April 30, 2017.

BRADLEY, Adam, Lecturer, Faculty of Arts, Stratford Programmes, January 1, 2017 to April 30, 2017.

BRIGGS, Catherine, Lecturer, Department of History, January 1, 2017 to April 30, 2017.

BULLOCH, Dean, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

CAMPBELL, Greg, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.
CERVENY, Paula, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

CHAPUT, Louise, Lecturer, Department of Political Science, January 1, 2017 to April 30, 2017.

COCARLA, Sasha, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

DATARDINA, Malik, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

DE LUNA VILLALON, Maria, Lecturer, Department of Spanish and Latin American Studies, January 1, 2017 to April 30, 2017.

DEMAN, J. Andrew, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

DE ROOIJ-MOHLE, Geertuida (Margreet), Lecturer, Department of Germanic and Slavic Studies, January 1, 2017 to April 30, 2017.

DEVEAU, Danielle, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

DIGNAN, Paul, Lecturer, Department of Fine Arts, January 1, 2017 to April 30, 2017.

DOLSON, Mark, Assistant Professor, Department of Anthropology, January 1, 2017 to April 30, 2017.

DUCHARME, Robert, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

ENNIS, Richard, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

FATIMA, Nafeez, Lecturer, Department of Economics, January 1, 2017 to April 30, 2017.

FERNANDEZ, Stephen, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

FLERAS, Augie, Professor, Department of Political Science, January 1, 2017 to April 30, 2017.

GERNON, Mark, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

HANCOCK, Michael, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

HAYES, Nicole, Lecturer, Department of Anthropology, January 1, 2017 to April 30, 2017.

HILL, Heather, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

HOLMES, Trevor, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

HOLUKOFF, Kurt, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

HUNTER, Natalie, Lecturer, Department of Fine Arts, January 1, 2017 to April 30, 2017.
HUTCHISON, Jesse, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

JAIME-DOMINGUEZ, Luis, Lecturer, Department of Spanish and Latin American Studies, January 1, 2017 to April 30, 2017.

KHALDI, Amir-Shahram, Lecturer, Department of History, January 1, 2017 to April 30, 2017.

LAM, Ibis, Lecturer, Department of Spanish and Latin American Studies, January 1, 2017 to April 30, 2017.

LIAQAT, Zara, Lecturer, Department of Economics, January 1, 2017 to April 30, 2017.

MA, Brian, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

MACDONALD, Christy, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

MALAMET, Elliott, Lecturer, Department of Religious Studies, January 1, 2017 to April 30, 2017.

MCCAULEY, Eva, Lecturer, Department of Fine Arts, January 1, 2017 to April 30, 2017.

MEINYKEVICH, Viktoria, Lecturer, Department of Germanic and Slavic Studies, January 1, 2017 to April 30, 2017.

MORGAN, Derek, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

NABERT-CHUBB, Rebecca, Lecturer, Department of Political Science, January 1, 2017 to April 30, 2017.

PECKHAM, William, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

RAHMAN, Fiona, Lecturer, Department of Economics, January 1, 2017 to April 30, 2017.

RAJSIC, Predrag, Lecturer, Department of Economics, January 1, 2017 to April 30, 2017.

RAY, Nicholas, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

REICHERT, Tetyana, Lecturer, Department of Germanic and Slavic Studies, January 1, 2017 to April 30, 2017.

RUFFUDEEN, Zamal, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

SARKANY, Laszlo, Lecturer, Department of Political Science, January 1, 2017 to April 30, 2017.

SCHWEITZER, David, Lecturer, Department of History, January 1, 2017 to April 30, 2017.

SHAKESPEARE, David, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

SIEBEL-ACHENBACH, Sebastian, Lecturer, Department of History, January 1, 2017 to April 30, 2017.
SLETHAUG, Gordon, Professor, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

SMITH, Jennifer, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

SPELTZ, Andrea, Assistant Professor, Department of Germanic and Slavic Studies, January 1, 2017 to April 30, 2017.

STETTNER, Shannon, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

VIOLA, Maria, Lecturer, Department of Economics, January 1, 2017 to April 30, 2017.

Adjunct Reappointments – Graduate Supervision
MCGEE, Ted, Professor, (Professor Emeritus), Department of English Language and Literature, January 1, 2017 to December 31, 2021.

SLETHAUG, Gordon, Professor, Department of English Language and Literature, January 1, 2017 to December 31, 2021.

Graduate Students Appointed as Part-Time Lecturers
CARROLL, James Ryan, Department of Germanic and Slavic Studies, January 1, 2017 to April 30, 2017.

CRONIN, Keely, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

DEFRAEYE, Julien, Department of French Studies, January 1, 2017 to April 30, 2017.

DEHGHANI, Morteza, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

DESHANE, Evelyn, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

DOAN, Tiffany, Department of Psychology, January 1, 2017 to April 30, 2017.

DUCLOS, François, Department of French Studies, January 1, 2017 to April 30, 2017.

DUNN, Timothy, Department of Psychology, January 1, 2017 to April 30, 2017.

DUSOWOTH, Sushma, Department of French Studies, January 1, 2017 to April 30, 2017.

HAIDER, Amna, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

HAYDON, Nathan, Department of Philosophy, January 1, 2017 to April 30, 2017.

HENSTRIDGE, Christine, Department of French Studies, January 1, 2017 to April 30, 2017.

LAJOIE, Jason, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

LAWRENCE, Christopher, Department of English Language and Literature, January 1, 2017 to April 30, 2017.
MATSINHE, Daniel, Department of French Studies, January 1, 2017 to April 30, 2017.

MAYBERRY, Tommy, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

MEHRABIAN, Houman, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

NORTHCOTE, Graeme, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

OFILI, Patricia, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

PINTO, Karen, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

ROWLAND, Samuel, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

SEWELL, Jamie, Department of Philosophy, January 1, 2017 to April 30, 2017.

SMEATON, Joan, Department of French Studies, January 1, 2017 to April 30, 2017.

TRAN, Alexander, Department of Psychology, January 1, 2017 to April 30, 2017.

VIST, Mari Elise, Department of English Language and Literature, January 1, 2017 to April 30, 2017.

WEAVER, Sara, Department of Philosophy, January 1, 2017 April 30, 2017.

WONG, Chris, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

YESAYA, David, Department of French Studies, January 1, 2017 to April 30, 2017.

Staff Appointments to Faculty

DI GRAVIO, Katrina, Lecturer, Department of Psychology, January 1, 2017 to April 30, 2017.

GLOVER, Adam, Lecturer, Department of Fine Arts, January 1, 2017 to April 30, 2017.

B. ADMINISTRATIVE APPOINTMENTS

COLLINGTON, Tara, Associate Chair, Graduate Studies, Department of French Studies, January 1, 2017 to June 30, 2017.

ESSELMENT, Anna, Interim Chair, Department of Political Science, July 1, 2017 to August 31, 2018.

Administrative Appointments – Change in Dates

ESSELMENT, Anna, Associate Chair, Undergraduate Studies, Department of Political Science, from January 1, 2016 to June 30, 2019 to January 1, 2016 to June 30, 2017.
C. SABBATICAL LEAVES

For approval by the Board of Governors:

KELETA-MAE, Assistant Professor, Department of Drama & Speech Communication, March 1 to August 31, 2017, six months at full salary.

KROEKER, Greta, Associate Professor, Department of History, July 1, 2017 to December 31, 2017, six months at 85% salary.

Douglas M. Peers
Dean, Faculty of Arts
A. **APPOINTMENTS**

**Probationary Term**

SOJOUDI, Hossein, Assistant Professor, Department of Mechanical & Mechatronics Engineering, July 1, 2017 – June 30, 2020. PhD Georgia Institute of Technology, Atlanta, GA, USA 2012; MS Sharif University of Technology, Tehran, Iran 2006; BS Sharif University of Technology 2004. Dr. Hossein Sojoudi’s research lies at the intersection of nanoengineering, thermal science, and interfacial engineering with applications in the areas of water-energy nexus and electronics. He received his PhD from Georgia Institute of Technology in December 2012 in the area of interfacial thermal engineering, and has published more than 20 journal articles in this (and related) areas. He is currently a Postdoctoral Associate in the Mechanical Engineering Department at the Massachusetts Institute of Technology. After completing his MS degree at Sharif University and before starting his PhD, he had been Founder and CEO of his own start-up company in Iran. He joins the Thermal group in the department as part of the Mechatronics Engineering program expansion.

**Probationary Term Reappointments**


BASU, Nandita, Assistant Professor, Department of Civil & Environmental Engineering (51%), and Department of Earth and Environmental Sciences, Faculty of Sciences (49%), July 1, 2016 – June 30, 2019. PhD Purdue University, West Lafayette, Indiana 2006; MTech Indian Institute of Technology, Kanpur, India 2001; BA Jadavpur University, Calcutta, India 1997.

CAO, Shi, Assistant Professor, Department of Systems Design Engineering, July 1, 2017 – June 30, 2020. PhD University of Michigan, Ann Arbor, USA 2013; MEd Zhejiang University, Hanzhou, China 2007; BSc Chu Kochen Honors College, Zhejiang University, Hangzhou, China 2005.

New Definite Term – full-time

NEZHAD-AHMADI MOHABADI, Mohammad-Reza, Research Assistant Professor, Department of Electrical & Computer Engineering, October 1, 2016 – September 30, 2018. PhD University of Waterloo 2010; MSc Sharif University of Technology, Tehran, Iran 2000; BSc Isfahan University of Technology, Isfahan, Iran 1998. Mohammad is joining the department as a Research Assistant Professor in the area of microwave/millimeter-wave integrated circuit design and development for advanced communication and sensing applications. He will be affiliated with the Centre for Intelligent Antenna and Radio Systems.

Visiting Appointments


KEGANG, Zhao, Scholar, Department of Mechanical & Mechatronics Engineering, November 6, 2016 – November 5, 2017.

KIM, Jang Baeg, Researcher, Department of Mechanical & Mechatronics Engineering, January 2, 2017 – August 31, 2017.

LUO, Hua, Scholar, Department of Systems Design Engineering, November 1, 2016 – April 30, 2018.

NIAZMAND, Hamid, Scholar, Department of Mechanical & Mechatronics Engineering, February 1, 2017 – September 30, 2017.

SAKAJIRI, Takayuki, Scholar, Department of Chemical Engineering, August 1, 2016 – July 31, 2017.

SHAHIDUL, Muhammad, Scholar, Department of Chemical Engineering, November 15, 2016 – April 30, 2017.


XU, Qian, Scholar, Department of Mechanical & Mechatronics Engineering, November 15, 2016 – November 14, 2017.

YANG, Qi, Scholar, Department of Electrical & Computer Engineering, September 15, 2016 – September 14, 2017.

YUE, Ren, Scholar, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – October 30, 2017.
ZHOU, Qiang, Scholar, Department of Chemical Engineering, November 17, 2016 – December 30, 2018.

Visiting Reappointments
KARIMINIAE HAMEDAANI, Hamid-Reza, Associate Professor, Department of Chemical Engineering, December 1, 2016 – April 30, 2017.

SAIKIA, Ankita, Researcher, Department of Chemical Engineering, January 1, 2017 – December 31, 2017.

Special Appointments
Undergraduate Instruction
CHIK, Alex, Lecturer, Department of Civil & Environmental Engineering, January 1, 2017 – April 30, 2017.

COMEAU, Patricia, Lecturer, Department of Systems Design Engineering, September 1, 2016 – December 31, 2016.

ELKADRI, Chadi, Lecturer, Department of Management Sciences, January 1, 2017 – April 30, 2017.

FGAIER, Hedia, Lecturer, Department of Management Sciences, January 1, 2017 – April 30, 2017.

GARCIA, Amanda, Lecturer, Department of Systems Design Engineering, September 1, 2016 – December 31, 2016.

HARVEY, Miln, Lecturer, Department of Civil & Environmental Engineering, January 1, 2017 – April 30, 2017.

HUSSEIN, Abid, Lecturer, Department of Chemical Engineering, January 1, 2017 – April 30, 2017.

KARIMI, Jajid, Lecturer, Department of Management Sciences, January 1, 2017 – April 30, 2017.

NASSAR, Mohamed, Lecturer, Department of Electrical & Computer Engineering, January 1, 2017 – April 30, 2017.

Special Reappointments
Undergraduate Instruction
BLAKE, Clifford, Lecturer, Department of Management Sciences, January 1, 2017 – April 30, 2017.

MATHER, David, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2016 – December 31, 2016.

SCHNURR, Daryl, Lecturer, Engineering Undergraduate Office, May 1, 2016 – August 31, 2016.
**Special Reappointments**
Graduate Instruction
ALLARAKHIA, Minna, Lecturer, Department of Management Sciences, January 1, 2017 – April 30, 2017.

**Adjunct Appointments**
Graduate Supervision and Research
ABD EL HALIM, Amir, Assistant Professor, Department of Civil & Environmental Engineering, October 1, 2016 – September 30, 2018.

MANTIN, Binyamin (Benny), Associate Professor, Department of Management Sciences, January 1, 2017 – December 31, 2020.

NACENTA Miguel, Assistant Professor, Department of Management Sciences, November 1, 2016 – October 31, 2019.

SEIFI, Abbas, Associate Professor, Department of Systems Design Engineering, September 21, 2016 – September 20, 2019.

YOSHIKAWA, Genki, Associate Professor, Department of Mechanical & Mechatronics Engineering, November 20, 2016 – November 19, 2019.

ZHONG, Ming, Professor, Department of Civil & Environmental Engineering, December 1, 2016 – November 30, 2018.

**Adjunct Appointments**
Graduate Supervision
BRISTOW, Michele, Assistant Professor, Department of Systems Design Engineering, September 6, 2016 – September 5, 2019.

KARNEY, Bryan, Professor, Department of Civil & Environmental Engineering, December 1, 2016 – November 30, 2018.

**Adjunct Appointments**
Research
GABRIEL, Amir (Mel), Assistant Professor, Department of Management Sciences, November 1, 2016 – October 31, 2019.

**Adjunct Reappointments**
Graduate Supervision
ISMAIL, Fathy, Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – December 31, 2019.

NAYLOR, David, Professor, Department of Mechanical & Mechatronics Engineering, September 1, 2016 – August 31, 2019.

Adjunct Reappointments
Research
FAHIDY, Tom, Professor, Professor Emeritus, Department of Chemical Engineering, November 1, 2016 – October 31, 2018.

Adjunct Reappointments
Research and Graduate Supervision
LOHI, Ali, Professor, Department of Chemical Engineering, January 1, 2017 – December 31, 2018.

Cross Appointments
CORY, David, Professor, Department of Chemistry, Faculty of Science to Electrical & Computer Engineering, October 15, 2016 – October 14, 2019.

DUSSEAULT, Maurice, Professor, Department of Earth & Environment Sciences, Faculty of Science to Department of Mechanical & Mechatronics Engineering, November 1, 2016 – October 31, 2019.

MULLER, Kirsten M., Professor, Department of Biology, Faculty of Science to Department of Civil & Environmental Engineering, November 1, 2016 – October 31, 2018.

Changes in Appointments
PRZYBYLSKI, Maya M., Probationary Term, Assistant Professor, School of Architecture, was July 1, 2015 – June 30, 2018 changed to July 1, 2015 – June 30, 2019.

ADMINISTRATIVE APPOINTMENTS


NAIRN, David, Director of First Year Engineering, Department of Electrical & Computer Engineering, May 1, 2017 – April 30, 2020.

ADMINISTRATIVE REAPPOINTMENTS
ANDERSON, William, Director of Admissions, Department of Chemical Engineering, January 1, 2017 - August 31, 2018.

EMELKO, Monica, Associate Chair, Undergraduate Studies, Department of Civil & Environmental Engineering, January 1, 2017 – December 31, 2017.


RESIGNATIONS
MANTIN, Binyamin (Benny), Associate Professor, Department of Management Sciences, December 31, 2016.
FOR APPROVAL BY THE BOARD OF GOVERNORS

SABBITICAL
NAIK, Kshirasagar, Professor, Department of Electrical & Computer Engineering, May 1, 2017 – October 31, 2017, six months at 85% salary.

SAVAGE, Gordon, Professor, Department of Systems Design Engineering, May 1, 2017 – April 30, 2018, twelve months at 100% salary.

Pearl Sullivan
Dean, Faculty of Engineering
A. APPOINTMENTS
   Adjunct Appointments
   Graduate Supervision
   ALEXANDER, Steven, Assistant Professor, Faculty of Environment, December 1, 2016 to December 31, 2019.

   BUNCH, Martin, Professor, School of Planning, September 1, 2016 to August 31, 2019.

   MARTIN, Lori, Planning Professional, School of Planning, October 1, 2016 to September 30, 2018.

   McDermid, Gregory, Associate Professor, Department of Geography and Environmental Management, October 1, 2016 to September 30, 2020.

   MOORMAN, Brian, Professor, Department of Geography and Environmental Management, October 1, 2016 to September 30, 2020.

   RIEMER, Manuel, Associate Professor, School of Environment, Resources and Sustainability, December 1, 2016 to December 31, 2018.

   Graduate Supervision and Research
   AYTENFISU, Million, Assistant Professor, Department of Geography and Environmental Management, November 1, 2016 to December 31, 2019.

   IANNANTUONO, Adele, Assistant Professor, Department of Geography and Environmental Management, September 1, 2016 to August 31, 2021.

   SKINNER, Mark, Professor, Department of Geography and Environmental Management, November 1, 2016 to October 31, 2020.

   Research and Instruction
   CRAIG, Brian, Teaching/Research Associate, School of Environment, Resources and Sustainability, December 1, 2016 to December 31, 2019.

   Special Appointments
   Instruction
   BERRY, Peter, Lecturer, Department of Geography and Environmental Management, January 1, 2017 to April 30, 2017.

   JACKSON, John, Lecturer, School of Environment, Resources and Sustainability, January 1, 2017 to April 30, 2017.

   KNAFELC, Paul, Lecturer, School of Environment, Enterprise and Development, September 1, 2016 to December 31, 2016.

   MURRAY, Daniel, Lecturer, School of Environment, Enterprise and Development, January 1, 2017 to April 30, 2017.
POLLOCK, Rebecca, Lecturer, School of Environment, Resources and Sustainability, January 1, 2017 to April 30, 2017.

SCHULER, Peter, Lecturer, School of Environment, Resources and Sustainability, January 1, 2017 to April 30, 2017.

STIRBET, Hari, Lecturer, School of Environment, Enterprise and Development, January 1, 2017 to April 30, 2017.

Cross Appointments
DOBERSTEIN, Brent, Associate Professor, Department of Geography and Environmental Management to the School of Planning, November 1, 2016 to August 31, 2019.

PARKER, Paul, Professor, School of Environment, Enterprise and Development/Department of Geography and Environmental Management to the School of Planning, September 1, 2016 to August 31, 2019.

Graduate Students Appointed as Part-Time Lecturers
GARCIA, Amanda, School of Environment, Enterprise and Development, January 1, 2017 to April 30, 2017.

MAY, Bradley, Department of Geography and Environmental Management, January 1, 2017 to April 30, 2017.

ORDONEZ, Eduardo, School of Environment, Enterprise and Development, January 1, 2017 to April 30, 2017.

B. ADMINISTRATIVE APPOINTMENTS
DUGUAY, Claude, Associate Dean, Research, Faculty of Environment, January 1, 2017 to December 31, 2019.

PARKER, Paul, Associate Dean, Strategic Initiatives, Faculty of Environment, January 1, 2017 to December 31, 2019.

PETRONE, Richard, Acting Associate Chair, Graduate Studies, Department of Geography and Environmental Management, January 1, 2017 to June 30, 2017.

C. SABBATICAL LEAVE
For Approval by the Board of Governors
KHIRFAN, Luna, Associate Professor, School of Planning, May 1, 2017 to October 31, 2017, at 100% salary.

Jean Andrey
Dean
FOR INFORMATION

A. APPOINTMENTS (for approval by the Board of Governors)

Probationary-Term Reappointments


Definite Term - Reappointments


ROH, Patrick, Lecturer, Dept. of Combinatorics and Optimization, May 1, 2017 – April 30, 2018.

Visiting Appointments


XU, Xinjun (Jilin University), Scholar, Dept. of Pure Mathematics, December 1, 2016 – May 31, 2018.

Adjunct Appointments

Instructor


KAUFFMAN, Sean, Lecturer, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.


Adjunct Reappointments

Instructor

AL-MASRI, Eyhab, Lecturer, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.


AKINYEMI, John, Lecturer, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.

HOLTBY, Dan, Lecturer, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.

ISTEAD, Lesley, Lecturer, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.


KHALAL, Rosina, Lecturer, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.


LANCOTOT, Kevin, Lecturer, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.


Research

MARSHMAN, Beverly, Associate Professor, Office of the Dean, January 1, 2017 – December 31, 2019.

McLENAGHAN, Raymond, Professor Emeritus, Dept. of Applied Mathematics, September 1, 2016 – August 31, 2019.

Cross Appointments

HANCOCK, Mark (Associate Professor, Dept. of Management Sciences), in the David R. Cheriton School of Computer Science, December 1, 2016 – June 30, 2019.
RAYSIDE, Derek (Assistant Professor, Dept. of Electrical & Computer Engineering), in the David R. Cheriton School of Computer Science, December 1, 2016 – June 30, 2019.


Cross Reappointments
FORSYTH, Peter (Professor Emeritus, David R. Cheriton School of Computer Science), in the Dept. of Applied Mathematics, April 30, 2016 – May 1, 2019.

LABAHN, George (Professor, David R. Cheriton School of Computer Science), in the Dept. of Statistics and Actuarial Science, November 1, 2016 – October 31, 2018.

POUPART, Pascal (Associate Professor, David R. Cheriton School of Computer Science), in the Dept. of Statistics and Actuarial Science, November 1, 2016 – October 31, 2018.

Graduate Students appointed as Part-time Lecturers


TONDELLO, Gustavo, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.

VOELKER, Aaron, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.

WILLIAMS, Alex, David R. Cheriton School of Computer Science, January 1, 2017 – April 30, 2017.


Postdoctoral Fellows appointed as Part-time Lecturers

B. RESIGNATIONS
BEN-DAVID, Shoham, David R. Cheriton School of Computer Science, effective, October 28, 2016.

DHALL, Abhinav, David R. Cheriton School of Computer Science, effective November 30, 2016.

C. SABBATICALS (for approval by the Board of Governors)
COTTON, Cecilia, Associate Professor, Dept. of Statistics and Actuarial Science, May 1, 2017 – April 30, 2018 at 85% salary.

POSTLE, Luke, Assistant Professor, Dept. of Combinatorics and Optimization, May 1, 2017 – October 31, 2017, at 100% salary.

Stephen M. Watt
Dean
UNIVERSITY OF WATERLOO
REPORT OF THE DEAN OF SCIENCE TO SENATE
January 16, 2017

For information:

A. APPOINTMENTS

Tenured

BRODERS, Hugh G., Professor, Department of Biology, January 1, 2017. [B.Sc., Acadia University (1985); M.Sc., Memorial University of Newfoundland (1998); Ph.D., University of New Brunswick (2003).] Dr. Broders is joining us as Chair of the Department of Biology. He comes to us from St. Mary’s University where he was a past Chair from 2008 to 2013. Dr. Broders’ area of expertise is the study of bats, but he has a broad interest in other mammals as well as mammal parasites.

Adjunct Appointments

Graduate Supervision

FREY, Steven K., Assistant Professor, Department of Earth and Environmental Sciences, October 1, 2016 to September 30, 2019.

LaROWE, Douglas E., Professor, Department of Earth and Environmental Sciences, October 1, 2016 to September 30, 2019.

LEE, Robert G., Professor, Department of Earth and Environmental Sciences, October 1, 2016 to September 30, 2019.

Other

KARTTUNEN, Mikko, Professor, Department of Chemistry, May 18, 2016 to August 31, 2019.

Graduate Instruction and Graduate Supervision

PIANI, Marco, Lecturer, Department of Physics and Astronomy, September 1, 2016 to August 31, 2019.

Graduate Supervision and Research

GLICK, Bernard (Professor Emeritus), Professor, Department of Biology, January 1, 2017 to December 31, 2019.

Adjunct Reappointments

Graduate Supervision

REHAN, Rashid, Assistant Professor, Department of Earth and Environmental Sciences, October 1, 2016 to September 30, 2019.
Research

LeROY, Robert J., (Professor Emeritus), Professor, Department of Chemistry, September 1, 2016 to August 31, 2019.

Graduate Supervision and Research

AL-ABADLEH, Hind, Associate Professor, Department of Chemistry, September 1, 2016 to August 31, 2019.

McMASTER, Mark E., Assistant Professor, Department of Biology, January 1, 2017 to December 31, 2019.

Graduate Supervision/Research and Other

SMITH, D. Scott, Professor, Department of Biology, November 1, 2016 to October 31, 2019.

Cross Appointment

BROUWER, Roy, Professor, Department of Economics cross appointed to Department of Earth and Environmental Sciences, October 1, 2016 to September 30, 2019.

RICHARDSON, Jean, Lecturer, Faculty of Science cross appointed to Department of Earth and Environmental Science, October 1, 2016 to September 30, 2019.

Cross Reappointment

BAUGH, Jonathan, Associate Professor, Department of Chemistry cross appointed to Department of Physics and Astronomy, September 1, 2016 to August 31, 2019.

INGALLS, Brian, Professor, Department of Applied Mathematics cross appointed to Department of Biology, January 1, 2017 to December 31, 2019.

Special Appointment

Undergraduate Instruction

HRYCHSHYN, Matthew, Lecturer, Department of Biology, January 1, 2017 to April 30, 2017.

Special Reappointment

Undergraduate Instruction

GILBERT, Dara, Lecturer, Department of Chemistry, January 1, 2017 to April 30, 2017.

WILSON, Graham, Lecturer, Faculty of Science, March 13, 2017 to May 12, 2017.

Staff Reappointed as Part-time Lecturer

ASSOUD, Abdeljalil, Lecturer, Department of Chemistry, January 1, 2017 to April 30, 2017.
Postdoctoral Fellow Reappointed as Part-time Lecturer

LEKIN, Kristina, Lecturer, Department of Chemistry, January 1, 2017 to April 30, 2017.

Change in Appointment

KHAN, Shamroze, Clinical Assistant Professor, School of Optometry and Vision Science, probationary term appointment. Date of appointment changed from September 1, 2016 to June 30, 2019 to November 1, 2016 to June 30, 2020.

B. ADMINISTRATIVE APPOINTMENTS

BRODERS, Hugh, Chair, Department of Biology, January 1, 2017 to December 31, 2020.

DUPONT, Christine, Associate Chair, Undergraduate Studies, Department of Biology, July 1, 2017 to December 31, 2017.

MULLER, Kirsten, Associate Chair, Undergraduate Studies, Department of Biology, January 1, 2017 to June 30, 2017.

WITT, Jonathan, Associate Dean, International, Faculty of Science, January 1, 2017 to December 31, 2017.

C. RETIREMENTS

GLICK, Bernard, Professor, Department of Biology, effective January 1, 2017.

ROBINSON, Barbara, Associate Professor, School of Optometry and Vision Science, effective January 1, 2017.

FOR APPROVAL BY THE BOARD OF GOVERNORS

D. SABBATICAL

DIXON, Brian, Professor, Department of Biology, July 1, 2017 to December 31, 2017, 100% salary arrangements.

R.P. Lemieux

Dean of Science
FOR APPROVAL

Committee Appointment
Motion: To approve the following appointment:

- **Senate Undergraduate Council**: Carrie Mitchell as faculty representative (environment), term 23 January 2017 to 30 April 2018.
Senate Graduate & Research Council met on 13 June 2016, 14 November 2016 and 12 December 2016, and considered proposals for changes to four academic plans, the inactivation of one academic plan, as well as amendments to the terms of reference to a research ethics committee. Council agreed to forward the following items to Senate for approval. Council recommends these items be included in the regular agenda.

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

FOR APPROVAL

AMENDMENT TO TERMS OF REFERENCE – HUMAN RESEARCH ETHICS COMMITTEE

1. **Motion:** To approve amendments to the terms of reference for the Human Research Ethics Committee as described in Attachment #1.

   **Rationale:** These changes reflect changes to titles within the Office of Research Ethics as well as adding research ethics advisors as delegated reviewers in situations where the proposed research can be classified as a minimal risk research study. As well, the appointments of chair and vice chair are more appropriately made by the vice-president, university research, and this change aligns with accepted best practices.

CHANGES TO ACADEMIC PLANS

Faculty of Arts
Political Science

2. **Motion:** To approve a change to a field name from “Canadian State and Society” to “Canadian Politics” in the master of arts plan in political science.

   **Rationale:** The change to the field name better reflects existing course offerings, how the relevant subject matter tends to be framed within those courses, and faculty research strengths. As well, the field name also matches up better with the field as it is described at the undergraduate program level, including in the new Canadian Politics specialization. Finally, the new field name serves as a stronger label for the purposes of branding and recruitment, as it is a more widely-accessible term and will potentially be more attractive to prospective students.

Faculty of Science
Physics and Astronomy

3. **Motion:** To approve a change to the doctoral plan in physics as described in Attachment #2 and effective 1 May 2017.

   **Rationale:** The changes will lower the number of required courses for the plans related to items 3-5, and will bring the plans closer to competitor programs in Canada.

4. **Motion:** To approve a change to the doctoral plan in physics – nanotechnology as described in Attachment #3 and effective 1 May 2017.

   **Rationale:** See rationale for item #3.
5. **Motion:** To approve a change to the doctoral plan in physics – nanotechnology as described in Attachment #4 and effective 1 May 2017.

**Rationale:** See rationale for item #3.

**PLAN INACTIVATION**

Faculty of Applied Health Sciences
Recreation and Leisure Studies

6. **Motion:** To approve the inactivation of the master’s plan in recreation and leisure studies (tourism).

**Rationale:** The two departments that previously supported the plan (Recreation and Leisure Studies, and Geography and Environmental Management) have no plans to hire new faculty under the tourism theme, and environment has inactivated its plan. The department will continue to admit students who have a tourism interest into the MA plan.

/mg  Jeff Casello  George Dixon
Associate Provost, Graduate Studies  Vice President, University Research
A. Statement of Institutional Authority for Research Ethics Boards

The University of Waterloo has two Research Ethics Boards (REBs): the Human Research Ethics Committee and the Clinical Research Ethics Committee. As constituted sub-committees of the University of Waterloo’s Senate Graduate and Research Council, both of the University of Waterloo’s REBs are established and empowered under the authority of the University of Waterloo Senate.

B. Mandate and Accountability of the Research Ethics Boards

The REBs’ mandate, on behalf of the University, is to protect the rights and welfare of human participants who take part in research conducted under the auspices of the University. The University of Waterloo’s REBs review such research to ensure that it meets ethical principles and that it complies with all applicable regulations, guidelines and standards pertaining to human participant protection. These include but are not limited to the University of Waterloo’s Statement on Human Research; its Guidelines for Research with Human Participants (Guidelines) and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2nd edition (TCPS 2). For clinical trials, the REBs follow Health Canada’s Food and Drugs Act, the International Conference on Harmonization (ICH) Good Clinical Practice: Consolidated Guideline, and where applicable, U.S. federal regulations. The University of Waterloo’s REBs also operate under applicable laws and regulations of the Province of Ontario and of Canada.

The University of Waterloo requires that all research involving humans or human biological materials conducted in its jurisdiction or under its auspices, undergo ethics review and clearance by one of its two REBs prior to initiation of any research related activities, including recruitment and screening activities.

The Human Research Ethics Committee (HREC) has jurisdiction over research involving humans conducted under the auspices of the University of Waterloo with the exception of clinical trials research (i.e., involving a drug or natural health product or medical device testing) or research involving a “controlled act” as defined under the Regulated Health Professionals Act of Ontario, 1991, which are reviewed by the Clinical Research Ethics Committee (CREC).

C. Membership of the HREC

Membership shall be consistent with the requirements for REB composition specified in Article 6.4. of the TCPS 2 and ICH Good Clinical Practice: Consolidated Guideline. All Committee members shall be competent to judge the ethical acceptability of research ethics applications they review. In accordance with Article 6.3 and Chapter 8 of the TCPS 2, in the interest of fostering a collaborative spirit and appropriate levels of information sharing between both committees, and to facilitate timely and effective reviews for researchers, members of HREC may be required to serve as reviewers, in either a delegated or ad-hoc sub-committee capacity, for applications made to CREC if, in the judgment of the Chair of CREC and Director Chief Ethics Officer, ORE, the application requires expertise which the HREC member has been judged to possess.

The HREC shall consist of a minimum of 12 voting members including both men and women:

- seven faculty members with broad expertise in qualitative and quantitative methodologies selected from across the faculties (i.e., Arts, Applied Health Sciences, Engineering and Mathematics) including
o two members from Psychology, one of whom may be from Clinical Psychology
o one member from Kinesiology
o one member with expertise in statistical methodologies
o one member who is knowledgeable in the relevant law
- two graduate students with experience in the conduct of research with humans
- two members of the community who have no affiliation with the institution
- Director, Health Services (ex-officio)

The following additional members are ex-officio, non-voting:
- Director, Office of Research Ethics
- Chief Ethics Officer, ORE
- Senior Manager, Office of Research Ethics
- Research Ethics Advisor, Office of Research Ethics

D. Terms of Office of the HREC

1. Members of the HREC shall be nominated by the Director Chief Ethics Officer, Office of Research Ethics (hereafter, the Chief Ethics Office) following consultation with the respective Faculty Deans and Department Chairs/School Directors and Chair, HREC.

2. Members of the HREC shall be appointed by Senate Graduate and Research Council.

3. The Director, in consultation with other members of the HREC, shall select one faculty member to serve as Chair. The Chair and Vice Chair will be selected from among the membership of HREC by the Vice-President, University Research. The Chair will have a minimum of one year prior experience as a member of the HREC. An additional member may be appointed from the same area as the Chair. The Vice Chair may discharge the responsibilities of the Chair when the Chair is unable to do so, discharge responsibilities assigned by the Chair and assist in the overall operation of the REC, as requested.

4. Members of the HREC, except ex-officio members, will serve for a three-year term, normally renewable once. Terms will be overlapping to preserve experience and continuity of function.

E. Meetings of the HREC

1. The HREC normally will meet face to face eleven times per year. In the absence of any business, meetings may be cancelled by the Director Chief Ethics Officer (or delegate) in consultation with the Chair.

2. Additional meetings of the HREC, or of a sub-committee of its members, may be called by the Director Chief Ethics Office (or delegate) and/or Chair, as necessary.

3. Each meeting will require the involvement of a quorum defined as half the total voting membership plus one. Quorum must also meet membership criteria specified by relevant research ethics guidelines and regulations. Every effort will be made to ensure that each meeting includes at least one community member.

4. Members shall normally attend HREC meetings with at least 70% attendance per year. When unexpected circumstances arise that prevent a regular member from attending an HREC meeting in person, arrangements will be made where feasible with the member to participate through use of technology (e.g., telephone or video link). In cases where a regular member cannot attend HREC meetings for a protracted period (e.g., during a 6 month’s sabbatical), a substitute member from the same discipline may be appointed to serve during the regular member’s absence.
5. Members shall notify the ORE of an anticipated absence at least one day prior to a meeting. Members who cannot attend a meeting are expected to provide written comments to the ORE for each of the protocols under review at the respective meeting. This information is provided to other members of the HREC and becomes part of the discussion and meeting minutes.

6. Any real, perceived or potential conflict(s) of interest related to the applications under review at a specific meeting shall be declared by the member(s) at the outset of the meeting. Examples of conflicts of interest include but are not limited to applications on which they are listed as principal investigator or co-investigator; current or past research collaborations with investigators listed on the application; applications on which students they supervise are listed. Other members of the HREC will decided whether the member with the conflict of interest should recuse him/herself from related discussions.

7. The HREC will reach its decisions concerning the ethical acceptability of research that is undergoing ethics review through a process of open discussion and consensus. Where consensus cannot be reached, a vote of the quorum present may be taken and recorded.

8. The HREC’s deliberations and decisions will be documented in comprehensive, confidential minutes that are securely maintained in the ORE. The Research Ethics Officer Advisor, ORE, shall serve as Secretary to the HREC.

9. Detailed written feedback from the HREC including its decision on the ethical acceptability of the research shall be communicated to the researcher(s) by the Director Chief Ethics Officer/Senior Manager/Manager or Research Ethics Advisor, ORE, following consultation with the Chair, HREC, on behalf of the HREC, in an efficient and timely manner according to ORE standard operating procedures. Feedback is based on minutes of discussion of the research project.

10. The HREC may, where appropriate, request that the Principal Investigator (PI) or his/her designate attend a meeting to provide further information about and/or to discuss his/her research. The HREC will also accommodate reasonable requests from a PI to attend a meeting to participate in discussions about his/her research.

11. The HREC may seek the confidential opinion or advice of an ad hoc advisor/reviewer from among UW faculty or from a confidential external consultant on a particular application to ensure it has the necessary background information and knowledge to review the ethical acceptability of the application.

F. Responsibilities and Mandates of the HREC

1. To ensure that all research under HREC jurisdiction or teaching projects involving human participants and conducted by students, staff and faculty affiliated with the University of Waterloo, and all research conducted at Waterloo by unaffiliated students, staff and faculty researchers, undergo ethics review and clearance prior to being conducted. These activities may be conducted on- or off-campus and may be funded or unfunded.

2. To review the ethical acceptability of all research projects, under HREC jurisdiction, involving human participants on behalf of the institution including, but not limited to, those that
   - may pose greater than minimal risk to participants (i.e., physiological, psychological, economic, social, or other);
   - involve recruitment of persons who may be vulnerable as research participants in the context of a specific study, and/or cannot legally give free and informed consent to include ethically sensitive issues, topics and/or procedures; and
   - represent applications to certain granting agencies that stipulate full REB review.
In so doing, the HREC may:

- Grant ethics clearance to
- Propose modifications to
- Disapprove
- Terminate

proposed or ongoing research conducted within the jurisdiction of the University or under its auspices to ensure that a proportionate review of risks and benefits has occurred in accordance with the ethical framework proposed under the TCPS 2 (Chapter 1).

Delegation of HREC Authority Related to Ethics Review and Clearance

The HREC delegates to the Director and Managers, ORE Chief Ethics Officer and Senior Manager/Manager, and Research Ethics Advisor(s), by virtue of their membership on the HREC, and according to ORE Standard Operating Procedures, authority to conduct:

3. Initial ethics review and clearance of research under its jurisdiction that poses minimal risk to research participants, and includes provision of comprehensive and timely written feedback.

4. Ethics review and clearance of modifications to ongoing research under its jurisdiction that poses minimal risk to research participants, and includes provision of comprehensive and timely written feedback.

5. Annual ethics review and clearance of research under its jurisdiction that continues beyond one year.

6. Ethics review and clearance of all revised materials and related documents associated with the ethics review feedback process involving minimal and greater than minimal risk research.

Delegation of HREC Responsibility for Record Keeping and Research Ethics Education

The HREC ensures through the ORE that:

7. HREC members are provided with opportunities for research ethics education during their tenure on the HREC beginning with a new member orientation session.

8. Comprehensive, accurate records (i.e., paper and electronic) of the initial and continuing (i.e., modifications, annual) ethics review and clearance processes are securely maintained in the ORE for all research under its jurisdiction. This includes all revised materials associated with initial and continuing ethics review.

9. HREC meeting dates and submission deadlines are easily accessible by researchers through information posted on the ORE website.

10. A monthly report is received on minimal risk research that has undergone ethics review and clearance through the delegated ethics review process by the Director and Managers, ORE Chief Ethics Officer and Senior Manager/Manager, and Research Ethics Advisor(s), ORE.

11. Timely information and regular reports are received on any unanticipated issues (events) that have occurred in association with research under its jurisdiction.
12. UW guidelines, procedures and sample materials related to the conduct of research with humans are reviewed and updated on a regular basis (e.g., annually) to ensure that they remain current in an evolving research ethics environment.

13. Educational activities (e.g., in-class presentations, seminars and workshops) are provided to UW students, faculty and staff involved in research with human participants.

14. Legal or other advice is sought by the Director Chief Ethics Officer, as required, on matters related to the protection of human participants in research.

15. Timely information on guidelines, procedures, and other matters related to the conduct of research with human participants is provided to the HREC as well as student, staff and faculty researchers who conduct research with humans.

* In Section F, it is understood that the Director Chief Ethics Officer has overall responsibility for the mandates and operation of the ORE.

G. Reconsideration and Appeal of HREC Decisions

1. Reconsideration Process

A Principal Investigator may make a written request for reconsideration of an HREC decision when ethics clearance is not granted, or when ethics clearance is conditional on revisions that the Principal Investigator (PI) believes may jeopardize the feasibility or integrity of the research. The Director Chief Ethics Officer, ORE, will refer such a request, including documentation and supporting materials received for reconsideration from the PI, to other members of the HREC for discussion at its next meeting. The HREC will review the written documents, and where appropriate, will request an informal meeting with the PI (or his/her designate). Following consideration of all additional information (verbal and written), the HREC will reach a final decision with respect to its position on the original decision. Every attempt will be made by the Director Chief Ethics Officer and HREC, in consultation with the PI to reach a resolution by this informal route.

2. Appeal Process

In the event the matter cannot be resolved through a reconsideration or informal process, the institution shall provide the PI with prompt access to an established appeal process through which the PI may appeal the HREC’s decision. An appeal can be requested for procedural or substantive reasons. An appeal committee shall be appointed through the same authority that established the REB, ensuring that members of the appeal committee will have expertise and knowledge to be able to competently judge the ethical acceptability of the research ethics application under review. Members of the HREC whose decision is under appeal shall not serve on the appeal committee. The appeal committee will act impartially in its review of documentation provided by the HREC and the PI (or designate), and will consult with others as required, including but not limited to, members of the HREC and the PI (or designate). The appeal committee will issue a written report with its decision on the matter with copies to the PI and HREC. It may approve, reject or request modifications to the research proposal. The appeal committee’s decision will be final.

Original Approval, Senate Research Council, September 14, 1989
Revised, HREC May 1999; 2000; approved Senate Research Council June 10, 1999; May 29, 2000
Prior to form submission, review the content revision instructions and information regarding major/minor modifications. For questions about the form submission, contact Trevor Clews, Graduate Studies Office.

Faculty: Science

Program: Doctor of Philosophy (PhD) in Physics

Program contact name(s): Melanie Campbell

Form completed by: Trevor Clews/Kiley Rider/Melanie Campbell

Description of proposed changes:
Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form (PC docx version or MAC docx version).

The required minimum number of courses in the PhD in Physics be reduced from 4 to 2 one term courses. The minimum number of courses for the Direct Entry PhD and Accelerated PhD programs would drop from 8 to 6.

Is this a major modification to the program? Yes

Rationale for change(s):
The Coordinating committee felt that the requirement in the accelerated PHD and direct entry PhD programs of 8 courses was too great. A comparison was made with the numbers of courses required by other physics programs in Canada and other Science programs at UWaterloo and U of Guelph.
- Most Physics degrees: 4 courses at MSc (2 places at 3, 1 place at 6 courses); at PhD, all were 2 courses except U of T (but credits U of T MSc courses towards the PhD total) and Ottawa (4 courses)
- UWaterloo: Biology, Chemistry, Earth and Vision Science: 2 courses+ seminar course. At U of Guelph: Biophysics Interdisciplinary Group no PhD courses.
- Physics direct entry PhD at: U of T and UWaterloo Biology and Chemistry: 4 courses plus 1 or 2 seminar courses. Our Physics programs direct entry PhD currently requires 8 courses.
- Physics accelerated PhD: Alberta, UBC same as us currently (8 courses), Ottawa 6 courses; UWaterloo Chemistry 5 courses plus 2 seminar courses, other UWaterloo Science require 6 courses
- To be competitive with other Canadian programs, unanimously recommended dropping the minimum number of PhD courses for all Physics PhD programs from 4 to 2.

Proposed effective date: Term: Spring Year: 2017

Current Graduate Studies Academic Calendar (GSAC) page (include the link to the web page where the changes are to be made):
https://uwaterloo.ca/graduate-studies-academic-calendar/science/department-physics-and-astronomy/doctor-philosophy-phd-physics

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<thead>
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<tr>
<td>Degree requirements</td>
<td>Degree requirements</td>
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</table>
Current Graduate Studies Academic Calendar

Courses

- Students must complete 4 one-term courses (0.50 unit weight) not including any already taken for Master of Science (MSc) credit (6 courses are required if proceeding directly from a Bachelor of Science).
- Courses taken during the MSc program, in excess of those required may be allowed for PhD credit. The extra courses must be identified prior to admission.
- Core courses:
  - PHYS 701 Quantum Mechanics 1
  - PHYS 703 Introduction to Quantum Field Theory
  - PHYS 704 Statistical Physics 1
  - PHYS 706 Electromagnetic Theory
  - PHYS 767 Quantum Information Processing
  - PHYS 781 Fundamentals of Astrophysics
- 3 of the core courses, including 1 of PHYS 701, PHYS 704 or PHYS 706, or their equivalent must be taken by the completion of the first year of the PhD program. These courses may have been taken during the MSc program. Biophysics students must have taken at least 1 of PHYS 701, PHYS 704 or PHYS 706 by the completion of the first year of the PhD program.
- 1 of the required courses may be an upper level undergraduate course outside the student's main field of study. The supervisor must submit a memo justifying why the undergraduate course is acceptable for graduate credit, and approval must be received from the Physics and Astronomy Graduate Officer and the Associate Dean of Science for Graduate Studies prior to enrolment in the course.
- No undergraduate course in Physics may be taken for credit.
- An average of at least 70% must be obtained in the required courses. A minimum grade of 65% is required for a pass in each course. No more than 2 courses, of the first 4 taken, can have averages of less than 70%. If a student does not meet these minimum grade requirements, or receives a failing grade in any course, the student may be required to withdraw from the program.
- In exceptional circumstances course requirements may be waived with the approval

Proposed Graduate Studies Academic Calendar

Courses

- Students must complete 2 one-term courses (0.50 unit weight) not including any already taken for Master of Science (MSc) credit (6 courses are required if proceeding directly from a Bachelor of Science).
- Courses taken during the MSc program, in excess of those required may be allowed for PhD credit. The extra courses must be identified prior to admission.
- Core courses:
  - PHYS 701 Quantum Mechanics 1
  - PHYS 703 Introduction to Quantum Field Theory
  - PHYS 704 Statistical Physics 1
  - PHYS 706 Electromagnetic Theory
  - PHYS 767 Quantum Information Processing
  - PHYS 781 Fundamentals of Astrophysics
- 3 of the core courses, including 1 of PHYS 701, PHYS 704 or PHYS 706, or their equivalent must be taken by the completion of the first year of the PhD program. These courses may have been taken during the MSc program. Biophysics students must have taken at least 1 of PHYS 701, PHYS 704 or PHYS 706 by the completion of the first year of the PhD program.
- 1 of the required courses may be an upper level undergraduate course outside the student's main field of study. The supervisor must submit a memo justifying why the undergraduate course is acceptable for graduate credit, and approval must be received from the Physics and Astronomy Graduate Officer and the Associate Dean of Science for Graduate Studies prior to enrolment in the course.
- No undergraduate course in Physics may be taken for credit.
- An average of at least 70% must be obtained in the required courses. A minimum grade of 65% is required for a pass in each course. No more than 2 courses, of the first 3 taken, can have averages of less than 70%. If a student does not meet these minimum grade requirements, or receives a failing grade in any course, the student may be required to withdraw from the program.
- In exceptional circumstances course requirements may be waived with the approval.
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<tr>
<td>of the Guelph-Waterloo Physics Institute Director, Physics and Astronomy Graduate Officer, and Associate Dean of Science for Graduate Studies.</td>
<td>of the Director of the program, Physics and Astronomy Graduate Officer, and Associate Dean of Science for Graduate Studies.</td>
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<td>• Note: The student's committee may still require more courses dependent on the student's background.</td>
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</table>

How will students currently registered in the program be impacted by these changes?

In consultation with their advisory committees, they will be allowed to modify their programs to come into line with the newer course requirements if they wish.

Departmental approval date (mm/dd/yy): Nov 11th, 2016
Reviewed by GSO (for GSO use only) √ date (mm/dd/yy): 12/02/2016
Faculty approval date (mm/dd/yy): Nov 14th, 2016
Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy): 
Senate approval date (mm/dd/yy) (if applicable):
Prior to form submission, review the content revision instructions and information regarding major/minor modifications. For questions about the form submission, contact Trevor Clews, Graduate Studies Office.

Faculty: Science
Program: Doctor of Philosophy (PhD) in Physics - Nanotechnology
Program contact name(s): Melanie Campbell
Form completed by: Trevor Clews/Kiley Rider/Melanie Campbell

Description of proposed changes:
Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form (PC docx version or MAC docx version).

1) The required minimum number of courses in the PhD in Physics – Nanotechnology be reduced from 4 to 2 one term courses.
2) The technical elective in Physics required in the PhD be changed from Phys 701 (Quantum Mechanics I) to 1 of PHYS 701, PHYS 704 or PHYS 706.

Is this a major modification to the program? Yes

Rationale for change(s):

1) The Coordinating committee felt that the requirement in the accelerated PHD and direct entry PhD programs of 8 courses was too great. A comparison was made with the numbers of courses required by other physics programs in Canada and other Science programs at UWaterloo and U of Guelph. 
- Most Physics degrees: 4 courses at MSc (2 places at 3, 1 place at 6 courses); at PhD, all were 2 courses except U of T (but credits U of T MSc courses towards the PhD total) and Ottawa (4 courses) 
- UWaterloo: Biology, Chemistry, Earth and Vision Science: 2 courses+ seminar course. At U of Guelph: Biophysics Interdisciplinary Group no PhD courses. 
- Physics direct entry PhD at: U of T and UWaterloo Biology and Chemistry: 4 courses plus 1 or 2 seminar courses. Our Physics programs direct entry PhD currently requires 8 courses.
- Physics accelerated PhD: Alberta, UBC same as us currently (8 courses), Ottawa 6 courses; Uwaterloo Chemistry 5 courses plus 2 seminar courses, other UWaterloo Science require 6 courses 
- To be competitive with other Canadian programs, unanimously recommended dropping the minimum number of PhD courses for all Physics PhD programs from 4 to 2.

2) Often the desired core course is not Phys 701 (Quantum Mechanics) but a different core course eg PHYS 704 (Statistical Physics) or PHYS 706 (Electromagnetic Theory).

Proposed effective date: Term: Spring Year: 2017

Current Graduate Studies Academic Calendar (GSAC) page (include the link to the web page where the changes are to be made):

https://uwaterloo.ca/graduate-studies-academic-calendar/science/department-physics-and-astronomy/doctor-philosophy-phd-physics-nanotechnology
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<td>□ Courses</td>
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<td>• Students must complete 4 half credit courses (0.50 unit weight) including 2 required core courses, 1 elective course from the list of technical electives and PHYS 704 Quantum Mechanics 1. If, however, PHYS 701 has already been taken for MSc credit, PHYS 704 or PHYS 706 can be used as a substitute.</td>
<td>• Students must complete 2 half credit courses (0.50 unit weight).</td>
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<td>• Students admitted with an appropriate honours bachelor's degree or who transfer directly from a masters program to the PhD program must complete 8 half credit courses (0.50 unit weight) including 2 required core courses, 6 elective courses from the list of technical electives and Physics 704 Quantum Mechanics 4.</td>
<td>• 3 of the core courses, including 2 required Nanotechnology core courses and 1 of PHYS 701, PHYS 704 or PHYS 706, or their equivalent must be taken by the completion of the first year of the PhD program. These courses may have been taken during the MSc program.</td>
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<td>• Courses taken during the MSc program, in excess of those required may be allowed for PhD credit. The extra courses must be identified prior to admission.</td>
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<tr>
<td>• Nanotechnology core courses:</td>
<td>• Students admitted with an appropriate honours bachelor's degree or who transfer directly from a masters program to the PhD program must complete 6 half credit courses (0.50 unit weight) including 2 required Nanotechnology core courses, 1 of PHYS 701, PHYS 704 or PHYS 706 or their equivalent and 3 courses from the list of technical electives.</td>
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<tr>
<td>• NANO 701 Fundamentals of Nanotechnology</td>
<td>• Nanotechnology core courses:</td>
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<td>• NANO 702 Nanotechnology Tools</td>
<td>• NANO 701 Fundamentals of Nanotechnology</td>
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<td>• Core courses are designed to provide the base knowledge and skill set required to prepare students for more specialized courses and to conduct interdisciplinary nanoscale research.</td>
<td>• NANO 702 Nanotechnology Tools</td>
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<td>• Students who have completed their Bachelor of Applied Science (BASc) degree in Nanotechnology Engineering at the University of Waterloo will not be required to take the 2 core courses. Instead, they can choose all graduate courses from the list of technical electives.</td>
<td>• Core courses are designed to provide the base knowledge and skill set required to prepare students for more specialized courses and to conduct interdisciplinary nanoscale research.</td>
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<td>• 3 of the core courses, including 1 of PHYS 701, PHYS 704 or PHYS 706, or their equivalent must be taken by the completion of the first year of the PhD program. These courses may have been taken during the MSc program.</td>
<td>• Students who have completed their Bachelor of Applied Science (BASc) degree in Nanotechnology Engineering at the University of Waterloo will not be required to take the 2 core courses. Instead, they can choose additional graduate courses from the list of technical electives.</td>
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<td>• Technical elective courses:</td>
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<td>• (a) Micro/nano Instruments and Devices</td>
<td>• (a) Micro/nano Instruments and Devices</td>
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<td>• BIOL 642 Current topics in Biotechnology</td>
<td>• BIOL 642 Current topics in Biotechnology</td>
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<td>• CHEM 724 Chemical Instrumentation</td>
<td>• CHEM 724 Chemical Instrumentation</td>
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<td>• CHEM 750 Topic 17 Selected Topics in Physical Chemistry: Surface Science and</td>
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<td>• CHEM 750 Topic 17 Selected Topics in Physical Chemistry: Surface Science and Nanotechnology</td>
<td>• CHEM 750TXX Nanostructured Materials and Analysis</td>
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<td>• ME 738 Special Topics in Materials: Materials for NEMS and MEMS</td>
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<td>• ME 738 Special Topics in Materials: Materials for NEMS and MEMS</td>
<td>• ME 770 Topics in Heat and Fluid Flow: Micro- and Nanofluidics</td>
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<td>• ME 770 Topics in Heat and Fluid Flow: Micro- and Nanofluidics</td>
<td>• ME 780 Special Topics in Mechatronics: MEMS Design and Analysis</td>
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<td>• ME 780 Special Topics in Mechatronics: MEMS Design and Analysis</td>
<td>• SYDE 682 Advanced MicroElectroMechanical Systems: Principles, Design &amp; Fabrication</td>
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<td>• SYDE 682 Advanced MicroElectroMechanical Systems: Principles, Design &amp; Fabrication</td>
<td>• SYDE 750 Topic 24 Topics in Systems Modelling: Modelling, Simulation and Design of MEMS</td>
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<td>• SYDE 750 Topic 24 Topics in Systems Modelling: Modelling, Simulation and Design of MEMS</td>
<td>• (b) Nanoelectronics Design and Fabrication</td>
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<td>• CHEM 750 Topic 11 Selected Topics in Physical Chemistry: Bioelectronics</td>
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<td>• CHEM 750 Topic 11 Selected Topics in Physical Chemistry: Bioelectronics</td>
<td>• CHEM 750 Topic 19 Selected Topics in Physical Chemistry: Carbon Nanotube Electronics</td>
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<td>• CHEM 750 Topic 19 Selected Topics in Physical Chemistry: Carbon Nanotube Electronics</td>
<td>• ECE 631 Microelectronic Processing Technology</td>
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<td>• ECE 632 Photovoltaic Energy Conversion</td>
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<td>• ECE 635 Fabrication in the Nanoscale: Principles, Technology, &amp; Applications</td>
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<td>• ECE 677 Quantum Electronics &amp; Photonics</td>
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<td>• ECE 677 Quantum Electronics</td>
<td>• ECE 730 Topic 10 Special Topics in Solid State Devices: Advanced Technology for</td>
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<td>- ECE 730 Topic 10 Special Topics in Solid State Devices: Advanced Technology for Semiconductor Processing</td>
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<td>- ECE 730T20 Topics in Solid State Devices: Physics of Nanodevices</td>
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<td>- ME 595 Introduction to MEMS Fabrication</td>
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<td>- ME 596 Topics in Nanotechnology: Introduction to Fabrication &amp; Characterization of Nano-structures</td>
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<td>- PHYS 713 Molecular Physics</td>
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<td>- PHYS 731 Solid State Physics 1</td>
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<td>- PHYS 747 Optical Electronics</td>
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<td>(c) Nano-biosystems</td>
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<td>- BIOL 608 Advanced Molecular Genetics</td>
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<td>- BIOL 614 Bioinformatics Tools and Techniques</td>
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<td>- BIOL 629 Cell Growth and Differentiation</td>
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<td>- CHEM 731T02 Physical Biochemistry</td>
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<td>• CHE 612 Interfacial Phenomena</td>
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<td>• CHE 641 Physical Properties of Polymers (cross-listed with CHEM 771)</td>
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<td>• CHE 755 Research Topics in Electrochemical Engineering, Interfacial Engineering &amp; Material Science</td>
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<tr>
<td>• CHEM 710T12 Structure and Function of Supramolecular Materials</td>
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<tr>
<td>• CHEM 710T15 Advanced Solid State Chemistry: Ion, Electron and Molecular Transport</td>
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<tr>
<td>• CHEM 710 Topic 17 Selected Topics in Inorganic Chemistry: Nanostructured Materials and Integrative Chemistry</td>
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<tr>
<td>• CHEM 713 Chemistry of Inorganic Solid State Materials</td>
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<td>• CHEM 750 Topic 17 Selected Topics in Physical Chemistry: Surface Science and Nanotechnology</td>
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<tr>
<td>• ME 632 Experimental Methods in Materials Engineering</td>
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<tr>
<td>Current Graduate Studies Academic Calendar</td>
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<tr>
<td>- ME 738 Topics in Materials Science: Nanostructured and Amorphous Materials</td>
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<td>- ME 738 Topic 8 Special Topics in Materials: Introductory and Advanced Nanomechanics</td>
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<tr>
<td>- PHYS 701 Quantum Mechanics 1</td>
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<td>- PHYS 704 Statistical Physics 1</td>
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<tr>
<td>- PHYS 706 Electromagnetic Theory</td>
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<tr>
<td>- PHYS 773 Special Topics</td>
</tr>
</tbody>
</table>

- No undergraduate course in Physics may be taken for credit.
- An average of at least 70% must be obtained in the required courses. A minimum grade of 65% is required for a pass in each course. No more than 2 courses, of the first 4 taken, can have averages of less than 70%. If a student does not meet these minimum grade requirements, or receives a failing grade in any course, the student may be required to withdraw from the program.
- In exceptional circumstances course requirements may be waived with the approval of the Director of the program, Physics and Astronomy Graduate Officer, and Associate Dean of Science for Graduate Studies.
- Note: The student's committee may still require more courses dependent on the student's background.

How will students currently registered in the program be impacted by these changes?

In consultation with their advisory committees, they will be allowed to modify their programs to come into line with the newer course requirements if they wish.

Departmental approval date (mm/dd/yy): Nov 11th, 2016
Reviewed by GSO (for GSO use only) date (mm/dd/yy): 12/02/2016
Faculty approval date (mm/dd/yy): Nov 14th, 2016
Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):
Senate approval date (mm/dd/yy) (if applicable):
Prior to form submission, review the content revision instructions and information regarding major/minor modifications. For questions about the form submission, contact Trevor Clews, Graduate Studies Office.

Faculty: Science

Program: Doctor of Philosophy (PhD) in Physics - Quantum Information

Program contact name(s): Melanie Campbell

Form completed by: Trevor Clews/ Kiley Rider/ Melanie Campbell

Description of proposed changes:
Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form (PC docx version or MAC docx version).

The required minimum number of courses in the PhD in Physics - Quantum Information be reduced from 4 to 2 one term courses.

Is this a major modification to the program? Yes

Rationale for change(s):

The Coordinating committee felt that the requirement in the accelerated PHD and direct entry PhD programs of 8 courses was too great. A comparison was made with the numbers of courses required by other physics programs in Canada and other Science programs at UWWaterloo and U of Guelph.

- Most Physics degrees: 4 courses at MSc (2 places at 3, 1 place at 6 courses); at PhD, all were 2 courses except U of T (but credits U of T MSc courses towards the PhD total) and Ottawa (4 courses)
- UWWaterloo: Biology, Chemistry, Earth and Vision Science: 2 courses+ seminar course. At U of Guelph: Biophysics Interdisciplinary Group no PhD courses.
- Physics direct entry PhD at: U of T and UWWaterloo Biology and Chemistry: 4 courses plus 1 or 2 seminar courses. Our Physics programs direct entry PhD currently requires 8 courses.
- Physics accelerated PhD: Alberta, UBC same as us currently (6 courses), Ottawa 6 courses; Uwaterloo Chemistry 5 courses plus 2 seminar courses, other UWwaterloo Science require 6 courses
- To be competitive with other Canadian programs, unanimously recommended dropping the minimum number of PhD courses for all Physics PhD programs from 4 to 2.

Proposed effective date: Term: Spring Year: 2017

Current Graduate Studies Academic Calendar (GSAC) page (include the link to the web page where the changes are to be made):


<table>
<thead>
<tr>
<th>Current Graduate Studies Academic Calendar content:</th>
<th>Proposed Graduate Studies Academic Calendar content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree requirements</td>
<td>Degree requirements</td>
</tr>
</tbody>
</table>
Current Graduate Studies Academic Calendar

- Courses
  - Students must complete 4 one-term courses (0.50 unit weight) not including any already taken for Master of Science (MSc) credit (6 courses are required if proceeding directly from a Bachelor of Science).
  - Courses taken during the MSc program, in excess of those required may be allowed for PhD credit. The extra courses must be identified prior to admission.
  - Core courses for Quantum Information specialization:
    - PHYS 701 Quantum Mechanics 1
    - PHYS 704 Statistical Physics 1
    - PHYS 706 Electromagnetic Theory
    - QIC 710 Quantum Information Processing (cross-listed with PHYS 767)
    - QIC 750 Implementation of Quantum Information Processing
  - 3 of the core courses, including QIC 710 and QIC 750, must be taken by the completion of the first year of the PhD program. These courses may have been taken during the MSc program.
  - The selection of courses must include 2 non-core Quantum Information courses.
  - 1 of the required courses may be an upper level undergraduate course outside the student's main field of study. The supervisor must submit a memo justifying why the undergraduate course is acceptable for graduate credit, and approval must be received from the Physics and Astronomy Graduate Officer and the Associate Dean of Science for Graduate Studies prior to enrolment in the course.
  - No undergraduate course in Physics may be taken for credit.
  - An average of at least 70% must be obtained in the required courses. A minimum grade of 65% is required for a pass in each course. No more than 2 courses, of the first 4 taken, can have averages of less than 70%. If a student does not meet these minimum grade requirements, or receives a failing grade in any course, the student may be required to withdraw from the program.
  - In exceptional circumstances course requirements may be waived with the approval of the Guelph Waterloo Physics Institute

Proposed Graduate Studies Academic Calendar

- Courses
  - Students must complete 2 one-term courses (0.50 unit weight) not including any already taken for Master of Science (MSc) credit (6 courses are required if proceeding directly from a Bachelor of Science).
  - Courses taken during the MSc program, in excess of those required may be allowed for PhD credit. The extra courses must be identified prior to admission.
  - Core courses for Quantum Information specialization:
    - PHYS 701 Quantum Mechanics 1
    - PHYS 704 Statistical Physics 1
    - PHYS 706 Electromagnetic Theory
    - QIC 710 Quantum Information Processing (cross-listed with PHYS 767)
    - QIC 750 Implementation of Quantum Information Processing
  - 3 of the core courses, including QIC 710 and QIC 750, must be taken by the completion of the first year of the PhD program. These courses may have been taken during the MSc program.
  - The selection of courses taken by the end of the PhD must include 2 non-core Quantum Information courses.
  - 1 of the required courses may be an upper level undergraduate course outside the student's main field of study. The supervisor must submit a memo justifying why the undergraduate course is acceptable for graduate credit, and approval must be received from the Physics and Astronomy Graduate Officer and the Associate Dean of Science for Graduate Studies prior to enrolment in the course.
  - No undergraduate course in Physics may be taken for credit.
  - An average of at least 70% must be obtained in the required courses. A minimum grade of 65% is required for a pass in each course. No more than 2 courses, of the first 3 taken, can have averages of less than 70%. If a student does not meet these minimum grade requirements, or receives a failing grade in any course, the student may be required to withdraw from the program.
  - In exceptional circumstances course requirements may be waived with the approval
<table>
<thead>
<tr>
<th>Current Graduate Studies Academic Calendar content:</th>
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<tr>
<td>Director, Physics and Astronomy Graduate Officer, and Associate Dean of Science for Graduate Studies.</td>
<td>of the Director of the program, Physics and Astronomy Graduate Officer, and Associate Dean of Science for Graduate Studies.</td>
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<td>• Note: The student's committee may still require more courses dependent on the student's background.</td>
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How will students currently registered in the program be impacted by these changes?

*In consultation with their advisory committees, they will be allowed to modify their programs to come into line with the newer course requirements if they wish.*

Departmental approval date (mm/dd/yy): Nov 11th, 2016  
Reviewed by GSO (for GSO use only) ☒ date (mm/dd/yy): 12/02/2016  
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Senate approval date (mm/dd/yy) (if applicable):
FOR INFORMATION

Proposals Reviewed: September 2015 to August 2016 (September 2014 to August 2015 in parentheses)
UARC reviewed a total of 69 (85) proposals for regular faculty appointments. Of these 22 (34) females,
47 (51) males, 10 (11) were tenured, 47 (49) were for probationary, and 12 (25) were for definite-term
appointments. More detail is provided in the Table contained within this report. The percentage of
females at the rank of lecturer, assistant professor, associate professor and professor were 20%, 40.9%,
18.2% and 0% respectively. For comparison purposes, the total number of proposal reviewed in recent
years was 58 (2009-10), 79 (2010-11), 87 (2011-12), 68 (2012-13), 70 (2013-14) and 85 (2014-15).

Length of the Review Process

Appointment proposals from academic units and faculties generally were very good, and department
chairs/schools directors have been very helpful in providing any additional information requested.
Advance notice of proposals continues to be important to ensure speedy turnaround. Policy 76 specifies
five working days for the review process. During the past year, UARC members were able to complete
most reviews within five working days unless there was some missing information and discussions with
the chair/director or dean were required.

Administration

The Summary of Recruiting Efforts for UW Faculty positions form which chairs/directors are required to
complete can be found at: https://uwaterloo.ca/secretariat-general-counsel/submission-files-uarc

UARC Members, September 2015 to August 2016

Stephen Prentice (AHS) replaced by Jack Callaghan (AHS) as of July 26, 2016, Rhona Hanning (AHS),
Andrew Faulkner (ARTS), Doreen Fraser (ARTS), Catherine Rosenberg (ENG), Gerry Schneider (ENG),
Johnathan Li (ENV), Johanna Wandel (ENV), Ken Davidson (MATH), Kevin Lamb (MATH), Tadeusz Gorecki
(SCI), Brian Dixon (SCI) Flora Ng (ENG) (Chair).
Summary of Proposals for Regular Faculty Appointments for Two Years or More
Reviewed by UARC
September 2015 – August 2016

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Gender</th>
<th>Appointment Type</th>
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<td>Cdn Perm Res Foreign Academic Female Male Tenured Probationary Definite Term Lecturer Assistant Professor Associate Professor Professor Offers Accepted Declined</td>
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<td>TOTAL</td>
<td>69</td>
<td>45 6 18</td>
<td>22 47 10 2 8</td>
<td>47 16 31 12 4 8</td>
<td>10 2 8 44 18 26 11 2 9 4 0 4</td>
<td>68 60 8</td>
</tr>
</tbody>
</table>

Of the 60 who accepted offers 20 were female, 40 were male. Of the 8 who declined offers, 2 were female, 6 were male.

Flora T.T. Ng
Chair, UARC
FOR APPROVAL

Secretariat & Office of General Counsel – Department Name Change

**Motion:** To approve the following name change: change from “Secretariat & Office of General Counsel” to “Secretariat” and “Office of General Counsel.”

**Rationale:** Since April 2013, personnel in the Secretariat have been licensed to practice law, and have been regularly providing legal advice, legal opinions and other legal services to the University. In February 2014, the name of the office officially changed to Secretariat & Office of General Counsel. However, effective 9 January 2017, the Secretariat & Office of General Counsel will be divided into two distinct offices. This division will better support the successful navigation by our campus community within our complex policy and governance environment. The Secretariat will remain in Needles Hall 3060. The Office of General Counsel will move to Needles Hall 3007 as soon as renovations to that suite are completed. Both offices will report to the President.

It is important that this division in functional responsibility be communicated to the University community and the public in general, and one important way to do this is through a change in the department name. This change will alert the community that the Secretariat will continue to support and provide guidance on governance, policy and risk management matters, and the Office of General Counsel will provide legal counsel governed by an independent regulator and supervised through the auspices of the Law Society of Upper Canada. The Office of General Counsel has authority and responsibility for managing the University’s legal risk. The University community can be assured that when accessing the services of the Office of Legal Counsel, matters on which they seek advice are protected through solicitor/client privilege, the highest form of privilege recognized in common law jurisdictions.

For these reasons, it is recommended that Senate recommend to the Board of Governors a change of name from “Secretariat & Office of General Counsel” to “Secretariat” and “Office of General Counsel.”

Feridun Hamdullahpur
President and Vice-Chancellor
FOR APPROVAL

__________________________

REVISION TO WATERLOO’S INSTITUTIONAL QUALITY ASSURANCE PROCESS

Motion: To approve the following amendments to the Institutional Quality Assurance Process.
(underline = new text)

4.6
… The FAR is presented for approval to Senate Undergraduate Council (for undergraduate program reviews) or Senate Graduate and Research Council (for graduate program reviews), or both (for augmented reviews) to either or both councils for augmented reviews, as jointly determined by the associate vice-president, academic and the associate provost, graduate studies.

…

4.9
The chair/director is responsible for a two-year progress report on steps taken since the program review was completed. This report is presented to either or both of Senate Undergraduate Council/Senate Graduate and Research Council for approval as jointly determined by the associate vice-president, academic and the associate provost, graduate studies, and then Senate for information.

Rationale: At present the Senate-approved IQAP provides the following guidance for approval of final assessment reports and two-year progress reports:

- Section 4.6 “…The FAR is presented for approval to Senate Undergraduate Council (for undergraduate program reviews) or Senate Graduate and Research Council (for graduate program reviews), or both (for augmented reviews).”
- Section 4.9 “The chair/director is responsible for a two-year progress report on steps taken since the program review was completed. This report is presented to Senate Undergraduate Council/Senate Graduate and Research Council for approval and then Senate for information.”

The proposed amendments affect the handling of augmented reports only. The process will change where, rather than having both councils approve a final assessment report or a two-year progress report, instead only one council receives the report for review and approval while the other council receives the report for information. This does not present any contradiction to Senate bylaws as both councils are empowered by Senate to “…receive, consider, study and review briefs on any aspect of [undergraduate/graduate] studies … from members of the university” per the provisions of Senate Bylaw 2, section 4.03(c) and 5.03(e). Furthermore, both councils will continue to have the opportunity to seek clarification on submitted reports whether the report is received for approval or information only.

The main benefit of this adjustment to process within the IQAP will be to allow a more streamlined approach in bringing forward augmented reports, which currently suffers from synchronization issues between the councils and obvious duplication of effort, and this will bring greater efficiency in these review activities.

In order to ensure that all student perspectives are considered for augmented reports, it will be the practice that at Senate Undergraduate Council (SUC) a graduate student representative (as determined the Graduate Students Association) will be invited to submit their comments for consideration at the SUC meeting. Similarly, an undergraduate student representative (as determined by the Federation of Students) will be invited to submit comments when an augmented report is considered at a meeting of Senate Graduate & Research Council. Student representatives will, at their option, attend the relevant meetings if they wish to participate further in the discussion.

Ian Orchard
Vice-President, Academic & Provost
To: Senate
From: Stephen Watt, Dean,
Faculty of Mathematics
Re: Proposed changes to the Constitution of the Faculty of Mathematics
Date: January 16, 2017

Motion: Pursuant to Section 15 of Senate Bylaw 1, that Senate approve the revised Constitution of the Faculty of Mathematics.

Rationale: The changes bring the Faculty’s constitution in line with other Faculty constitutions by updating the provisions relating to Faculty Council and its committees, including modifications to membership rules and procedures. A brief description of the changes follows.

In general, the changes are not substantive, and represent only a reformulation of the document to bring it in line with other Faculty Constitutions at the university. This document does not attempt to list all the changes, but rather to highlight the most notable ones.

- Procedures, powers, duties, and membership of Faculty Council have been updated slightly, including removing references to the Mathematics Department of St. Jerome’s University.
- Powers, duties, and voting membership of Faculty Council’s standing committees have been moved from the Bylaws to the Constitution. Non-voting membership in these committees has been left in the Bylaws for easier amendment.
- Changes to the Faculty’s Bylaws are under consideration, but some changes have been made to the Constitution rather than the Bylaws. In particular, the Library Committee is being removed, student members of Council and its committees are no longer required to be full time, and Faculty Council will be required to vote on all motions from the Undergraduate Affairs Committee.
CONSTITUTION OF THE
FACULTY OF MATHEMATICS
AT THE
UNIVERSITY OF WATERLOO

The Faculty of Mathematics at the University of Waterloo (the “University”) is constituted to (i) conduct research that has worldwide impact and recognition; (ii) provide teaching and learning opportunities of unmatched breadth and depth; (iii) produce graduates who are in worldwide demand; and (iv) undertake educational outreach and community engagement that increases mathematical and computing literacy nationally and globally.

I

FACULTY AND FACULTY COUNCIL

I.1 There shall be a unit of the University called the Faculty of Mathematics (the “Faculty”).

I.2 The plenary organ of the Faculty shall be the Faculty of Mathematics Faculty Council (“Faculty Council”).

I.2.i Faculty Council shall consist of the following, all as voting members:

- The President of the University
- The Vice-President, Academic & Provost
- The Dean of the Faculty
- All Associate Deans of the Faculty
- All Professors, Associate Professors, Assistant Professors and Lecturers holding a regular faculty appointment in the Faculty
- The Associate Vice-President, Academic (or delegate)
- The Associate Provost, Graduate Studies (or delegate)
- The University Registrar (or delegate)
- The University Librarian (or delegate)
- The Faculty Relations Manager (Mathematics) in the Department of Co-operative Education and Career Action
- The Director of the Student Success Office
- One full-time graduate student in the Faculty, pursuant to paragraph V.2.i
- Two full-time undergraduate students in the Faculty, pursuant to paragraph V.2.ii
One full-time post-doctoral fellow in the Faculty, pursuant to paragraph V.2.iii

One representative from each of
1. the Faculty of Applied Health Sciences;
2. the Faculty of Arts;
3. the Faculty of Engineering;
4. the Faculty of Environment;
5. the Faculty of Science

pursuant to paragraph V.2.iv.

I.2.ii Faculty Council may invite representatives of other units and sub-units of the University to attend and participate in meetings of Faculty Council on such terms as Faculty Council may determine.

I.3 Except as may otherwise be determined by Faculty Council, meetings of Faculty Council shall be open to all members of the University community. Faculty Council may, on 48 hours’ notice, close a meeting to any or all categories of spectators. Student members of Faculty Council shall not participate in meetings or parts of meetings in which individual student cases are discussed.

I.4 The Year of Faculty Council runs from September 1st to August 31st. Faculty Council shall meet at least four times annually, as specified in the Bylaws. Additional meetings may be held either at the call of the Administrative Committee established pursuant to Clause III.1 below, or within 15 working days of receipt by either the Chair or the Secretary of Faculty Council of the written request of 15% of the membership of Faculty Council.

I.5 A quorum at all meetings of Faculty Council shall consist of 25 members of Faculty Council.

I.6 Meetings of Faculty Council shall be conducted in accordance with Robert’s Rules of Order and Procedure (to the extent that those Rules are not inconsistent with this Constitution) and such bylaws as may be adopted by Faculty Council. Except as otherwise provided for in this Constitution, notices of meetings with agenda and all relevant documentation shall be made available to members of Faculty Council at least 5 working days in advance of its meetings.

I.7 All Faculty Council Records will be maintained in accordance with University Policy 12 – Records Management which guides the creation, storage, use, and disposition of University Records. Except where prohibited by University Policy or government privacy legislation, all Faculty Council Records will be made available to the Faculty electronically.

I.8 Faculty Council shall have the following powers and duties:

a) Subject to the approval of the Senate of the University (the “Senate”), to determine the course of study in the Faculty and the conditions of admission into, and continuation within, these courses of study;
b) Subject to confirmation by Senate, to appoint the examiners for, and conduct the examinations of, the courses in the Faculty and determine the results of such examinations;

c) On the Recommendation of the Undergraduate Standings and Promotions Committee established pursuant to Clause III.3 below and the Graduate Studies Committee established pursuant to Clause III.4 below, to recommend to Senate candidates for the conferring of degrees, diplomas, awards and other honours;

d) To appoint such standing and ad hoc committees of Faculty Council as it shall determine, and to delegate to such committees the powers and responsibilities that Faculty Council itself possesses pursuant to Clause IV below; and

e) To consider and report to Senate upon such matters affecting the Faculty as Faculty Council may deem appropriate.

f) Except in cases of extreme emergency, no motion of major policy significance may be debated or voted upon in any meeting unless prior notice of that motion is included in the agenda of that meeting. In cases of dispute, the Chair’s ruling on whether or not a motion shall be admitted shall be final. Normally, reference to committees, questions of procedure, tabling and requests for information are among the matters not requiring notice of motion.

II

OFFICERS

II.1 The Dean

II.1.1 The senior executive officer of the Faculty shall have the title "Dean of Mathematics" (the “Dean”).

II.1.ii The Dean is an officer of the University and is appointed in accordance with University Policy 45, “The Dean of a Faculty,” as it may be amended from time to time, or any document in substitution therefor.

II.1.iii In reporting to the Vice-President, Academic & Provost, the Dean leads the Faculty with respect to curriculum development, teaching, learning, research, and fostering its best interests. The Dean represents the Faculty and acts on its behalf in any administrative and ceremonial matters pertaining to the Faculty as a whole. The Dean manages the Faculty, including matters relating to resourcing, resource allocation and Faculty development with advice from the Faculty Council and other relevant committees and performs such other duties or functions as required for the academic program of the Faculty.

II.2 The Chair of Faculty Council
II.2.i Pursuant to the provisions of Clause V.1 below, Faculty Council shall elect one of its faculty members as chair.

II.2.ii The duties of the chair shall consist of:

a) Calling and chairing meetings of Faculty Council in accordance with I.5 above;
b) Calling and chairing meetings of the Administrative Committee established pursuant to Clause III.1 below;
c) Serving as electoral officer of the Administrative Committee established pursuant to Clause III.1 below; and
d) Such other duties as may be assigned to the chair by this Constitution or through bylaws or resolutions of Faculty Council.

II.3 The Secretary of Faculty Council

II.3.i The Secretary of Faculty Council shall be appointed by the Dean.

II.3.ii The duties of the secretary shall consist of:

a) Giving notice of and recording the proceedings of Faculty Council meetings and keeping the attendance roll;
b) Giving notice of and recording proceedings of meetings of the Administrative Committee established pursuant to Clause III.1 below; and
c) Such other duties as may be assigned to the secretary by this Constitution or through bylaws or resolutions of Faculty Council.

III

STANDING COMMITTEES

The tenure of standing committees of the Faculty is from September 1st to August 31st.

III.1 Administrative Committee (the “AC”)

III.1.i The AC shall:
a) Plan the forthcoming business of Faculty Council and arrange the agenda of its meetings;
b) Receive reports from standing and ad hoc committees of Faculty Council;

c) Assign matters to appropriate committees and Faculty Council and manage matters that do not otherwise fall within the mandates of committees of Faculty Council;

d) Serve as a nominating committee for Faculty representatives to other bodies in the University, and for any other committees to which the Faculty may from time to time send representatives, including appointing members to such bodies or committees as required to fill vacancies which may occur between elections;

e) Monitor all motions submitted to Faculty Council via the Agenda in order to ensure that such motions are accompanied by adequate statements outlining the reasons for the motion, and its expected consequences.

III.1.ii The AC shall consist of the following, all as voting members:

Ex Officio

a) The Chair of Faculty Council, who shall be Chair;

b) The Secretary of Faculty Council;

c) The Dean of the Faculty;

d) The Associate Dean, Undergraduate Studies;

e) The Associate Dean, Graduate Studies.

Elected/Appointed

a) One member of Faculty Council from each of

1. Applied Mathematics

2. Combinatorics and Optimization

3. Computer Science

4. Pure Mathematics

5. Statistics and Actuarial Science

chosen by a procedure approved by the relevant unit;

b) One undergraduate student representative, chosen by the undergraduate students in the Faculty through a procedure approved by the Dean;

c) One graduate student representative, chosen by the graduate students in the Faculty through a procedure approved by the Dean.

III.1.iii Meetings of the AC shall be closed to everyone other than members of the AC and those invited to attend at the request of the AC.

III.2 Undergraduate Affairs Committee (the “UAC”)

6
III.2.i The UAC shall:

a) Provide general academic oversight on proposals concerning curricula, courses, academic policies, academic standards, continuation conditions, and general undergraduate affairs, and make recommendations on those matters to Faculty Council;

b) Define and oversee the functioning of the core curriculum in the Faculty, and make recommendations in that respect to Faculty Council;

c) Establish and oversee policies relating to admission of undergraduates to the Faculty, including policies governing advanced standing; Oversee and coordinate the preparation of calendar and other informational material relating to undergraduate programs and plans in the Faculty;

d) Receive and consider proposals from the Undergraduate Standings and Promotions Committee; and

e) Consult representatives of groups that do not have permanent representation on the UAC whenever those groups may be affected by proposals to be considered by the UAC, and, in the discretion of the UAC, invite representatives of such groups to attend UAC meetings at which such proposals are to be discussed.

III.2.ii The UAC shall consist of the following as members, all of whom shall be voting members of the UAC unless otherwise noted:

Ex Officio
a) The Dean;

b) The Associate Dean, Undergraduate Studies, who shall be Chair;

c) The Associate Dean, Co-operative Studies;

d) The Faculty of Mathematics representative on Senate Undergraduate Council;

e) The Mathematics Society Vice-President Academic;

Elected/Appointed
a) One member of Faculty Council from each of

   1) Actuarial Science
   2) Applied Mathematics
   3) Combinatorics and Optimization
   4) Pure Mathematics
   5) Statistics

   chosen by a procedure approved by the relevant unit.

b) Two members of Faculty Council from the Cheriton School of Computer Science, chosen by a procedure approved by the School;
c) One member of Faculty Council from the Math/Business and Accountancy plans chosen by a procedure approved by the Director of the Mathematics Business and Accountancy plans;
d) One undergraduate student representative majoring in Computer Science, chosen by the undergraduates majoring in Computer Science by a procedure authorized by the Director of the Cheriton School of Computer Science;

III.2.iii The chair of the UAC shall be the Associate Dean, Undergraduate Studies. Meetings of the UAC shall be closed to everyone other than members of the UAC and those invited to attend at the request of the UAC.

III.2.iv Recommendations for changes in curriculum and regulations governing undergraduate programs for the next academic year shall be submitted to the UAC by a date to be specified by the UAC in consultation with the chair of Faculty Council. Except as otherwise provided in this Article III.2, the UAC shall present its recommendations and copies of submissions to Faculty Council for approval.

III.3 Undergraduate Standings and Promotions Committee (the “S&P”)

III.3.i The S&P shall:

a) Implement existing policies concerning standings, promotions, withdrawals, and related matters;
b) Receive, evaluate and adjudicate on all petitions for special consideration related to standing and promotions;
c) Report, and make recommendations, to the UAC on policies related to standings and promotions.

III.3.ii The S&P shall consist of the following members, all of whom shall be voting members unless otherwise noted:

Ex Officio
(a) The Dean;
(b) The Associate Dean, Undergraduate Studies, who shall be Chair;
(c) The Co-operative Education & Career Action Faculty Relations Manager, Mathematics Co-op; and
(d) The Associate Dean, Co-op Studies.

Elected/Appointed
(a) Not more than two academic advisors from each of
1) Applied Mathematics
2) Combinatorics and Optimization
3) Computer Science
4) Pure Mathematics
5) Statistics and Actuarial Science
appointed by the Chair or Director of the relevant unit;
(b) Not more than two academic advisor from the Mathematics Business and Accountancy Plans appointed by the Director of the Mathematics Business and Accountancy Plans.

III.3.iii Meetings of the S&P shall be closed to everyone other than members of S&P and those invited to attend at the request of S&P.

III.4 Graduate Studies Committee (the “GSC”)

III.4.i The GSC shall:

a) Be responsible for the development and operation of graduate studies in the Faculty, and shall oversee the promotion of research within Faculty, subject to the approval of Faculty Council, the Senate Graduate Council, the Dean of Graduate Studies, the Graduate Studies Office, the Senate Research Council, the Senate and other bodies and offices with mandated responsibility for development and operation of graduate studies and research at the University;
b) Consider all proposed new graduate courses and programs and all proposed changes in existing graduate courses and programs, and to make recommendations to Faculty Council in those respects;
c) Determine the requirements for qualification as approved doctoral dissertation supervisors within the Faculty;
d) Recommend to Faculty Council candidates meeting all requirements for the post-baccalaureate degrees offered by the Faculty;
e) Oversee the preparation of calendar and other informational material related to the graduate programs of the Faculty, and to coordinate such material prepared by Departments and Schools of the Faculty;
f) Make recommendations to the appropriate bodies on the financial requirements for graduate student support, and for the promotion of research; and
g) Have responsibility for the admissions policies and procedures for graduate students, subject to approval by Faculty Council.

III.4.ii The GSC shall consist of the following as members, all of whom shall be voting members of the GSC unless otherwise noted:
Ex Officio

a) The Dean;
b) The Associate Dean, Graduate Studies, who shall be Chair;
c) The graduate officers from each of
   1) Applied Mathematics
   2) Combinatorics and Optimization
   3) Computational Mathematics
   4) Computer Science
   5) Pure Mathematics
   6) Statistics and Actuarial Science
d) The Associate Dean, Research;
e) The Associate Provost, Graduate Studies.

Elected/Appointed

a) One faculty member of Faculty Council from each of
   1) Applied Mathematics
   2) Combinatorics and Optimization
   3) Computer Science
   4) Pure Mathematics
   5) Statistics and Actuarial Science
chosen from among the approved doctoral dissertation supervisors by a procedure approved by the relevant unit, each to serve a two year term;
b) Two full-time graduate students in the Faculty, elected for 2-year terms (except for 1-year terms when need to provide for retirement in alternate years) by the graduate students of the Faculty.

III.4.iii Meetings of the GSC shall be closed to everyone other than members of the GSC and those invited to attend at the request of the GSC.

III.5 Tenure and Promotion Committee (the “TPC”)

III.5.i The TPC shall serve as the Faculty Tenure and Promotion Committee as outlined in University Policy #77, “Tenure and Promotion of Faculty Members” (“Policy 77”).

III.5.ii Membership on the TPC shall be as provided for Faculty Tenure and Promotion Committees in Policy 77, with the following additional requirements:
a) Where Policy 77 requires “at least five tenured faculty members broadly representative of Faculty program areas,” this shall mean one faculty member of Faculty Council from each of

1) Applied Mathematics
2) Combinatorics and Optimization
3) Computer Science
4) Pure Mathematics
5) Statistics and Actuarial Science

elected by the relevant unit;

b) Members of the TPC elected pursuant to paragraph III.6.ii.a) shall serve three year non-renewable terms;

c) Nominations of members to serve as elected members of TPC shall be in writing and must be signed by five members of the electorate as defined in Policy 77, except that the electorate shall be limited to members of the unit for which such nomination is made.

d) Elections pursuant to this sub-Clause II.5.ii shall be conducted by the Dean’s Office on behalf of each unit, and shall be by secret ballot conducted among members of the electorate in each unit for which such election is held.

III.6 Honorary Degrees Committee (the “HDC”)

III.6.i The HDC shall:

a) Consider issues of policy concerning honorary degrees and distinguished professor emeritus appointments, and make recommendations on these matters to the appropriate bodies;

b) Recommend candidates for honorary degrees, and refer suitable nominees to the Senate Nominating Committee for Honorary Degrees, according to the criteria established by that Senate Committee; and

c) Advise the Dean on recommendations for distinguished Professor Emeritus appointments received by the Dean from Chairs and Directors of the Faculty. In considering nominations, the Chair or Director will first consult with and seek the advice of the Department or School Tenure and Promotion Committee before deciding to forward a recommendation to the Dean. The Dean in turn will consult with the Faculty Honorary Degrees Committee, consider its advice in his/her final decision, and forward approved nominations to the Senate Nominating Committee for Honorary Degrees.

III.6.ii The HDC shall consist of the following as voting members:

a) The Dean;

b) A Faculty member holding a tenured appointment in the professorial ranks, appointed by the AC to serve as Chair; and
c) One faculty member of Faculty Council from each of
1) Applied Mathematics
2) Combinatorics and Optimization
3) Computer Science
4) Pure Mathematics
5) Statistics and Actuarial Science
appointed by the Chair or Director of the relevant unit, each to serve a two or three year term.

III.6.iii Meetings of the HDC shall be closed to everyone other than members of the HDC and those invited to attend at the request of the HDC.

III.7 Computing Advisory Committee (the “CAC”)

III.7.i The CAC shall:

a) Advise Faculty Council on procedures and priorities for the use of computing resources within the Faculty; and
b) Participate in continuous long-term planning for the renewal of computing resources in the Faculty, including attention to the relationship with central computing resources for the University.

III.7.ii The CAC shall consist of the following as voting members:

Ex Officio
a) The Dean;
b) The Associate Dean, Computing, who shall be Chair;
c) The Director of Infrastructure of the Cheriton School of Computer Science;

Elected/Appointed
a) One faculty member from each of
1) Applied Mathematics
2) Combinatorics and Optimization
3) Computer Science
4) Pure Mathematics
5) Statistics and Actuarial Science
appointed by the Chair or Director of the relevant unit;
b) One full-time graduate student in the Faculty, elected by the graduate students of the Faculty by a procedure approved by the Associate Dean;

c) One undergraduate student in the Faculty, chosen by the graduate students in the Faculty by a procedure approved by the Associate Dean; and

d) Such additional (non-voting) persons as the Chair shall from time to time appoint.

III.7.iii The chair of the CAC shall be the Associate Dean, Computing. Meetings of the CAC shall be closed to everyone other than members of the CAC and those invited to attend at the request of the CAC.

III.8 Faculty Committee on Student Appeals (the “FCSA”)

III.8.i The FCSA shall:

a) Exercise the jurisdiction vested in faculty committees on student appeals by section 3 of University Policy 72, “Student Appeals” (“Policy 72”); and

b) Advise Faculty Council on matters referred to in paragraph III.9.i.a).

III.8.ii The FCSA shall consist of the following as members, all of whom shall be voting members of the FCSA:

a) The Dean;

b) A member of the Faculty holding tenured appointment in the professorial ranks, appointed by the AC, to serve as Chair;

c) Two faculty members of Faculty Council from each of
   1) Applied Mathematics
   2) Combinatorics and Optimization
   3) Computer Science
   4) Pure Mathematics
   5) Statistics and Actuarial Science

   appointed by the Chair or Director of the relevant unit, each to serve a two year term, provided that one of such appointees from each unit shall retire in each year;

d) Three or more undergraduate students in the Faculty, chosen by the undergraduate students in the Faculty by a procedure approved by the Dean for one or two year terms; and

e) Two full-time graduate students in the Faculty, chosen by the graduate students in the Faculty by a procedure approved by the Dean, for one or two year terms.
III.8.iii Meetings of the FCSA shall be closed to everyone other than members of the FCSA and those invited to attend at the request of the FCSA.

IV

AD HOC COMMITTEES

IV.1.i Faculty Council shall be entitled to establish such other standing or ad hoc committees as it sees fit, to determine the composition and terms of reference of such committees, and to appoint the initial members of such committees, provided that:

a) no such committee shall remain a committee of Faculty Council for more than two years from the date of the meeting of Faculty Council at which it was established unless its composition and terms of reference are incorporated in this Constitution or its bylaws; and

b) all elections subsequently necessary to fill positions on such committees are held pursuant to the provisions of Clause V.3 below.
V

ELECTIONS AND VACANCIES

V.1 Election of Chair of Faculty Council

V.1.i Except as otherwise provided for in valid University or Senate documents, the election of the chair of Faculty Council shall take place during a period (the “Election Period”) assigned by the AC, and shall be conducted in accordance with the following procedures:

a) Not less than four weeks prior to the start of the Election Period, the AC shall circulate to members of Faculty Council a call for nominations to be received in the office of the Secretary of Faculty Council not later than two weeks prior to the start of the Election Period.

b) All nominations submitted pursuant to paragraph V.1.i.a) shall be endorsed by three faculty members of Faculty Council and the nominee.

c) At the start of the Election Period, the chair of Faculty Council shall issue a notice of election, and in issuing that call shall append a list of those nominated pursuant to paragraph V.1.i.a).

d) The chair of Faculty Council shall be elected from among the nominees listed pursuant to paragraph V.1.i.c) by a simple majority of the votes cast during the Election Period.

V.1.ii The office of chair of Faculty Council shall be deemed to be vacated should the incumbent be absent from the University for longer than six consecutive months.

V.1.iii Should the office of chair of Faculty Council become vacant for any reason whatsoever, then the remaining members of the AC shall appoint another faculty member of Faculty Council to serve in that office until a replacement is elected in accordance with the provisions of sub-Clause V.1.i. Such election shall be held within twelve months of the creation of the vacancy.

V.2 Election/Appointment of Council Members

V.2.i Graduate Student representative. The Graduate Student representative will be chosen to serve a one-year term through a nomination/election process administered by the Mathematics Graduate Office.

V.2.ii Undergraduate Student representatives. The Mathematics Society President, and the Mathematics Society Vice-President Academic shall serve as the Undergraduate Student representatives.

V.2.iii Post-Doctoral Fellow representative. The Post-Doctoral Fellow representative will be chosen to serve a one-year term through a nomination/election process administered by the Mathematics Graduate Office.
V.2.iv Representatives from other Faculties. The representative from each of the other Faculties will be appointed to serve a one-year term, chosen through the process determined by that Faculty.

V.3 Vacancies on Committees of Faculty Council

V.3.i Any elected member of a committee of Faculty Council shall be deemed to have vacated the position should the incumbent be absent from the University for longer than six consecutive months.

V.3.ii Should a vacancy occur for any reason whatsoever in any elected position on a committee of Faculty Council, then the remaining members of that committee shall appoint another member of Faculty Council to serve in that position until a replacement is elected in accordance with the provisions of this Constitution by which the relevant committee is established. Such election shall be held within twelve months of the creation of the vacancy.

V.4 University and Senate Committees and Councils

V.4.i The following processes are used to appoint or elect members to University and Senate Committees or Councils from the Faculty of Mathematics, as specified in the bylaws and/or policies associated with those committees:

a) Senate Graduate & Research Council. Membership of this Senate Committee is described in Senate Bylaw 2. The two elected/appointed members from Mathematics will be the Associate Dean, Graduate Studies, and the Associate Dean, Research. The Associate Deans serve on the Council without term limits.

b) Senate Undergraduate Council. Membership of this Senate Committee is described in Senate Bylaw 2. The elected/appointed Faculty representative is elected from the Faculty members at large, for a term of two years.

c) University Committee on Student Appeals. Membership of this University Committee is described in University Policy 72. The Faculty representative is appointed by the Dean from the Faculty members at large, for a term of two years.

d) Dean Nominating Committee. Membership of these committees is described in University Policy 45. The six faculty members are elected as follows:

- One regular Faculty member from each of
  1) Applied Mathematics
  2) Combinatorics and Optimization
  3) Computer Science
  4) Pure Mathematics
Statistics and Actuarial Science

elected by the members of the relevant unit;

- One regular Faculty member is elected from the Faculty members at large and will satisfy the
gender requirements specified in University Policy 45.

IV.1.iii The Constitution of the councils of the other Faculties may include representative membership
from the Faculty of Mathematics. These positions will be filled according to those constitutional
requirements; if there are no specific requirements, the representatives from the Faculty of Mathematics
shall be appointed by the Dean.

VI

BYLAWS AND CONSTITUTIONAL AMENDMENTS

VI.1 Bylaws of Faculty Council shall be adopted by a two thirds majority of the votes cast at a duly
constituted meeting of Faculty Council at which a quorum is present. Notice of proposed amendment,
repeal or adoption of bylaws must be given in writing not less than 30 days prior to the meeting at which
those proposals are intended to be considered.

VI.2 Any amendments to this Constitution shall require the following:

a) A recommendation for such amendments ratified by a simple majority at a meeting of Faculty
Council. Notice of such a recommendation must be brought to Faculty Council at least 30 days prior to
its discussion.

b) A ballot (including the use of electronic voting) of all members of Faculty Council, on the
recommendation of Faculty Council. There shall be at least seven days’ notice before the start of the
voting period, and the voting period shall have a duration of fifteen business days. The ballot must
carry by at least a 60% majority of all members of Faculty Council.

c) Approval of the University Senate.

Approved at a meeting of Faculty Council held **** 2016.
Approved at a meeting of Senate held **** 2016.