### OPEN SESSION

3:30

**Consent Agenda**

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

1. **Minutes of the 16 January 2017 Meeting**
   - Decision

2. Reports from Committees and Councils
   - a. **Graduate & Research Council**
   - b. **Undergraduate Council**
   - Information

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

4. Reports from the Faculties
   - Information

5. Report from the COU Academic Colleague
   - Information

6. Reports from Teaching Award Committees
   - Information

**Regular Agenda**

3:35

7. Business Arising from the Minutes
   - a. Fall Break 2016 Report (Mario Coniglio with Pam Charbonneau)
   - Information

3:50

8. Presentation: Academic Inbreeding, A Strategic Risk for Universities – Hamid Tizhoosh, Professor, Systems Design Engineering
   - Information

9. Reports from Committees and Councils
   - a. **Finance Committee**
   - Decision
   - b. **Graduate and Research Council**
   - Decision
   - c. **Undergraduate Council**
   - Decision

4:40

10. Report of the President
    - Information

4:55

11. Q&A Period with the President
    - Information

12. Report of the Vice-President, Academic & Provost
    - a. **Graduate Studies Office – Department Name Change**
    - Decision
    - b. **Writing Centre – Department Name Change**
    - Decision

5:20

13. Report of the Vice-President, University Research
    - Information

5:25

14. Other Business

**CONFIDENTIAL SESSION**

5:30

15. Minutes of the 16 January 2017 Meeting
    - Decision

5:35

16. Business Arising from the Minutes
    - Decision

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1 This report will be distributed following the Senate Finance Committee meeting on 24 March 2017.
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<td>a. Honorary Degrees</td>
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20 March 2017

Karen Jack
Secretary to Senate
University of Waterloo
SENATE
Minutes of the Monday 16 January 2017 Meeting


Guests: Logan Atkinson, Bruce Campbell, Dan Davison, Mahejabeen Ebrahim, Peggy Eichinger, Donna Ellis, Andrea Kelman, Jennifer Kieffer, Melissa Knox, Derek Madge, Flora Ng, Alice Raynard, Ian Rowlands, Jennifer Simpson, Franco Solimano, Allan Starr

Secretariat: Karen Jack, Emily Schroeder, Nadia Singh


*regrets

Organization of Meeting: Feridun Hamdullahpur, chair of Senate, took the chair, and Karen Jack, secretary of Senate, acted as secretary.

The chair welcomed Joanne Shoveller, new vice-president, advancement, attending her first meeting of Senate.

OPEN SESSION

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

Bruce and Bergman.

It was agreed to move the Two-Year Report of the Master of Peace and Conflict Studies from the report of Graduate & Research Council to the regular agenda.

In response to a question about recruitment efforts regarding the Master of Climate Change, Casello advised that his office is working on this issue across all Faculties and more information will be provided to Senate in the future.

1. MINUTES OF THE 21 NOVEMBER 2016 MEETING
Senate approved the minutes of the meeting.

2. REPORTS FROM COMMITTEES AND COUNCILS
   Graduate & Research Council
Senate received the report for information.
Undergraduate Council
Senate received the report for information.

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

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

5. COMMITTEE APPOINTMENT
Senate approved the appointment of Carrie Mitchell, environment faculty representative to Undergraduate Council, term 16 January 2017 to 30 April 2018.

The question was called, and the motion carried.

Regular Agenda

6. BUSINESS ARISING FROM THE MINUTES
The president advised that an update on the newly implemented fall break will be brought to the February meeting of Senate.

7. PRESENTATION – UNDERGRADUATE COMMUNICATIONS OUTCOMES INITIATIVE
   Jennifer Simpson, Chair, Department of Drama and Speech Communication and Dan Davison, Associate Professor, Department of Electrical and Computer Engineering

Following an introduction by Coniglio, Simpson informed senators about the University’s English language competency initiative which derived from the University’s Strategic Plan. She spoke about best practices and the benefits to students. There are three central outcomes: comprehension, conceptualization and contextualization, and Senators heard about three central components: resource commitment, faculty engagement, and accountability.

In discussion: these communications courses help with differentiation; particulars regarding accountability are being worked out with a central body likely to be created to provide oversight and support to departments; the intention is to replace the English Language Proficiency Examination; instructors remain accountable for course outcomes. The chair noted that there is a lot of interest in this subject and thanked Simpson and Davison for their work on this initiative.

Slides used in the presentation may be seen here:

8. REPORTS FROM COMMITTEES AND COUNCILS
   Graduate & Research Council
Senate heard motions to the following effects:

   Human Research Ethics Committee – Amendment to Terms of Reference. To approve amendments to the terms of reference for the Human Research Ethics Committee.

   Casello and Pugh. Carried.

   Faculty of Arts, Political Science. 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.
Casello and Peers. Carried.

Faculty of Science, Physics and Astronomy. To approve changes to the doctoral plan in physics, and to approve changes to the doctoral plan in physics – nanotechnology.

Casello and Lemieux. Carried.

Faculty of Applied Health Sciences, Recreation and Leisure Studies. To approve the inactivation of the master’s plan in recreation and leisure studies (tourism).

Casello and Rush. Carried.

Faculty of Arts, Two-Year Report of the Master of Peace and Conflict Studies. To approve the two-year report.

Casello and Peers.

In response to a question regarding the report’s comments about mental health issues observed in the graduate cohort, Senator Epp explained that the nature of the program is not the cause, but the demands of the program, like any other master’s program, and the troubled situations in many of the countries of origin of certain students led to the comment in the report.

Carried.

University Appointments Review Committee
Following a brief presentation by Flora Ng, chair of the committee, in which she: identified that fewer proposals were reviewed this year; noted the trend toward hiring more Canadians; and advised that gender numbers are being watched closely, Senate received the report for information.

In discussion: a suggestion that it would be helpful to see the difference between offers made and those accepted; lecturer statistics reflect only new hires; the committee’s mandate does not include tracking whether tenure is offered later in the hired person’s career; Waterloo is best in the province with respect to hiring more tenure-track faculty than sessionals; progress is being made and attention is being paid to increasing the percentage of female faculty appointments. The chair agreed with a suggestion that an annual report be provided to Senate in conjunction with, but separate to the UARC report, showing a University-wide break down of faculty by gender and rank. He suggested it also include other groups like students and staff.

9. REPORT OF THE PRESIDENT
Hamdullahpur spoke to the memo distributed with the agenda regarding the changes in the offices of the Secretariat and General Counsel. Senate heard a motion to approve the name change from “Secretariat & Office of General Counsel” to “Secretariat” and “Office of General Counsel”.

Orchard and Pugh. Carried.

Hamdullahpur updated Senators about the recent E7 funding announcement and the Board of Governors retreat held in December. Referring to the several anniversary events coming in 2017, he spoke positively about the recent “Beyond 60” special anniversary lecture featuring Edward Snowden and Kate Darling, and the Waterloo panel comprised of Dana Kulić, Michele Mosca and Beth Coleman. The chair also provided an update on the funding formula (some clarity has been provided; the three pockets of funding will be the enrollment grant, special purpose grants, and student success or differentiation, both of which are important; the benefits of having both graduate
and undergraduate numbers being counted), graduate tuition funding (Waterloo is highest in the U15 in average graduate financial support), and that discussions will continue about interdisciplinarity, internationalization and innovation and how Waterloo can make an impact on these fronts.

10. Q&A PERIOD WITH THE PRESIDENT
In response to questions, Hamdullahpur offered comment on: ways in which we can attract excellent students at the graduate level (work is being done by Casello to inform the community about what Waterloo offers financially; from Casello that he also is working to identify obstacles and help with ensuring applicants’ have positive experiences), the impact of the government’s renewal of a cap (scenarios have been modelled and the budget is in good shape), media attention re: the general manager at the School of Architecture and the former Vice-President, Advancement (measures to prevent the particular issues raised at architecture are now in place; audits do occur; re: the vice-president, the president noticed irregularities and investigated); graduate student funding (positive news, but the University continues to find ways to improve; Faculty-specific information will be brought to the Graduate Student Relations Committee; tuition reduction methods that are available need to be made more widely known).

11. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST
Institutional Quality Assurance Process (IQAP) Change. Orchard spoke to the memo distributed with the agenda following which Senate heard a motion to approve changes to the IQAP.

Orchard and Coniglio. Carried.

12. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH
Following Dixon’s review (research funding diversification efforts are being undertaken by his office; federal reviews of the funding agencies will be available soon; the Federal budget in February will bring clarity re: tri-council funding; CIHR is being restructured), Senators received the report for information.

13. REPORT OF THE DEAN OF MATHEMATICS
Watt advised members about the proposed changes to the Constitution of the Faculty of Mathematics. Senate heard a motion that pursuant to Section 15 of Senate Bylaw 1, it approve the revised Constitution of the Faculty of Mathematics.

Watt and Wolczuk.

In response to a question about what is new and what has changed, Watt reviewed some of the changes, confirmed the same balance of powers remains, and agreed to share a red-line version with any interested Senator.

Carried.

14. OTHER BUSINESS
There was no other business.

Senate convened in confidential session.

20 January 2017
Karen Jack
Secretary to Senate
CONFIDENTIAL SESSION

Confidential minutes have been removed.
Senate Graduate & Research Council met on 16 January and 23 February 2017, and on behalf of Senate approved curricular submissions, three new graduate awards, and two academic program review reports. 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

CURRICULAR SUBMISSIONS
On behalf of Senate, course revisions and a minor plan change were approved for the Faculties of arts (sociology) and engineering (electrical and computer; mechanical and mechatronics).

GRADUATE AWARDS
On behalf of Senate, council approved the Xuemin Shen Graduate Scholarship in Communication, the Dr. J. Leopold Koppel Graduate Scholarship and the Statistics and Actuarial Science Best Research Presentation Prize.

ACADEMIC PROGRAM REVIEW REPORTS
a. Two-Year Report – Electrical and Computer Engineering [Attachment #1].
b. Two-Year Report – History (Tri-University MA and PhD) [Attachment #2].

/ar Jeff Casello George Dixon
Associate Provost, Graduate Studies Vice President, University Research
A. GRADUATE STUDIES PLAN

The ECE graduate program at Waterloo is one of the largest in the country, with approximately 575 graduate students in 2014. In 2014, we witnessed a modest growth in intake. The annual intake growth in PhD and research masters student was 15%, and 11%, respectively while professional masters students decline by 14% during the same period. The department continue to struggle to meet its CPR graduate student targets. The department, together with the office of Associate Dean graduate studies, is working to attract more CPR graduate students.

Figure 1: ECE Graduate Intake Plan Performance to Target by Visa Status

Figure 2: ECE Graduate Intake Plan Performance to Target by Program Type

C1: Increase the Rigour of the PhD Examination

- Starting in Fall 2015, the PhD Comprehensive Examination will be split into two parts; an oral Comprehensive Background Examination to be completed by the end of the third term of registration and an oral Comprehensive Research Proposal Examination to be completed by the end of the sixth term of registration.

- This split allows for a comprehensive examination of the candidate’s background knowledge on the subject matter prior to a significant research effort, unlike the current practise where generally the comprehensive examination identifies candidate weaknesses too late in the program. In
addition, it is hoped that this new format will help to increase the rigour of the comprehensive process as well as PhD committee involvement and thereby decrease the time to graduation.

- To further support timely completion of the PhD program, the Department has also amended the Research Seminar requirements. Students are now required to hold their seminar no later than the end of their third year of registration and the seminar must be attended by the student’s supervisor as well as their advisory committee rather than just one additional faculty member who may or may not have been part of their committee.

C2: Provide High-Quality PhD Supervision and Support Timely Degree Completion

- Effective in Spring 2015, the Department has implemented online Term Activity Report submissions. The activity reports are a program requirement for all research-based programs (part-time and full-time), and must be completed by students to remain in their program. Students must complete the report which outlines their previous term’s accomplishments as well as goals for the upcoming term. Supervisors must, in turn, provide feedback on the student’s performance and identify any areas of growth, improvement, and/or concern. It is expected that the supervisor will identify any problems with the student’s performance at this time so that appropriate action can be taken. The Term Activity Reports are stored online to provide a clearer, more accessible, and simplified evaluation/communication between supervisors and students.

- As noted in the above, PhD Committees will meet at least once per year with their PhD candidate over their four-year program, specifically in the Comprehensive Background Examination, Comprehensive Research Proposal Examination, the Research Seminar, and the PhD defense. This is a 50% increase over the previous norm of twice over the course of the student’s program; at the Comprehensive Exam and at the PhD Defense.

C3: Increase Graduate Course Requirements

- Core courses were introduced to the graduate research programs in Fall 2014 and the minimum number of courses for PhD students was increased from 3 to 4. In Fall 2015 the Department will be adding 6 new core courses to this list in order to give students more flexibility in their course choices. Furthermore, the Department has dedicated teaching resources to ensure that all core courses are taught on a yearly basis.

C4: Increase Recruitment Efforts to Attract CPR Students and Improve Graduate Funding

- The Department has allocated funds to create faculty grants of $22,000 per year to directly support graduate students and their research efforts. These awards are administered by the Department with the intent that the money will be used to attract top-quality applicants and send out timely admission offers in order to increase our new admit acceptance rate.

- Each term the Associate Chair of Graduate Studies, the Graduate Studies Manager, and the Graduate Admissions Coordinator make a presentation to the upper-year undergraduate students during their class prof hours to promote graduate studies at UW and outline the various scholarship opportunities available to top domestic applicants.

- The Department of Electrical and Computer Engineering also actively participates in all Faculty of Engineering recruitment efforts including the Faculty wide Graduate Studies Information Reception, the Graduate Recruitment Working Group, and the implementation of Salesforce software to track potential applicant inquiries and leads.

C5: Restructure the MEng Program with a Focus on Quality

- The Department continues to seek ways to grow and improve the MEng program. In the last year there has been a focus on quality admissions where incoming admission averages continue to be correlated with subsequent UW grade averages to identify trends of success and decreased academic performance based on a wide variety of criteria.

- MEng certificates of specialization were renamed Diplomas in early 2015. While the change was merely linguistic to accommodate accreditation requirements it has had a positive impact on the
appeal of the program to prospective students who can now graduate with both a Masters of Engineering and a Diploma in one of four areas of specialization rather than just a certificate. Student’s feel that there is a greater prestige associate with a diploma rather than a certificate and has generated increased interest in the Diploma options amongst current students as well.

- In May 2015 the Department hired a new, part-time, Admissions Coordinator who will solely focus on MEng and MEng-Power admissions. With the increase in administrative support the MEng program applications can now be more carefully reviewed and vetted before being sent for admission decisions. The increase in support has also improved the turnaround time in processing offers which should, over time, lead to more admissions acceptances. The new administrator is also constantly watching for top quality CPR applicants to the program so offers can be made early to increase overall domestic enrolment in the program.

**C6: Improve Graduate Student Experience**

- In Winter 2015 the departmental award given out for exceptional student performance based on Term Activity Reports was increased from $1250 to $1500. The increased value of the award reduces the number of awards over all but increases the prestige of the award thereby rewarding truly outstanding students.

- ECE Chair and Associate Chair for graduate study met with students in a Town Hall meeting in the Winter 2015 term at the request of the ECE Graduate Student Association (GSA) to answer questions and concerns students had regarding Department policies and practices. The department will schedule such meetings regularly to improve communication with students.

- The Graduate Studies administrative team continues to maintain and update the ECE Graduate Studies Manual. All new students as well as each of the faculty receive a copy of this manual. The manual is a living document that is constantly evolving and changing as the department grows and develops. Work on the second edition of the manual, which is set to be released in September 2015, has been underway since late 2014 and includes updates on the new PhD split comprehensive exam, changes of enrolment, teaching assistantships, and student funding.

- Five teaching assistantship awards continue to be given out each term to the top 5 TAs in the department to reward excellent TAs. Winners are taken out to lunch at the University Club by the Associate Chairs of Undergraduate and Graduate Studies and receive a certificate in recognition of their accomplishment.
Background:
This two-year report is in response to the Tri-University Program’s Self-Study Report, submitted in December of 2014. The original self-study by the program was submitted on September 11, 2013, and the site visit by the external and internal reviewers occurred January 27-29, 2014. This report provides an update on the key recommendations of the review that have happened since January of 2014.

The last self-study, initiated by the Associate Provost, Graduate Studies, at the University of Waterloo selected the external reviewers from a list provided by the Tri-University History program director, who, at the time, was Linda Mahood (who was advised by previous directors Andrew Hunt and David Monod). Each of the partner universities appointed internal reviewers to take part in the study and offer recommendations.

The overall tone of the report submitted by the external reviewers, Dr. Doris Bergen and Dr. Jim Miller, was very positive, praising the MA and PhD programs for their innovations, creativity, and effective use of faculty and resources. “Tri-U program,” they noted, “benefits both from committed and enthusiastic graduate instructors and able and energetic students” The reviewers arrived at the verdict that “the Tri-University Graduate Program in History offers degree programs of very good quality, and the organization of the Program, while it could be improved in certain of its details, is on the whole sound. The three institutions can be confident that they are supporting a tri-university program that operates in accordance with practices used at other good institutions and provide an education and training of high quality to its students.”

The program review made a series of recommendations, 23 in total, under the following three headings: “Program Objectives,” “Program Delivery,” and “Logistical Matters.”

Most of the recommendations under “Program Objectives” focused on strengthening the communication of the program’s goals, rules/regulations, structure, etc., to present and prospective graduate students.

In the case of “Program Delivery,” the reviewer’s feedback dealt more with ways that the program could enhance the quality of life and general experience for students in the program, to make their time in the Tri-University Program more rewarding.

Finally, on “Logistical Matters,” the reviewers primarily raised concerns about the challenges involved in running a joint-program separated not only by geography, but also by different campuses with different institutional regulations, guidelines, cultures, etc.

This report will address key developments made in the Tri-University Program since February of 2014, and discuss recommendations that have not yet been acted upon, but will be in the future.
Progress on Implementation Plan:

Recommendations

1. “Program administrators should make it clear in Program literature and policy statements that a vocational element is central to the nature and purpose of the PhD program.”
   **Status:** Completed.
   **Details:** This element of the program has been made to program literature, such as the handbook, and on the Website.

2. “Presentation of the Program’s strengths and successes should be updated and improved for both internal and external purposes. While it may not be necessary at this time to revise the major fields offered, the Tri-U historians. 3 should be prepared to explain those fields and their rationale in more compelling ways.”
   **Status:** In progress.
   **Details:** This is an ongoing effort on the part of the Tri-University Program director and the graduate chairs of the three departments. The website is being overhauled new to make these issues clear, as are the Doctoral and MA handbooks.

3. “We recommend that the departmental chairs take seriously the need to help the Tri-U Program Director recruit minor field advisors. We also encourage the Tri-U Director and Graduate Coordinators to explore ways to help faculty develop a larger stake in the success of graduate students, including those for whom they are not the main supervisor.”
   **Status:** Completed.
   **Details:** This suggestion, in particular, proved a key step forward for the Tri-University Program, and before this report, the lack of input and engagement by the chairs in this area of the program was highly problematic. Since this report was issued, under the direction of Linda Mahood at the University of Guelph, chairs began taking a much more active role in helping to plan doctoral fields and offerings, and participated in recruiting faculty to teach these courses. There are still some issues that may be difficult to resolve, such as the lack of formal credit for teaching doctoral-level fields. Because Fields are often very small (usually only one to four students), and most campuses require a minimum of 6 graduate students in a course to count it as a credit of teaching, giving credit for Major and Minor Fields has proven extremely challenging.

4. “We recommend that the Program make it clear in the material it provides to applicants to the MA program that all research assignments – MRP or thesis – are to be based on research in primary sources.”
   **Status:** Completed.
   **Details:** This information is made abundantly clear in several places: The MA and Doctoral handbooks, online, and in print literature, and in verbal consultation with the graduate chairs during orientation and with supervisors.
5. “The Program Handbook is seriously in need of revision. We recommend the Tri-U Director work with Graduate Coordinators and perhaps TUGSA or other graduate students to update and revise the Handbook as soon as possible.”
   Details: Status: Completed.
   Details: Updates are routinely made to the graduate handbook. The handbook itself has always been regarded as an organic document, subject to frequent revisions and change. There have been such updates made since this report was issued. The Graduate Director has decided to make these changes in a more systematic fashion by having specific meetings focused on the handbook – with the three graduate chairs from the different universities present – in the summer, before each school year begins.

6. “We recommend that one meeting of a student’s advisory committee be held per year, provided that the student is required to submit a progress report in advance of the meeting.”
   Details: Status: Completed.
   Details: This is really only applicable to the doctoral program (since the vast majority of our MA students finish the program within one year). The Graduate Studies Office (GSO) and Associate Dean of Graduate Studies, Dr. Linda Warley, have solved this matter internally by asking that the Department conduct annual review meetings with our doctoral students to monitor their progress more closely.

7. “We recommend that incoming students be provided with a brief introduction to the members of the Tri-U “team” so that they know to whom to turn regarding certain frequently asked questions. There should be some kind of orientation session where new graduate students meet the key people face-to-face.”
   Status: Incomplete.
   Details: Each of the three universities in the Tri-University Program holds its own orientation for graduate students, and the Tri-University Director attends all of those. The prospect of a single orientation for all new, incoming Tri-University graduate students is unrealistic because each university handles its orientation differently. But all three campuses have orientation sessions and social events (including one single Tri-University Program fall social event), and all new students are expected to attend their respective orientations, and told so by the graduate chairs at each campus and the Tri-University Program director.

8. “The departments should monitor the performance of their MA students and, if appropriate, reduce the intake, particularly at the bottom of the pool of applicants.”
   Status: In progress.
   Details: All three departments monitor the performance of MA students more carefully thanks to proactive involvement by the graduate chairs, and a reduction of acceptances of applicants with lower averages.
9. “We recommend that the Program institute examination of all three PhD fields.”
   Status: Incomplete.
   Details: This is likely not going to happen. Since the release of the original report, the Tri-
   University Program has not introduced examinations for all three PhD Fields. This is still a matter
   being discussed and debated at the three campuses. Change will be slower to come in this area,
   if at all, because of internal disagreements over what – if anything – should replace the current
   model of Major Field/Major Research area subjects being tested by the Comprehensive Exams.
   Such discussions will continue, until either the current model is upheld, or a new model is
   suggested to replace it. Whether that new model will entail comprehensive exams for all PhD
   Fields remains to be seen.

10. “We recommend that the departments revisit the question of allowing MA students to take
    doctoral field-preparation seminars as seminars that earn credit in the MA in appropriate
    circumstances. Conversely, PhD students preparing fields in which MA courses are being
    offered could be encouraged to join in the MA seminar rather than working in isolation.”
    Status: In progress.
    Details: The Tri-University Program’s directors have – under certain circumstances – been
    allowing doctoral students to sit in on MA seminars, provided they are given more extensive, in-
    depth reading lists to go with those seminars, so they have a larger shared experience of
    seminar participation. This policy is being pursued even more aggressively next year, in the
    2017-2018 academic year.

11. “Professors should make their syllabi available well in advance of the beginning of the
    course.”
    Status: In progress.
    Details: This is a harder goal to pursue, but the current Tri-University director, Adam Crerar, has
    made it a priority to seek syllabi in advance of the courses to try to post them online. This action
    is still very much in progress, however, and will take more time to implement.

12. “We recommend that the three institutions provide resources to fund the grant for travel
    between the campuses at a substantially higher level. If necessary, the universities could offer
    the higher grants on an accountable basis.”
    Status: In progress.
    Details: In the past few years, there has been there has been a more systematic funding of
    travel (example: the Tri-University program pays for gas expenses, encourages car pooling, etc.)
    between the three campuses. The trip between Guelph and Waterloo, in particular, has been a
    vexing issue for the Tri-University Program. Past directors of the program have investigated such
    possibilities as hiring a shuttle bus or investing in a local cab company or driving service to offer
    students transportation between the two cities. The main obstacle, in this case, has been the
    exorbitant insurance costs involved in implementing such a service, and the many layers of red
    tape involved in signing up different students during the various different terms, depending on
    who takes classes where, which is always difficult to predict in advance. As an alternative, the
    Tri-University Program has actually increased the funds paid to students to help in travel
    expenses.
13. “The several departments should investigate ways to smooth out the consultative phase of the admissions procedures.”
   Status: In progress.
   Details: We have been aided greatly by the fact that now all of the admissions are done online at all three universities, in a way that is much more uniform than it was before this report was issued. This makes the admission process easier because faculty in the three departments have access to each other’s files online. This is done by giving each administrator at the three universities access to our online graduate application systems, and they are able to call up files for faculty in each of the three Departments, which saves a great deal of time.

14. “Communications with applicants should be coordinated so that they each receive only one letter of acceptance or one rejection from the Tri-U Program.”
   Status: Completed.
   Details: The issue of communications with applicants who received more than one letter of rejection has been solved. This has been done by now relying exclusively on the graduate studies office at each university to send those letters, and no longer having them sent out by the Tri-University’s administrator. Finally, the recommendation that sample syllabi be made available is going to be resolved with the upcoming implementation of the Tri-University Program’s new website. If the syllabi are not placed online, then information about upcoming courses for prospective students will make it abundantly clear that sample syllabi from past MA and Doctoral seminars are available upon request.

15. “We recommend that the departmental chairs take seriously the need to help the Tri-U Program Director recruit minor field advisors. We also encourage the Tri-U Director and Graduate Coordinators to explore ways to help faculty develop a larger stake in the success of graduate students, including those for whom they are not the main supervisor.”
   Status: Completed.
   Details (PLEASE NOTE: This is a verbatim repeat of recommendation as #3, so the details listed here are identical to the response to that recommendation.) This suggestion, in particular, proved a key step forward for the Tri-University Program, and before this report, the lack of input and engagement by the chairs in this area of the program was highly problematic. Since this report was issued, under the direction of Linda Mahood at the University of Guelph, chairs began taking a much more active role in helping to plan doctoral fields and offerings, and participated in recruiting faculty to teach these courses. There are still some issues that may be difficult to resolve, such as the lack of formal credit for teaching doctoral-level fields. Because Fields are often very small (usually only one to four students), and most campuses require a minimum of 6 graduate students in a course to count it as a credit of teaching, giving credit for Major and Minor Fields has proven extremely challenging.

16. “Professors should make their syllabi available well in advance of the beginning of the course.”
   Status: In progress.
   Details: (PLEASE NOTE: This is a verbatim repeat of recommendation as #10, so the details listed here are identical to the response to that recommendation.) This is a harder goal to pursue, but the current Tri-University director, Adam Crerar, has made it a priority to seek syllabi in advance
of the courses to try to post them online. This action is still very much in progress, however, and will take more time to implement.

17. “We recommend that the librarians involved consider the difficulties that students reported concerning access to books, including e-books. We suggest that the administrators at all three institutions monitor how the work of resolving the problems with access to library resources proceeds.”
Status: In progress.
Details: Improved coordination between the three libraries at the University of Waterloo, the University of Guelph, and Wilfrid Laurier University is an ongoing issue that is complex and not necessarily easy to implement. Each Department works with a liaison librarian. The Tri-University Director has taken steps to improve communication with these librarians by introducing them to one another, and helping to facilitate communication between them. However, each library is an autonomous entity, not controlled by the Tri-University Program, and each has different strengths in terms of holdings. At this stage, the Tri-University Program’s Coordinating Committee – consisting of the director and the three graduate chairs from each campus – will continue to discuss ways of coordinating library book orders, based on the strengths of the three libraries, through their respective liaisons.

18. “In addition to making their syllabi or at least reading lists available to prospective students well in advance of the beginning of term, field supervisors and course instructors should also work with librarians to ensure that the books are available, and if possible are on reserve in more than one of the Tri-U libraries.”
Status: In progress.
Details: This is very similar to recommendations 10 and 15. It should be noted that in the Tri-University Program, the MA- and Doctoral-level syllabi and reading lists are almost always one and the same. So the efforts to make syllabi available in advance will also make reading lists available in advance. This is an undertaking to which the current Tri-University Director, Adam Crerar, is dedicated, and he will be endeavouring to make MA and Doctoral syllabi available to graduate students in advance in the 2017-2018 academic year.

19. “We recommend that the Program make it clear in the material it provides to applicants to the MA program that all research assignments – MRP or thesis – are to be based on research in primary sources.”
Status: Completed.
Details: (PLEASE NOTE: This is a verbatim repeat of recommendation as #4, so the details listed here are identical to the response to that recommendation.) This information is made abundantly clear in several places: The MA and Doctoral handbooks, online, and in print literature, and in verbal consultation with the graduate chairs during orientation and with supervisors.
20. “We recommend that incoming students be provided with a brief introduction to the members of the Tri-U “team” so that they know to whom to turn regarding certain frequently asked questions. There should be some kind of orientation session where new graduate students meet the key people face-to-face.”

Status: Incomplete.

Details: (PLEASE NOTE: This is a verbatim repeat of recommendation as #7, so the details listed here are identical to the response to that recommendation.) Each of the three universities in the Tri-University Program holds its own orientation for graduate students, and the Tri-University Director attends all of those. The prospect of a single orientation for all new, incoming Tri-University graduate students is unrealistic because each university handles its orientation differently. But all three campuses have orientation sessions and social events (including one single Tri-University Program fall social event), and all new students are expected to attend their respective orientations, and told so by the graduate chairs at each campus and the Tri-University Program director.

Explain any circumstances that have altered the original implementation plan:

n/a

Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review:

n/a
Date of next program review: ________________ 2020 ________________

Date

Signatures of Approval:

Chair/Director Date

AFIW Administrative Dean/Head (For AFIW programs only) Date

Faculty Dean Date

Associate Vice-President, Academic (For undergraduate and augmented programs) Date

Associate Provost, Graduate Studies (For Graduate and augmented programs) Date
Senate Undergraduate Council met on 17 January 2017 and 14 February 2017, and on behalf of Senate approved course submissions, minor plan changes, and two academic program review reports, one of which was also approved by Senate Graduate Research Council on 16 January 2017. Council also recommends one change to the undergraduate regulations. 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 APPROVAL

CHANGES TO UNDERGRADUATE REGULATIONS

Office of the Registrar
Start of Winter Classes

1. **Motion:** To approve an amendment to the guideline for determining the start of Winter term classes as described.

   (strikethrough = deleted text, underline = new text)

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

   That the start date for Winter Term be set as follows:
   - If January 1st is a Sunday then start of classes is Wednesday, January 4th
   - If January 1st is a Monday then start of classes is Wednesday, January 3rd
   - If January 1st is a Tuesday, then start of classes is Monday, January 7th
   - If January 1st is a Wednesday, then start of classes is Monday, January 6th
   - If January 1st is a Thursday, then start of classes is Monday, January 5th
   - If January 1st is a Friday, then start of classes is Tuesday, January 5th
   - If January 1st is a Saturday, then start of classes is Wednesday, January 5th

   **Rationale:** The proposed amendment would ensure that there is always at least one business day before the start of classes in the winter term. The current guidelines provide for this in only four of the seven possible calendars. This amendment would ensure that an administrative day can be implemented in all seven possible calendar scenarios.

FOR INFORMATION

CURRICULAR MODIFICATIONS
Course submissions and minor plan changes were approved for co-operative education (professional development) and for the Faculties of applied health sciences (kinesiology; recreation and leisure studies; school of public health and health systems), arts (anthropology; classical studies; digital arts communication; drama and speech communication; East Asian studies; economics; English language & literature; fine arts; Germanic & Slavic studies; Italian studies; philosophy; Spanish and Latin American studies; philosophy; political science; psychology; religious studies; social development studies; social work; Spanish and Latin American studies;
studies in Islam), environment (geography & environmental management; knowledge integration; school of environment, enterprise & development; school of environment, resources & sustainability), mathematics (actuarial science; faculty grade policies; mathematics; pure mathematics; software engineering), science (biology; chemistry; materials and nanosciences; optometry), and software engineering.

ACADEMIC PROGRAM REVIEW REPORTS

1. Two-Year Report for legal studies (Attachment #1).
2. Two-Year Report for sociology (Attachment #2, augmented report).

Mario Coniglio
Associate Vice-President, Academic
Two-Year Progress Report
Legal Studies (BA)
September 2016

Background
A review of the undergraduate and graduate programs in Legal Studies was conducted on November 18, 2014. At the time of the 2014 Self-Study, the Sociology and Legal Studies faculty complement consisted of twenty-one regular faculty members, with seventeen in the UW Department and four in the SJU Department. Over two days, two consultants met with administrators, faculty, and staff at both the University of Waterloo (UW) and St. Jerome’s University (SJU). Meetings included four senior administrators, the Department Chairs from UW and SJU, the Associate Chair of Legal Studies, core legal studies faculty members at both institutions, three members of the Legal Studies Student Society Executive, and Administrative Assistants from UW and SJU.

The External Reviewers identified several strengths of the Legal Studies UG program. They consider the program to be “highly innovative” in the way that the “multidisciplinary and interdisciplinary approach to legal subjects … brings new questions, new analyses, and new responses to the study of law, regulation, and legal issues.” They also recognized the Legal Studies program’s explicit and implicit fit with the experiential learning priorities of UW. Additionally, the reviewers made fourteen recommendations to improve the Legal Studies UG program. This report outlines the progress made to date in implementing the recommendations as discussed in the External Reviewers’ Report. The joint UW/SJU Legal Studies Committee is responsible for overseeing implementation of changes to the Legal Studies Undergraduate Program, per the 2014 Terms of Reference for the Legal Studies Program.

Responses to the Reviewers’ Recommendations:

Recommendation 1: The enhancement of experiential learning opportunities for LS students

Enhance the experiential learning opportunities for LS students through the expansion of LS focused co-op opportunities, community-based learning opportunities, and exchange opportunities

The External Reviewers noted the synchronicity between the Legal Studies program and UW’s emphasis on experiential learning and innovation. To further this alignment, they recommended broadening experiential learning opportunities through the provision of more dynamic and law-related Co-op opportunities, opportunities to engage with the community, and study abroad programs. One specific difficulty to the expansion of Co-op opportunities relates to limited LS-focused co-op opportunities in the Arts & Business double major.

1 Draft report prepared by Rashmee Singh (Acting Assoc. Chair Legal Studies) and Jennifer Schulenberg (Assoc. Chair Legal Studies).
In the past two years, UW and SJU have implemented the following changes to the Legal Studies program. The new Legal Studies plans facilitate access to Co-op opportunities for double majors in Sociology/Legal Studies in addition to existing Legal Studies/ARBUS opportunities. The UW Department has created a Departmental Co-op Officer to liaise with Cooperative Education and Career Action to promote expansion of LS-focused experiential learning opportunities. The UW Department added an experiential learning component to LS 434 (The Sociology of At-Risk Youth), and is in the process of developing experiential learning components in other SOC/LS cross-listed courses. All three of these changes directly address recommendations to broaden experiential learning opportunities for LS majors. In addition, UW is currently in negotiations with Warwick University in the United Kingdom to establish student exchange opportunities. SJU also implemented a co-curricular program entitled “Beyond Borders,” which allows Legal Studies students to pursue study abroad. St Jerome’s University established the Beyond Borders international volunteer experience in 2005 - and since then has placed over 100 UW students in countries such as Ukraine, Peru, Ecuador, Dominican Republic, Uganda and Kenya. Both UW and SJU will continue to explore avenues for developing relationships with community-based organizations to create internship or co-op opportunities.

**Status:** Completed.

**Recommendation 2:** Specify course and learning outcomes to improve their resonance with the field of Legal Studies.

*In the revision plan and course outcomes, attention should be paid to the articulation and inclusion of components that are specific to the field of Legal Studies.*

In response to the External Reviewers’ recommendations to tailor the learning outcomes in a way that is more specific and relevant to the field of Legal Studies, the Legal Studies Committee comprised of faculty from both UW and SJU created a sub-committee to review learning outcomes and to consult with faculty members providing Legal Studies courses. This is an extensive and ongoing task, which began in the summer of 2016, and will continue until completed. The curriculum sub-committee drafted benchmark learning objectives and LS competencies recommendations which were submitted for intensive review by working groups at the Legal Studies Retreat (January 20, 2017). The results of this review are in the process of being collated. They will be returned to the curriculum subcommittee for further review, and then forwarded through the Legal Studies process for approval.

**Status:** Completed/Ongoing (expect learning objectives completion Fall 2017).

**Recommendation 3:** Review, expand, and update Legal Studies course offerings to ensure that courses are consistently offered and include sufficient legal content.

*Institute a mechanism for regular and formal review of all Legal Studies course offerings with the aim of deleting courses that have no expectation of being offered in the next three years. Consult further with partner departments to ensure that Legal Studies cross-listed courses have sufficient legal content and that sufficient places in courses are available and guaranteed for Legal Studies students. Make some Legal Studies courses, especially required courses, available during the summer term.*
The LS Curriculum Committee was struck in the February of 2015 and is currently in the process of conducting these responsibilities. In addition to reviewing learning outcomes and engaging in faculty consultations, the curriculum sub-committee will review the Legal Studies curriculum and course offerings and provide an annual report to the Legal Studies Committee. In the winter of 2016, the Legal Studies Committee began consultations with Legal Studies undergraduate students to identify program strengths and weaknesses, opportunities for growth, and program challenges. The Associate Chair is consulting with partner departments to coordinate offerings in the spring terms. The new UW Legal Studies Lecturer position is scheduled to teach two LS courses in the Spring 2017 term.

**Status:** Completed/Ongoing (expected curriculum review completion Fall 2017).

**Recommendation 4:** Both UW and SJU should further develop the identity of the Legal Studies program and discuss the direction of the program.

*Plan a Legal Studies faculty retreat devoted to discussing the focus and direction of the program.*

The External Review recommended further developing the future and direction of the Legal Studies program with the aims of: examining content gaps, deficiencies, and the program’s focus; incorporating more courses that ensure critical perspectives on race, class, gender, sexual identity, and disability; differentiating the program from existing Legal Studies programs; and examining the content of first and fourth year courses to ensure they provide students with the knowledge and skills that constitute the essentials of a Legal Studies degree.

The Legal Studies Retreat of January 20, 2017 produced several key outcomes that serve to identify and differentiate the UW Legal Studies program from other similar programs as well to establish longer-term objectives pertaining to graduates of the Legal Studies program. These retreat outcomes will form the basis of a Legal Studies Mission Statement, executive summary, and related promotional documents. The Legal Studies Committee will be responsible for developing the mission statement and related documents. The results of this process will be forwarded through the Legal Studies approval process.

**Status:** Completed.

**Recommendation 5:** Re-consider the methods requirements for the Legal Studies program and consider making Statistics optional, rather than a mandatory program requirement.

*Consider removal of the statistical methods course as a program requirement and make it an optional course in the program.*

Social Statistics (LS 280) is no longer a requirement for LS majors. Instead, LS majors are required to take Research Methods (LS 221), which introduces students to both quantitative and qualitative methods, and they have the option of either Social Statistics (LS 280) or Field Research Methods (LS 322) to fulfill the methodology requirements for the UG Legal Studies degree (2015 degree plans). LS 280 is removed from plans 2016 and onward. UW has expanded the number of sections of LS 322 to ensure that LS students can avail themselves of this option and has hired a field research specialist to ensure high quality methods training for LS students. These changes are effective Fall 2016 for all LS academic plans.

**Status:** Completed.
Recommendation 6: Ensure the provision of adequately qualified and trained TA’s particularly for courses where undergraduate students currently provide TA support to instructors.

_Devote a plan to ensure that TAs who are adequately qualified and trained to grade a full range of types of assessments are available as needed to the Legal Studies program._

The Chairs of UW and SJU have developed a TA coordination plan to ensure Legal Studies 101 receives sufficient TA resources for large enrollment courses provided by SJU. The implementation of this plan will require expansion of the UW graduate program to ensure the availability of highly qualified graduate-level TAs with expertise in the field of Legal Studies. The UW Department has established a new socio-legal studies thematic area (Crime, Law, and Security) at the graduate level (MA and PhD) to provide legal studies training opportunities and expand the range of highly qualified TAs to support the LS UG program.

**Status:** Completed.

Recommendation 7: Develop a plan for the consistency of content when multiple faculty members develop and administer different sections of the same course, specifically LS 101, LS 401 and LS 402.

_The Legal Studies program faculty members should develop a policy on the issue of consistency among the different sections of Legal Studies 101 and of Legal Studies 401 and Legal Studies 402 and guidance as to basic course expectations._

SJU faculty examined the course content from all sections of LS 401 and LS 402. These are now coordinated as of 2016. Starting in September 2016, SJU faculty are examining LS 101 to better ensure consistency.

**Status:** Completed/Ongoing (expected completion Fall 2017).

Recommendation 8: Expand the number of permanent faculty members with expertise in Legal Studies at SJU

_New tenure track positions in Legal Studies should be made a funding priority for SJU. Every effort should be made to create two new tenure track positions in Legal Studies over the next two years._

SJU hired two new tenure track faculty members in Legal Studies (2015 and 2016) and one definite term Assistant Professor position in Legal Studies (2016).

**Status:** Completed.

Recommendation 9: Expand the number of permanent faculty members with expertise in Legal Studies at UW.

_To the extent possible, make Legal Studies as an area of expertise a priority in filling any new tenure track positions in the Sociology Department at UW, with a goal of at least two new hires with expertise in Legal Studies in the near future. Ensure that all future faculty_
advertisements for positions in Sociology note that scholars with expertise in Legal Studies are encouraged to apply.

UW has recruited an external candidate for a Canada Research Chair position in Law and Society (2016) and has added a (renewable) Lecturer position in Legal Studies (2016). New faculty will expand the options available for LS students. The UW hires will also contribute to the Crime, Law, and Security thematic area and will increase the overall number of graduate students with requisite experience to TA for the Legal Studies UG program. The UW Department has prioritized Legal Studies as an area of expertise for new hires at UW. In this regard, the Department is currently hiring a tenure line faculty position in **Contemporary Social Theory and Law**. This position will contribute expertise to the Legal Studies UG program.

**Status:** Completed.

**Recommendation 10:** Build a stronger Legal Studies research community to enhance communication between the SJU and UW faculty.

*Take steps to build a stronger Legal Studies research community and to enhance communication between the SJU and UW faculty who teach and research in the field of Legal Studies. This communication would ensure that the curriculum is coordinated. It would also importantly enhance a sense of research community, which is particularly crucial for the smaller number of Legal Studies faculty at SJU, in order that they not feel isolated.*

The development of a stronger Legal Studies research community is a central objective of both UW and SJU Departments, and will occur organically as new faculty join the Legal Studies program. The Legal Studies Committee and the Departments will facilitate the process of community building by promoting Legal Studies scholarship through the Speaker Series and brown bag workshops. The Department of Sociology and Legal Studies Speaker Series hosted to two high-profile Law professors examining the timely issues of statelessness and legal discourse (Jan. 2017) and counter-terrorism under Trump (Feb. 2017). The Legal Studies Retreat (January 2017) also provided a forum for LS faculty to come together to examine additional ideas for building a LS research community.

**Status:** Ongoing (Retreat completed Jan 2017).

**Recommendation 11:** Develop a marketing strategy to both attract new Legal Studies students.

*Develop and implement a marketing strategy for the Legal Studies program.*

In response to this recommendation, the LS faculty and advisors at both UW and SJU have engaged in several activities and university events to recruit new majors and advertise the Legal Studies program and benefits of a Legal Studies degree. LS advisors and faculty members regularly participate in the March Break open house and the University’s “Declare your Major Event.” The LS advisors also developed a LEARN site to develop and communicate information, opportunities, and events to LS students. Instructors in LS 202 (Criminal Law) implemented an in-class speaker series to promote “real world” engagement with course content, and the LS Associate Chair is promoting Co-op opportunities through joint-majors with sociology and other programs. With support from the Department, the Legal Studies Student Society launched the *Legal Studies Undergraduate Journal* to showcase the scholarly contributions of Legal Studies students and to promote the field of Legal Studies (Vol. 1, 2016 available

**Status:** Completed.

**Recommendation 12:** Examine strategies for retaining Legal Studies students in the program through the implementation of a survey to obtain information on program strengths and challenges.

*Conduct a comprehensive survey of Legal Studies students, with one of the goals being to improve retention rates.*

A comprehensive consultation survey of Legal Studies students to determine program strengths, weaknesses, opportunities, and challenges has been completed. The online survey and focus group discussions with Legal Studies UG students were the result of collaboration with the Centre for Teaching Excellence. Survey and focus group outcomes were presented at the Legal Studies Retreat on January 20, 2017. These outcomes are used to inform the development learning outcomes and program direction (see Recommendation 2).

**Status:** Completed.

**Recommendation 13:** Improve the tracking system of recent Legal Studies graduates

*The Legal Studies program should work with the Alumni Office to develop a better tracking system for its graduates and work with the Development office to develop fund raising opportunities.*

In the Spring of 2015, the UW Department Chair initiated several improvements to the tracking of and collection of information on recent Legal Studies graduates. The Department established an Alumni Officer to liaise with the Development Office to communicate with alumni and recruit them for events, such as Career Days.

**Status:** Completed.

**Recommendation 14:** Develop program and degree options for graduate students with a clear interest in Legal Studies, which will ideally be a stand-alone Legal Studies degree with different requirements.

*Develop a graduate program for Legal Studies students, which would attract students and ensure retention of Legal Studies faculty. Consider a graduate program or stream that does not require them to complete all the Sociology requirements.*

The UW Department is enthusiastic about the prospect of developing a stand-alone degree option for students who apply to the Department to pursue a graduate degree in Sociology & Legal Studies. There are several steps in the completion of this objective. The addition of a potential Canada Research Chair in Law and Society (2016-17) and the addition of a tenure line faculty in social theory and law (2017) builds key capacities that are foundational to developing a Legal Studies MA. The UW Department has also identified, resourced, and determined the course cluster for a *Crime, Law, and Security* thematic area in the SOC MA and PhD programs (Fall 2016). Identifying and resourcing the thematic area is an important step in building capacity for a future stand-alone Legal Studies MA. The next step is to develop the crime, law, and security area into a specialization under the SOC MA. This SOC MA
specialization will offer students a Major Research Paper (MRP) with departmental co-op option in support of experiential learning. The proposed specialization is currently under development in the Department. The timeline for completing the SOC MA specialization (MRP with departmental co-op) in Crime, Law, and Security is F18. Building on the SOC MA specialization (co-op) and the success of the LS UG program, the ideal stand-alone Legal Studies MA will be based on a distributed teaching model with interdisciplinary objectives. This will require a feasibility study and involve the co-operation of several UW departments/programs. The Legal Studies MA will require further negotiations, resource allocation, and additional capacity building in contributing departments/programs. The timeline for the stand-alone LS MA is Fall 2019.

**Status:** Partial completion/Ongoing (expect completion Fall 2019).
Two Year Progress Report
Sociology (BA/MA/PhD)
July 2016

Background

A review of the undergraduate and graduate programmes in Sociology was conducted October 7-8, 2013. At the time of the 2013 Self-Study Report, the Department comprised nineteen regular faculty members and four affiliated and adjunct members. Over two days, two consultants met with the Chair, Associate Chairs of Undergraduate and Graduate Studies, Administrative Assistants, 19 graduate students and 11 faculty members, in addition to several University officials.

The two External Reviewers made eight recommendations. This report outlines the progress made to date in implementing the recommendations made in that review. We have responded to all of the reviewers’ recommendations. Recommendation #3 (advertising and integration of thematic areas) and #4 (the connection between thematic areas and department’s strengths) are addressed in the Sociology Programme Retreat and Undergraduate Programme Review sections. Recommendation #5 (logical progression of courses) is addressed in the Undergraduate Programme Review section.

Responses to the reviewers’ recommendations

Recommendation 1– Sociology Programme Retreat

We recommend that the department conduct an off-site strategic planning exercise to clarify their plans for the future. We further recommend that the exercise be conducted by a facilitator who has had experience in restructuring academic programmes. The most important issue to be addressed in the planning exercise is to identify core areas of strength and concentration for the programme and to develop strategic clusters/streams that provide a clear focus on the department’s strengths. The exercise should also ensure the integration of the Sociology and Legal Studies programmes while retaining their separate identities.

The reviewers recommended an off-site strategic planning exercise. In October 2014, the Chair organized a “Sociology Programme Retreat”. An experienced facilitator from the Centre for Teaching Excellence led the retreat. The Department identified four Thematic areas of research strength and teaching concentration. The Department’s new Thematic areas are:

- Crime, law, and security
- Knowledge, education, and digital culture
- Migration, borders, and transnationalism
- Social inequality and public policy

The Chair acknowledges the significant contributions of Dr. Janice Aurini (Associate Chair, SOC UG Affairs) and Dr. Martin Cooke (Associate Chair, Graduate Affair) in preparing this document.
These thematic areas are reflected in the new structure of the undergraduate and graduate programmes. They will inform hiring and new course offerings. The Department’s website and promotional materials are updated to reflect the new Thematic areas.

**Status: Completed.**

**Recommendation 2– Undergraduate and Graduate Curricula Review**

_We recommend that the department’s areas of specialization be reviewed during the curriculum review to ensure they reflect the department’s current priorities and interests._

The department conducted a thorough review of its undergraduate and graduate programmes and made substantial changes.

The Department has identified new core streams/clusters and has rationalized its course offerings accordingly. The Department solicited teaching preferences from the faculty and organized our courses into the Thematic areas by 100, 200, 300 and 400 levels. We identified where the Thematic areas could be strengthened, developed courses to fill in these gaps (e.g., SOC/LS 387 to build on SOC/LS 228), and cross-listed one course with PSCI to strengthen our Social Inequality and Public Policy Thematic area.

We have further plans to articulate the progression of courses by Thematic area. In the Fall of 2016, the Undergraduate Committee will consider assigning existing or new 4th year courses to each Thematic area to ensure that each Thematic area will have at least one 4th year course taught per calendar year. The emphasis of each course will vary depending by the expertise of the course instructor, but each course will serve as a capstone experience for students specializing in the Thematic area.

Undergraduate courses that are no longer taught have been de-activated. We also reviewed and made changes to our undergraduate pre-requisites to ensure that course requirements are consistent and show clear, year-over-year progression.

To help undergraduate students progress successfully through our programme, the Department created academic sequencing sheets and academic checklists. The sequencing sheets provide students with information about what courses they should take each term. The academic checklists provide students with an easy way to manage their courses and ensure that they successfully fulfill programme requirements. We use these sheets when advising students. They are also made available to students on our website.

The Department has made substantial changes to our website. A few of these improvements include the creation or enhancement of three “Find out More” buttons on our homepage that direct students to Sociology, Legal Studies, and Joint-Majors options. We created a “teaching” link that includes profiled courses reflecting the four Thematic areas. We also feature student testimonials from several of our former undergraduate and graduate students. Our Sociology Society is now prominently displayed on the main menu to encourage greater student participation.

We have developed an Undergraduate Handbook for Sociology. The Handbook will be given to all incoming and current undergraduate students and will be posted on our webpage in January 2017. This comprehensive
Handbook includes a summary of our Thematic areas, contact information, programme requirements, course selection advice, and drop/add information.

The Department canceled all specializations to conform to undergraduate “plan standardization” requirements. The Community Research Methodology specialization has also been removed from the graduate calendar.

The Department has focused its graduate programmes on the core areas of departmental strength. The MA and PhD programmes are now aligned with the four new Thematic areas. PhD comprehensive exams are now taken within the four Thematic areas. We have removed more than a dozen graduate courses from the calendar (pending Senate approval). The Graduate Committee has also proposed a new course sequencing to ensure clearer progressions for graduate students in each Thematic area (pending Department approval).

**Status: Completed/Ongoing:** We have completed a full review of our undergraduate and graduate curricula/ Progression sequencing for graduate students is ongoing.

**Recommendation 3—Publicizing Thematic areas**

*We recommend that the departmental specializations be more widely publicized so that students could select them in advance rather than after they have completed their degree requirements. Further, these specializations should be reviewed as part of the overall curriculum review suggested below.*

These changes are described above, in the response to Recommendations 1 and 2.

**Status: Completed.**

**Recommendation 4—Connecting Thematic areas to Department’s strengths and interests**

*We recommend that the department’s areas of specialization be reviewed during the curriculum review to ensure they reflect the department’s current priorities and interests.*

These changes are described above, in the response to Recommendations 1 and 2.

**Status: Completed.**

**Recommendation 5—Logical progression of courses**

*We recommend that part of the curriculum rationalization process include the development of a logical progression of courses with 3rd and 4th year courses having prerequisites to ensure that students have sufficient preparation for their upper-level courses.*

These changes are described above, in the response to Recommendations 1 and 2.

**Status: Completed.**
Recommendation 6—The Creation of a targeted Sociology 101

To address the issues arising from the heavy service teaching commitment, the department might consider offering sections of the first year course that are directed to students interested in social sciences and likely to major in sociology. A second strategy to increase the number of majors would be to increase the number of joint majors. In particular, a joint major programme with Legal Studies would build synergies within the department.

Since 2014 the Department offers a small, specialized section of SOC 101. This section of SOC 101 enrolls students who, upon application to the University, indicated an interest in Sociology. This section of SOC 101 is capped at 70 students and is taught by a regular faculty member with high teaching evaluations with the purpose of attracting majors and engaging students. The course provides students with more substantive depth and writing assignments. Students are also trained to collect and analyze primary data and apply sociological concepts in written assignments. Faculty members from each of the Department’s thematic areas are invited to guest lecture and to discuss their current research projects during an information session provided during class time.

The Department is also encouraging students to consider a joint-major in Sociology and Legal Studies. Since the Programme Review, the number of Sociology/Legal Studies Joint-Majors has increased from 26 (2013) to 46 (2016). Since 2015-2016 we have actively promoted this option and we anticipate a steady growth in joint majors. In addition to promoting the Sociology/Legal Studies Joint-Major in SOC 101, we also promote this option on the Department’s website and provide student support (e.g., joint-major advising sheets).

Status: Completed.

Recommendation 7—Co-op Placements

While recognizing the difficulties in obtaining placements, we encourage the department to keep working on the co-op programme and to also consider other options such as unpaid placements or experiential learning courses in order to provide students with experience in the world of work.

The Department supports a Departmental Co-op option for Sociology and Joint-Sociology majors. The lack of placements and low Departmental Co-op enrolment before the 2013 review has been redressed through promotional activities and enhanced coordination with the Co-op Office. The Department website now includes the contact information of our co-op officer and detailed information about co-op work reports and guidelines. We have created academic sequencing and academic checklists for all of our degree options including co-op. Since 2015-16, all regular and co-op academic plans and requirements are clearly laid out on our website. Department Advisors and Associate Chairs promote the Departmental Co-op option to students at information sessions, through our promotional materials, and at the Fall Open House. The Departmental Co-op option is now clearly displayed on the 2016-17 Undergraduate Studies Calendar Academic Plans, Sociology honours, webpage. Since the 2013 Programme Review, we have made significant progress in this area, increasing the number of Departmental Co-op students from 16 (2013) to 27 (2016).

The Graduate Committee has also worked to re-vitalize the Departmental Graduate Co-op option, particularly for the SOC Master’s Programme, and has worked with the Co-op Office to clarify the progression sequences for
thesis, research paper, and coursework MAs. Prior to 2016, only one student registered for the Department’s Graduate Co-op option. In 2016, the Department admitted three students to the Graduate Co-op option.

**Status: Completed/Ongoing:** The visibility and viability of the Departmental Co-op option at the UG and Graduate levels has been enhanced. The Department will continue to evaluate and improve the Departmental Co-op option for students.

**Recommendation 8– new faculty positions**

While recognizing budgetary restraints, we recommend that Sociology continue to be given new faculty positions to replace retiring faculty and that these hires be consistent with the department’s strategic plan.

Since the 2013 Self-Study Report, the Department has replaced all but one of the regular faculty positions needed to maintain its full complement of nineteen members. Of seven retirements since 2013, five replacement positions have been secured and one replacement in process. The replacements include a new Canada Research Chair position in Law and Society, two Digital Media specialists cross-appointed with the Stratford campus, one Migration specialist, one Methodology specialist, and a Lecturer position in Legal Studies. The Department is currently in the process of hiring one additional replacement position in Contemporary Social Theory and Law (effective date July 1, 2017) to support the core of the Department’s SOC programmes at the UG and Graduate levels and contribute to the thematic area of Crime, Law, and Security. When filled, the Department will return to its full 2013 complement of nineteen regular faculty members.

**Status: Completed/Ongoing (one hire in progress, expect completion July 1, 2017).**
Recognition and Commendation

Three St. Paul’s GreenHouse innovators received Social Impact Fund grants totaling $5,000 at the most recent GreenHouse Social Impact Showcase event, which highlights the progress of various social innovators every term. They were: Michael Wideman, School of Planning (Eggplantr): $2,500. Michael’s venture will make it easier to grow food gardens using a digital tool to generate and print permaculture planting layouts on biodegradable weed barriers. He will be using the funding to incorporate his business and build and test his prototype. Bailey Jacobs, Environment, Resources and Sustainability (Green2Green): $1,500. Bailey is developing a platform to make it easy for home renovation contractors to access government incentives for environmental retrofits. She will be hiring Waterloo students to design and build a wireframe for her application with this funding. Pragya Dawadi, Math, Statistics (The Dialogue Xchange): $1,000. Pragya’s work fosters engaging dialogue on pertinent social issues, such as gender equity and mental health. She will use the funds to pilot Dialogue Xchange events in Guelph, Waterloo and Ottawa. (adapted from the Daily Bulletin, 9 December 2016)

The Ontario Arts Council has named Mark Vuorinen as the recipient of the 2016 Leslie Bell Prize for Choral Conducting. An assistant professor of music at Conrad Grebel University College, Vuorinen is also the artistic director of Kitchener-Waterloo’s Grand Philharmonic Choir. On campus he conducts the University of Waterloo Chamber Choir and teaches courses in conducting. The Leslie Bell Prize, worth $10,000, is awarded every two years to an emerging professional conductor who is a resident of Ontario and works with a professional semi-professional, or community choir. (adapted from the Daily Bulletin, 12 December 2016)

Biology professor Laura Hug’s A New View of the Tree of Life is ranked one of the most-discussed journal articles of 2016, according to Altmetric’s top 100 articles of 2016 list. Published in Nature Microbiology in April 2016, Hug, working with Dr. Jillian Banfield at UC Berkeley and collaborators, revised Charles Darwin’s “tree of life,” discovering 1,000 new microorganisms that may provide keys to cleaning up environmental contamination in water and on land. The paper was in the top five percent of all research outputs scored by the U.K.-based company that tracks and analyzes the online activity around scholarly research outputs. It placed 79th among the 2.7 million research outputs Altmetric tracked this year and received mentions from a host of online platforms. (adapted from the Daily Bulletin, 22 December 2016)

Kankar Bhattacharya of electrical and computer engineering has been named an IEEE Fellow for his contributions to electricity markets and reactive power ancillary services. Bhattacharya, a member of Waterloo Engineering’s Power and Energy Systems Group, became a fellow on January 1. The fellowship is one of the most prestigious honours of the IEEE. The recognition is bestowed upon a limited number of senior members who have significantly contributed to the advancement or application of engineering, science and technology bringing significant value to the IEEE society. (Engineering News, 4 January 2017)

Professor John Yeow of Systems Design Engineering has been named a Distinguished Lecturer for the IEEE Nanotechnology Technical Council (NTC). “The IEEE Nanotechnology Council (NTC) is a multi-disciplinary group whose purpose is to advance and coordinate work in the field of Nanotechnology carried out throughout the IEEE in scientific, literary and educational areas,” says an IEEE statement. “The Council supports the theory, design, and development of nanotechnology and its scientific, engineering, and industrial applications.” Yeow holds a Canada Research Chair in Micro/Nanodevices. (adapted from the Daily Bulletin, 9 January 2017)
Gordon Stubley, a mechanical engineering professor who has been teaching in the Faculty of Engineering for 30 years, has been recognized with a 3M National Teaching Fellowship, awarded by the Society for Teaching and Learning in Higher Education and 3M Canada. Up to 10 people from across the country are presented annually with the fellowship, considered Canada’s most prestigious award for excellence in post-secondary education. (adapted from the *Daily Bulletin*, 17 February 2017)
FOR INFORMATION

A. APPOINTMENTS

Definite -term Research Appointment – full time

BOYKO, Jennifer, Research Assistant Professor, Faculty of Applied Health Sciences (Propel Centre for Population Health Impact), February 1, 2017 – June 30, 2017.

Adjunct Appointments

Graduate Supervision

ARAI, Susan, Associate Professor, Department of Recreation and Leisure Studies, September 1, 2016 – August 31, 2017.

BIALACHOWSKI, Anne, Lecturer, School of Public Health and Health Systems, February 1, 2017 – April 30, 2018.

CLARK, Erica, Assistant Professor, School of Public Health and Health Systems, February 1, 2017 – April 30, 2019.

Graduate Supervision and Research

d’AVERNAS, Josie, Research Associate Professor, Faculty of Applied Health Sciences, January 1, 2017 – December 31, 2020.

Graduate Supervision and Instruction

HILBRECHT, Margo, Lecturer, Department of Recreation and Leisure Studies, December 1, 2016 – June 30, 2018.

ROY, Eric, Professor Emeritus, Department of Kinesiology, January 1, 2017 – December 31, 2018.

Graduate Supervision and Instruction

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

Adjunct Reappointments

Graduate Supervision

BARBAREE, Howard, Professor, School of Public Health and Health Systems, May 1, 2017 – April 30, 2019.

VIEHBECK, Sarah, Assistant Professor, School of Public Health and Health Systems, January 1, 2017 – December 31, 2020.

Change in Adjunct Appointment

FRANK, James, Department of Kinesiology, December 1, 2016 – December 31, 2019.

Special Appointments

BISUNG, Elijah, Lecturer, School of Public Health and Health Systems, May 1, 2017 – August 31, 2017.
GONZALEZ, David, Lecturer, Department of Kinesiology, January 3, 2017 – April 28, 2017.

PARKINSON, Robert, Lecturer, Department of Kinesiology, January 3, 2017 – April 28, 2017.

Cross Appointment
MINAKER, Leia, Assistant Professor, School of Planning to School of Public Health and Health Systems, January 1, 2017 – August 31, 2021.

Cross Reappointments
FONG, Geoffrey, Professor, Department of Psychology, Faculty of Arts to School of Public Health and Health Systems, Faculty of Applied Health Sciences, March 1, 2017 – June 30, 2022.

YI, Grace, Professor, Statistics and Actuarial Science, Faculty of Math to School of Public Health and Health Systems, Faculty of Applied Health Sciences, March 1, 2017 – June 30, 2022.

Postdoctoral Fellow to Research Appointments

La DELFA, Nicholas, Department of Kinesiology, January 1, 2017 – December 31, 2017.

PATTE, Karen, School of Public Health and Health Systems, September 1, 2016 to August 31, 2017.

B. ADMINISTRATIVE APPOINTMENTS
MacEACHEN, Ellen, Associate Director, Graduate Research Programs, School of Public Health and Health Systems, July 1, 2017 – June 30, 2019.

For Approval by the Board of Governors

C. SABBATICAL LEAVES
WALLACE, James, Assistant Professor, School of Public Health and Health Systems, July 1, 2017 – December 31, 2017, special early leave, 100% salary.

James W.E. Rush, Dean
Faculty of Applied Health Sciences
A. APPOINTMENTS

Probationary Term Appointments - Change in Dates
BAUER, Andrew, Assistant Professor, School of Accounting & Finance, from May 1, 2017 to June 30, 2020 to June 1, 2017 to June 30, 2020.

Visiting Appointment
GRASSWICK, Heidi, Visiting Professor, Department of Philosophy, January 1, 2017 to April 30, 2017.

Adjunct Appointments – Instruction
ALMAULA, Mirali, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

BENNETT, Melanie, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

PODEDWORNY, Carol, Lecturer, Department of Fine Arts, January 1, 2017 to April 30, 2017.

SCHWARTZ, Shira, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

TUNNICLIFFE, Jennifer, Lecturer, Department of History, January 1, 2017 to April 30, 2017.

Adjunct Reappointments – Instruction
BERGSTROM, Anders, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

CHRISTELIS, Angela, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

CRAVEN, Caitlin, Lecturer, Department of Political Science, January 1, 2017 to April 30, 2017.

DOMINGUEZ, Tabitha, Lecturer, Faculty of Arts, Stratford Programmes, January 1, 2017 to April 30, 2017.

DRUMMOND, Glen, Lecturer, Faculty of Arts, Stratford Programmes, January 1, 2017 to April 30, 2017.

GLADKOVA, Olga, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

HALLER, Oliver, Lecturer, Department of History, January 1, 2017 to April 30, 2017.

HARVIE, Jo, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

HENRY, Josh, Lecturer, Department of English Language and Literature, January 1, 2017 to April 30, 2017.
HOURIE, Troy, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

KNOX, Rochelle, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

KUMASE, Wokia, Lecturer, Department of Economics, January 1, 2017 to April 30, 2017.

LABADIE, Colin, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

LAZAR, Karen, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

LEVINSON, Daniel, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

LITTLE, Melinda, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

LOPES, Maria, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

MACINNIS, Matthew, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

NELSON, Benjamin, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

O’HARA, Kathleen, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

PIROUZ, Raymond, Lecturer, Faculty of Arts, Stratford Programmes, January 1, 2017 to April 30, 2017.

ROGOZYNSKI, Daniel, Lecturer, School of Accounting and Finance, January 1, 2017 to April 30, 2017.

STACEY, Jeffery, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

STACEY, Jeffery, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

STACEY, Jeffery, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

STOVENSON, Michael, Lecturer, Department of Political Science, January 1, 2017 to April 30, 2017.

STUMPF, Andrew, Lecturer, Department of Philosophy, January 1, 2017 to April 30, 2017.

THARMALINGAM, Pirapa, Lecturer, Department of Economics, January 1, 2017 to April 30, 2017.

TRAVERS, Dan, Lecturer, Department of History, January 1, 2017 to April 30, 2017.

WHITE, Matthew, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.

WIENS, Brianna, Lecturer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.
Adjunct Appointments – Miscellaneous (research, consultations, etc.)
MCBRIE, Carolina, Assistant Professor, Department of Psychology, January 1, 2017 to August 31, 2018.

Adjunct Reappointments – Graduate Supervision
CARRIERE, Jonathan, Assistant Professor, Department of Psychology, January 1, 2017 to December 31, 2022.

Graduate Students Appointed as Part-Time Lecturers
ABDULLA, Rosanne, Department of French Studies, January 1, 2017 to April 30, 2017.
ARULDASON, Sheerena, Department of English Language and Literature, January 1, 2017 to April 30, 2017.
DOYLE, Jennifer, Department of Drama and Speech Communication, January 1, 2017 to April 30, 2017.
HLAING, Phyo, School of Accounting and Finance, January 1, 2017 to April 30, 2017.
HOLLAND, Michael, Department of Sociology and Legal Studies, January 1, 2017 to April 30, 2017.
LIU, Weiming, School of Accounting and Finance, January 1, 2017 to April 30, 2017.
SILK, Matthew, Department of Philosophy, January 1, 2017 to April 30, 2017.
WAMMES, Jeffrey, Department of Psychology, January 1, 2017 to April 30, 2017.

B. ADMINISTRATIVE APPOINTMENTS
HULAN, Shelley, Associate Chair, Undergraduate Studies, Department of English Language and Literature, July 1, 2017 to June 30, 2020.
O’GORMAN, Marcel, Associate Chair, Graduate Studies, Department of English Language and Literature, July 1, 2017 to June 30, 2020.
PACI, Tim, Associate Chair, Undergraduate Studies, Department of Drama and Speech Communication, January 1, 2017 to June 30, 2018.

Administrative Appointments – Change in Dates
DANISCH, Robert, Associate Chair, Undergraduate Studies, Department of Drama and Speech Communication, from July 1, 2015 to June 30, 2018 to July 1, 2015 to December 31, 2016.

SCHULENBERG, Jennifer, Associate Chair, Undergraduate Studies, Department of Sociology and Legal Studies from July 1, 2015 to June 30, 2017 to July 1, 2015 to January 31, 2017.

C. RESIGNATION
TIERNEY-HYNES, Rebecca, Associate Professor, Department of English Language & Literature, effective May 31, 2017.
D. SABBATICAL LEAVES

Approved by the Board of Governors:

COLLINS, Karen, Associate Professor, Department of Drama & Speech Communication, September 1, 2017 – August 31, 2018, twelve months at 91.3% salary.

DOUCET, Mathieu, Associate Professor, Department of Philosophy, March 1 – August 31, 2017, six months at 85% salary.

McMURRY, Andrew, Associate Professor, Department of English Language & Literature, July 1 – December 31, 2017, six months at 85% salary.

For approval by the Board of Governors:

COLEMAN, William, Professor, Department of Political Science, July 1, 2017 to June 30, 2018, twelve months at 85% salary.

CONDON, Frankie, Associate Professor, Department of English Language & Literature, July 1, 2017 to December 31, 2017, six months at full salary.

DOLMAGE, Jay, Associate Professor, Department of English Language & Literature, July 1, 2017 to June 30, 2018, twelve months at 93.3% salary.

DOYLE, Matthew, Associate Professor, Department of Economics, July 1 – December 31, 2017, six months at 85% salary.

FEHR, Carla, Associate Professor, Department of Philosophy, July 1 – December 31, 2017, six months at full salary.

HENSTRA, Dan, Associate Professor, Department on Political Science, July 1 – December 31, 2017, six months at 85% salary.

KAMINSKAIA, Svetlana, Associate Professor, Department of French Studies, July 1 – December 31, 2017, six months at 85% salary.

LAMONT, Victoria, Associate Professor, Department of English Language & Literature, July 1 – December 31, 2017, six months at 85% salary.

LLUIS, Stephanie, Associate Professor, Department of Economics, July 1 – December 31, 2017, six months at 85% salary.

MCGREGOR, Ian, Associate Professor, Department of Psychology, September 1, 2017 – February 28, 2018, six months at 85% salary.

MUFTI, Mariam, Assistant Professor, Department of Political Science, July 1 – December 31, 2017, six months at full salary.

NGUYEN, Kim, Assistant Professor, Department of Drama & Speech Communication, July 1 – December 31, 2017, six months at full salary.

PARKER, Thomas, Assistant Professor, Department of Economics, July 1 – December 31, 2017, six months at full salary.
PURDON, Christine, Professor, Department of Psychology, July 1 – December 31, 2017, six months at full salary.

RISKO, Evan, Assistant Professor, Department of Psychology, July 1 – December 31, 2017, six months at full salary.

TOMASSON GOODWIN, Jill, Associate Professor, Department of Drama & Speech Communication, July 1 – December 31, 2017 and July 1 – December 31, 2018, twelve months at full salary.

WATTS, Christopher, Assistant Professor, Department of Anthropology, July 1 – December 31, 2017, six months at full salary.

E. LEAVES of ABSENCE

SCOTT, Thomas, Professor, School of Accounting & Finance, April 1, 2017 to March 31, 2018, unpaid leave.

KIM, Jeong-Bon, Professor, School of Accounting & Finance, July 1, 2017 to June 30, 2018, unpaid leave.

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

**Probationary Term Reappointment**


**YU, Aiping,** Associate Professor, Department of Chemical Engineering, July 1, 2017 – June 30, 2020. PhD University of California-Riverside, Riverside, CA 2008; MSc East China University of Science and Technology, Shanghai, China 2002; BS Nanjing University of Technology, Nanjing, China 1997.

**Continuing Lecturer Appointment**

**HURST, Ada,** Lecturer, Department of Management Sciences, July 1, 2017. PhD University of Waterloo 2015; MASc University of Waterloo 2010; BASc University of Waterloo 2007. Ada Hurst has research and teaching interests in organization theory and engineering design. She will continue to be in charge of the Management Engineering fourth-year design projects.

**Visiting Appointments**

**ABDALLA, Mahmoud Abdelrahman Abdelfattah,** Scholar, Department of Electrical & Computer Engineering, March 1, 2017 – August 31, 2017.


**ARSALANI, Nasser,** Professor, Department of Chemical Engineering, March 1, 2017 – September 30, 2017.

**CHEN, Zhe,** Scholar, Department of Chemical Engineering, December 5, 2016 – November 30, 2017.

**DAI, Mingjun,** Assistant Professor, Department of Electrical & Computer Engineering, January 1, 2017 – December 31, 2017.

**DE RIJK, Rogier,** Scholar, Department of Mechanical & Mechatronics Engineering, January 3, 2017 – April 11, 2017.


**FAROOQ, Muhammad Umar,** Scholar, Department of Chemical Engineering, January 1, 2017 – December 31, 2017.

**FAZAEI, Razieh,** Associate Professor, Department of Chemical Engineering, January 4, 2017 – January 3, 2018.
KAKOGAWA, Atsushi, Assistant Professor, Department of Mechanical & Mechatronics Engineering, April 1, 2017 – September 25, 2017.


REN, Yue, Scholar, Department of Mechanical & Mechatronics Engineering, January 29, 2017 – November 28, 2017.

ROUSHANAFSHAR, Milad, Scholar, Department of Chemical Engineering, February 1, 2017 – January 31, 2018.

XU, Qian, Scholar, Department of Mechanical & Mechatronics Engineering, January 12, 2017 – January 11, 2018.

YAN, Ji (Terry), Scholar, Department of Chemical Engineering, December 16, 2016 – May 15, 2017.

YUKSEK, Mustafa, Assistant Professor, Department of Mechanical & Mechatronics Engineering, January 12, 2017 – January 11, 2018.

ZHANG, Jinhua, Scholar, Department of Mechanical & Mechatronics Engineering, November 1, 2016 – October 31, 2017.


ZHANG, Bo, Scholar, Department of Mechanical & Mechatronics Engineering, May 1, 2017 – April 30, 2018.

ZHENG, Huayan, Associate Professor, Department of Mechanical & Mechatronics Engineering, February 6, 2017 – February 5, 2018.


Visiting Reappointments

CHIRMANOV, Vadim, Scholar, Department of Chemical Engineering, November 2, 2016 – May 31, 2017.


WEN, Chao, Scholar, Department of Civil & Environmental Engineering, March 1, 2017 – February 28, 2019.
ZHANG, Lei, Scholar, Department of Chemical Engineering, January 1, 2017 – May 31, 2017.

Special Appointments
Undergraduate Instruction

BRIGNOLI, Lorenzo, Lecturer, Department of Civil & Environmental Engineering, January 1, 2017 – April 30, 2017.

CASSIDY, Megan, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.


DOWLING, Paul, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

GLENNON, Zachariah, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

GRIN, Reuben, Lecturer, School of Architecture, September 1, 2016 – December 31, 2016.

HALL, Daniel, Lecturer, Department of Civil & Environmental Engineering, January 1, 2017 – April 30, 2017.

KOLLER, Heinrich, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

LI, Eugene, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.

MACLEOD, Michaela, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

MORLEY, Mark, Lecturer, Department of Systems Design Engineering, January 1, 2017 – April 30, 2017.

NEMUTLU, Gizem, Lecturer, Department of Management Sciences, January 1, 2017 – April 30, 2017.

PARCHEI ESFAHANI, Matin, Lecturer, Department of Civil & Environmental Engineering, January 1, 2017 – April 30, 2017.

SCHNURR, Daryl, Lecturer, Engineering Undergraduate Office, January 1, 2017 – April 30, 2017.

SEIFERT, Rolf, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

SHEYDAEIAN, Esmat, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.

SPRINGATE, Erica, Lecturer, Department of Civil & Environmental Engineering, January 1, 2017 – April 30, 2017.
UNSWORTH, Grant, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.


Special Appointments
Undergraduate and Graduate Instruction
ATKINS, Andrea, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

SHAH, Muhammad Umair, Lecturer, Department of Management Sciences, January 1, 2017 – April 30, 2017.

Special Appointments
Graduate Instruction
ALAEFOUR, Ibrahim, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.

BOLEN, Matthew, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

GHAVAM, Kamyar, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 301, 2017.

VARMA, Rajiv, Professor, Department of Electrical & Computer Engineering, September 1, 2016 – December 31, 2016.

Special Reappointments
Undergraduate Instruction
ABDELGALIL, Tarek, Lecturer, Department of Electrical & Computer Engineering, May 1, 2016 – December 31, 2016.

BARTOSIK, Michal, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

BERNBAUM, Piper, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

DUMITRASCU, Sandrina, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

HADWIN, Paul, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.

LIAO, Lihua (Melody), Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.

MATHER, David, Lecturer, Department of Mechanical & Mechatronics, Engineering, January 1, 2017 – April 30, 2017.

MOURSI, Manar, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

NARAYAN, Apurva, Lecturer, Department of Systems Design Engineering, January 1, 2017 – April 30, 2017.
NGUYEN, Tam, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.

TEERTSTRA, Peter, Lecturer, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – April 30, 2017.

TYRRELL, Jonathan, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

YEKRANGIAN, Delnaz, Lecturer, School of Architecture, January 1, 2017 – April 30, 2017.

Special Reappointments
Undergraduate and Graduate Instruction

Adjunct Appointments
Graduate Supervision
CHRISTODOULOU, Nicolas, Assistant Professor, Department of Civil & Environmental Engineering, January 1, 2017 – December 31, 2019.

GWINNE, Steven, Assistant Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2017 – December 31, 2019.

HISTON, John, Assistant Professor, Department of Systems Design Engineering, January 1, 2017 – December 31, 2020.

Adjunct Appointments
Graduate Supervision & Research
ALMANSOORI, Ali, Associate Professor, Department of Chemical Engineering, January 1, 2017 – December 31, 2018.

AZAD, Sahar, Assistant Professor, Department of Management Sciences, January 1, 2017 - December 31, 2020.

EL-HAG, Ayman, Professor, Department of Electrical & Computer Engineering, December 1, 2016 – November 30, 2019.

NINGYUAN, Li, Professor, Department of Civil & Environmental Engineering, January 1, 2016 – December 31, 2018.

OWEN, William, Assistant Professor, Department of Mechanical & Mechatronics Engineering, September 1, 2016 – August 31, 2019.

RAAHEMIFAR, Kaamran, Professor, Department of Chemical Engineering, January 1, 2017 – December 31, 2018.

TAO, Ye, Assistant Professor, Department of Chemical Engineering, January 1, 2017 – December 31, 2018.

WESOLKOWSKI, Slawomir, Assistant Professor, Department of Systems Design Engineering, September 12, 2016 – September 11, 2019.


Adjacent Reappointments
Undergraduate Instruction

ZARNETT, Jeffrey, Lecturer, Department of Electrical & Computer Engineering, May 1

Adjacent Reappointments
Graduate Supervision

CELEBI, Enre, Assistant Professor, Department of Management Sciences, February 1,

PASERIN, Vladimir, Assistant Professor, Department of Mechanical & Mechatronics

Adjacent Reappointments
Graduate Supervision & Research

PAN, Qinmin, Professor, Department of Chemical Engineering, January 1, 2017 –
December 31, 2017.

WONG, Andrew, Professor, Department of Systems Design Engineering, December 1,

Cross Appointments

CHEN, Helen Hong, Assistant Professor, School of Public Health and Health Systems,
Faculty of Applied Health Sciences, to Department of Systems Design Engineering,

LASHGARIAN AZAD, Nasser, Associate Professor, Department of Systems Design
Engineering to Department of Mechanical & Mechatronics Engineering, February 1, 2017 –

WEBER, Mark, Associate Professor, Conrad Business, Entrepreneurship and Technology
Centre to Department of Management Sciences, May 1, 2017 – February 28, 2020.

Changes in Appointments

FISCHMEISTER, Sebastian, Administrative Appointment, Associate Director for Connectivity
and Systems, Waterloo Centre for Automotive Research (WatCAR), Associate Professor,
Department of Electrical & Computer, was September 1, 2015 - August 31, 2018
changed to September 1, 2015 – December 31, 2016.

SAARI, Rebecca, Probationary Term Appointment, Assistant Professor, Department of Civil &
Environmental Engineering, was September 1, 2015 – June 30, 2018 changed to September 1,

B. ADMINISTRATIVE APPOINTMENTS

FISCHMEISTER, Sebastian, Executive Director, Waterloo Centre for Automotive
Research (WatCAR), Associate Professor, Department of Electrical & Computer Engineering,

GOLAB, Lukasz, Director, Management of Technology Distance Master’s Program,
Associate Professor, Department of Management Sciences, January 1, 2017 –
December 31, 2017.
ADMINISTRATIVE REAPPOINTMENTS
TSUI, Ting, Director, Nanotechnology Graduate Program, Department of Chemical Engineering, January 1, 2017 – December 31, 2017.

C. SABBATICAL LEAVES
For Approval by the Board of Governors
FRASER, Roydon, Professor, Department of Mechanical & Mechatronics Engineering, May 1, 2017 – April 30, 2018, twelve months 100% salary.

JEON, Soo, Associate Professor, Department of Mechanical & Mechatronics Engineering, May 1, 2017 – October 31, 2017, six months at 100% salary.

MACDONALD, Marie-Paule, Associate Professor, School of Architecture, July 1, 2017 – December 31, 2017, six months at 100% salary.

SAFAVI-NAEINI, Safieddin, Professor, Department of Electrical & Computer Engineering, May 1, 2017 – April 30, 2018, twelve months at 100% salary.

WERNER, Dietl, Assistant Professor, Department of Electrical & Computer Engineering, January 1, 2018 – June 30, 2018, six months at 100% salary.

WORSWICK, Michael, Professor, Department of Mechanical & Mechatronics Engineering, September 1, 2017 – August 31, 2018, twelve months at 100% salary.

XU, Lei, Professor, Department of Civil & Environmental Engineering, November 1, 2017 – April 30, 2018, six months at 85% salary.

D. SABBATICAL LEAVES
Already Approved by the Board of Governors
CAO, Shi, Assistant Professor, Department of Systems Design Engineering, September 1, 2017 – February 28, 2018, six months at 100% salary.

CRONIN, Duane, Professor, Department of Mechanical & Mechatronics Engineering, March 1, 2018 – August 31, 2018, six months at 100% salary.

KOO, Bonwoo, Associate Professor, Department of Management Sciences, September 1, 2017 – August 31, 2018, twelve months at 85% salary.

SELVAKUMAR, Chettypalayman, Professor, Department of Electrical & Computer Engineering, July 1, 2017 – December 31, 2017, six months at 100% salary.

YOO, Young Ki, Assistant Professor, Department of Electrical & Computer Engineering, July 1, 2017 – December 31, 2017, six months at 100% salary.
E. SPECIAL LEAVE

BANSAL, Harvir, Associate Professor, Conrad Business, Entrepreneurship & Technology Centre, May 1, 2017 – December 31, 2017, eight months unpaid.

J. Richard Culham
Acting Dean, Faculty of Engineering
FOR INFORMATION

A. APPOINTMENTS

Probationary Term Re-appointments

ASANIN DEAN, Jennifer, Assistant Professor, School of Planning, July 1, 2017 to June 30, 2020: PhD, McMaster University, 2011; MA, University of Toronto, 2007; HBA, University of Toronto, 2006.

NAYAK, Prateep, Assistant Professor, School of Environment, Enterprise and Development, July 1, 2017 to June 30, 2020: PhD, University of Manitoba, 2012; MA, University of Manitoba, 2006; Post-Graduate Diploma, Xavier Institute of Social Science (India), 1994; HBA, Sambalpur University (India), 1991.

THISTLETHWAITE, Jason, Assistant Professor, School of Environment, Enterprise and Development, July 1, 2017 to June 30, 2020: PhD, University of Waterloo, 2011; MA, Western University, 2006; Hon BA, Western University, 2005.

WOOD, Michael, Assistant Professor, School of Environment, Enterprise and Development, July 1, 2018 to June 30, 2021: PhD, Western University, 2012; M.E.S., Western University, 2008; B.A.S., University of Guelph, 2006.

Adjunct Appointments

Graduate Supervision

OBEIDI, Amer, PhD Committee Member [Professional], School of Environment, Enterprise and Development, January 1, 2017 to December 31, 2019.

SENESE, Donna, Associate Professor, School of Planning, November 1, 2016 to May 31, 2018.

SI, Zhenzhong, PhD Committee Member [Postdoctoral Fellow], Department of Geography and Environmental Management, March 1, 2017 to February 28, 2021.

STEWART, Douglas, M.E.S. Committee Member [Professional], School of Environment, Resources and Sustainability, December 15, 2016 to December 31, 2017.

WINFIELD, Mark, Associate Professor, School of Planning, November 1, 2016 to October 31, 2017.

Research


Special Appointments

Instruction

FRIESEN, Milton, Lecturer, School of Planning, January 1, 2017 to April 30, 2017.

SNIDER, Scott, Lecturer, School of Planning, January 1, 2017 to April 30, 2017.

Graduate Students Appointed as Part-Time Lecturer

ATIIM, George, Department of Geography and Environmental Management, January 1, 2017 to April 30, 2017.

BARBEAU, Christine, School of Planning, January 1, 2017 to April 30, 2017.

SHILOMBOLENI, Helena, School of Environment, Resources and Sustainability, January 1, 2017 to April 30, 2017.
B. ADMINISTRATIVE APPOINTMENT
KELLY, Richard, Chair, Department of Geography and Environmental Management, January 1, 2017 to December 31, 2019.

ADMINISTRATIVE REAPPOINTMENT
CRAIK, Neil, Associate Director, Global Initiatives, Waterloo Institute for Sustainable Energy (WISE), February 1, 2017 to December 31, 2017.

C. SABBATICAL LEAVES
For Approval by the Board of Governors
ASANIN DEAN, Jennifer, Assistant Professor, School of Planning, March 1, 2017 to August 31, 2017, at 100% salary.

HOMER-DIXON, Thomas (Tad), Professor, Faculty of Environment, January 1, 2018 to June 30, 2018, at 100% salary.

Jean Andrey
Dean
A. **APPOINTMENTS** (for approval by the Board of Governors)

**Tenured**

**WEBSTER, Ben** (BA, 2002, Simon’s Rock College; PhD, 2007, University of California, Berkeley), Associate Professor, Dept. of Pure Mathematics, July 1, 2017. Dr. Webster will be coming to Waterloo from the University of Virginia where he is a tenured Associate Professor. He is a world leader in algebraic geometry and representation theory. Dr. Webster has published articles in some of the premier journals in mathematics, is a winner of the very prestigious Sloan research fellowship and holds an NSF career grant.

**Definite Term - Reappointments**


**DAWOUD, Dina**, Lecturer, Dept. of Statistics and Actuarial Science, April 28, 2017 – April 26, 2019.


**Visiting Appointments**

**BRODY, Joshua** (Swarthmore College), Assistant Professor, David R. Cheriton School of Computer Science, September 1, 2017 – April 30, 2018.


**VAZ Jr, Jayme** (University of Campinas), Associate Professor, David R. Cheriton School of Computer Science, July 15, 2017 – July 31, 2018.


**Adjunct Appointments**

**Instructor**

**KUZMINYKH, Anastasia**, Lecturer, David R. Cheriton School of Computer Science, May 1, 2017 – August 31, 2017.

**SINGH, Satyendra**, Lecturer, David R. Cheriton School of Computer Science, May 1, 2017 – August 31, 2017.

Adjunct Reappointments

Instructor

AKINYEMI, John, Lecturer, David R. Cheriton School of Computer Science, May 1, 2017 – August 31, 2017.

AKINYEMI, John, Lecturer, David R. Cheriton School of Computer Science, September 1, 2017 – December 31, 2017.

AKINYEMI, John, Lecturer, David R. Cheriton School of Computer Science, January 1, 2018 – April 30, 2018.


KCHARAL, Rosina, Lecturer, David R. Cheriton School of Computer Science, May 1, 2017 – August 31, 2017.

LANCTOT, Kevin, Lecturer, David R. Cheriton School of Computer Science, May 1, 2017 – August 31, 2017.

Graduate Students appointed as Part-time Lecturers


Graduate Students reappointed as Part-time Lecturers


Cross Reappointments

BEN-DAVID, Shai (Professor, David R. Cheriton School of Computer Science), in the Dept. of Statistics & Actuarial Science, December 1, 2016 – November 30, 2018.


Graduate Students appointed as Part-time Lecturers

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

Graduate Students reappointed as Part-time Lecturers

TONDELLO, Gustavo, 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. ADMINISTRATIVE APPOINTMENTS


C. SABBATICALS (to be approved by the Board of Governors)

HOFERT, Marius, Assistant Professor, Dept. of Statistics and Actuarial Science, September 1, 2017 – February 28, 2018, with 100% salary. This is a special early sabbatical.

GODSIL, Christopher, Professor, Dept. of Combinatorics and Optimization, March 1, 2017 – August 31, 2017, with 100% salary. This is an early sabbatical.

STASTNA, Marek, Professor, Dept. of Applied Mathematics, July 1, 2017 – June 30, 2018, with 100% salary.

WATROUS, John, Associate Professor, David R. Cheriton School of Computer Science, January 1, 2018 – December 31, 2018, with 93.3% salary.

Stephen M. Watt
Dean
For information:

A. **APPOINTMENTS**

**New Probationary Term**

**PUSHIN, Dmitry**, Assistant Professor, Department of Physics and Astronomy, May 1, 2017 to June 30, 2020. [B.S., Moscow Institute of Physics and Technology (1995); M.S., Moscow Institute of Physics and Technology (1997); Ph.D., Massachusetts Institute of Technology (2006).] Dr. Pushin’s expertise include quantum information, neutron physics, and coherent control of neutron interferometry. Dr. Pushin was a postdoctoral research associate at the MIT Department of Nuclear Science and Engineering and the National Institute for Science and Technology Center for Neutron Research (NCNR). His postdoctoral work included applications of quantum error-correction to neutron interferometry. This work led to the design and commissioning of a novel device, the decoherence-free subspace neutron interferometer, proven to be much less susceptible to environmental noise than conventional devices, and thus suitable for the high-throughput investigations of materials science. Following his postdoctoral work, Dr. Pushin held a Research Assistant Professorship at IQC and the Department of Physics and Astronomy at the University of Waterloo. Dr. Pushin is the principal investigator of a new neutron interferometry beam line under construction at NCNR, which will be the world’s first dedicated neutron interferometry user facility.

**Continuing Lecturer**

**DEAKIN, Laura**, Continuing Lecturer, Department of Chemistry, May 1, 2017. [B.Sc., McGill University (1991); Ph.D., McGill University (1997); M.P.H., University of Alberta (2009).] Appointment converted from definite term to continuing.

**PINHEIRO, Marcel**, Continuing Lecturer, Department of Biology, January 1, 2017. [B.Sc., University of Waterloo (2005); M.Sc., University of Waterloo (2007); Ph.D., University of Waterloo (2013).] Appointment converted from definite term to continuing.

**Definite-Term Reappointment – Full-time**

**JOHNSTON, John**, Assistant Professor, Department of Earth and Environmental Sciences, July 1, 2017 to June 30, 2019.

**Definite-Term Reappointment – Part-time**

**COUTURE, Raoul-Marie**, Research Associate Professor, Department of Earth and Environmental Sciences, June 1, 2017 to May 31, 2018.

**FENG, Yunwei**, Research Assistant Professor, School of Optometry and Vision Science, January 15, 2017 to January 14, 2018.
Adjunct Appointments

Graduate Supervision

STIPP, L. Susan, Professor, Department of Earth and Environmental Sciences, January 1, 2017 to December 31, 2019.

THOMAS, Janis, Assistant Professor, Department of Earth and Environmental Sciences, January 1, 2017 to December 31, 2019.

Undergraduate Instruction

AL-SHAIKH, Passant, Lecturer, School of Pharmacy, January 1, 2017 to December 31, 2017.

Graduate Supervision and Research

COBBAERT, Danielle, Assistant Professor, Department of Biology, December 1, 2016 to November 30, 2019.

WOMELSDORF, Thilo, Associate Professor, Department of Chemistry, December 1, 2016 to August 31, 2019.

Adjunct Reappointments

Graduate Supervision

BARKER, James F., (Professor Emeritus), Professor, Department of Earth and Environmental Sciences, January 1, 2017 to December 31, 2019.

GRUNSKY, Eric C., Professor, Department of Earth and Environmental Sciences, February 1, 2017 to January 31, 2020.

MOHAMED, Mohamed N., Professor, Department of Earth and Environmental Sciences, February 1, 2017 to January 31, 2020.

WOLFE, Brent, Associate Professor, Department of Earth and Environmental Sciences, January 1, 2017 to December 31, 2019.

Undergraduate Instruction

HO, Certina, Assistant Professor, School of Pharmacy, January 1, 2017 to December 31, 2019.

TOLMIE, Bronwyn J., Lecturer, School of Pharmacy, January 1, 2017 to December 31, 2017.

WAKARCHUK, Warren, Professor, Department of Biology, January 1, 2017 to December 31, 2019.

WASFI, Olla, Lecturer, School of Pharmacy, January 1, 2017 to December 31, 2017.
Graduate Supervision and Research

TROPE, Graham E., Professor, School of Optometry and Vision Science, December 1, 2016 to November 30, 2019.

Cross Appointment

SCIAINI, Germán, Associate Professor, Department of Chemistry, cross appointed to Department of Physics and Astronomy, February 1, 2017 to January 31, 2020.

Cross Reappointments

CHEN, Pu, Professor, Department of Chemical Engineering, cross appointed to Department of Chemistry, September 1, 2016 to August 31, 2019.

MIAO, Guo-Xing, Assistant Professor, Department of Electrical and Computer Engineering cross appointed to Department of Physics and Astronomy, January 1, 2017 to January 31, 2023.

NAZAR, Linda, Professor, Department of Chemistry, cross appointed to Department of Physics and Astronomy, January 1, 2017 to December 31, 2020.

SIMON, Leonardo, Professor, Department of Chemical Engineering, cross appointed to Department of Chemistry, January 1, 2017 to August 31, 2020.

WILSON, Christopher, Associate Professor, Department of Electrical and Computer Engineering, cross appointed to Department of Physics and Astronomy, January 1, 2017 to December 31, 2020.

Special Appointments

Undergraduate Instruction

DURR, Hans, Lecturer, Department of Earth and Environmental Sciences, January 1, 2017 to April 30, 2017.

ROSAMOND, Madeline, Lecturer, Department of Earth and Environmental Sciences, January 1, 2017 to April 30, 2017.

Postdoctoral Fellow Appointed as Lecturer

CHAUDET, Marcia, Lecturer, Department of Biology, May 1, 2017 to August 31, 2017.
Special Reappointments

Undergraduate Instruction

DOLMAN, Howard, Lecturer, School of Optometry and Vision Science, January 1, 2017 to April 30, 2017.

Graduate Instruction

CONANT Jr., Brewster, Lecturer, Department of Earth and Environmental Sciences, February 1, 2017 to May 31, 2017.

Postdoctoral Fellows Reappointed as Lecturers

DELANEY, Keith, Lecturer, Department of Earth and Environmental Sciences, January 1, 2017 to April 30, 2017.

Research Associates Reappointed as Lecturers

McCANNA, David J., Lecturer, School of Optometry and Vision Science, January 1, 2017 to April 30, 2017.

VARIKOOTY, Jalaiah, Lecturer, School of Optometry and Vision Science, January 1, 2017 to April 30, 2017.

B. RETIREMENT

BOBIER, William, Professor, School of Optometry and Vision Science, effective January 1, 2017.

FOR APPROVAL BY THE BOARD OF GOVERNORS

C. SABBATICAL

BAUGH, Jonathan, Associate Professor, Department of Chemistry, May 1, 2017 to October 31, 2017, 100% salary arrangements.

EDGINTON, Andrea, Associate Professor, School of Pharmacy, September 1, 2017 to August 31, 2018, 100% salary arrangements.

GUILLEMETTE, Joseph Guy, Associate Professor, Department of Chemistry, January 1, 2018 to December 31, 2018, 100% salary arrangements.

HUDSON, Christopher, Professor, School of Optometry and Vision Science, split sabbatical leave, July 1, 2017 to December 31, 2017 and July 1, 2018 to December 31, 2018, 100% salary arrangements.

IRVING, Elizabeth L., Professor, School of Optometry and Vision Science, September 1, 2017 to August 31, 2018, 100% salary arrangements.
ROSE, David, Professor, Department of Biology, September 1, 2017 to August 31, 2018, 100% salary arrangements.

WAITE, Nancy, Professor, School of Pharmacy, May 1, 2017 to April 30, 2018, 100% salary arrangements.

R.P. Lemieux
Dean
The academic colleagues met on December 6th and 7th in Toronto with a full agenda. During the dinner meeting, Susan McCahan, Vice-Provost, Innovations in Undergraduate Education, University of Toronto provided an overview of the work underway (i) in the COU Task Force on Quality Indicators of the Undergraduate Learning Experience, and (ii) MAESD’s Subgroup on Experiential Learning. This overview is summarized below.

(i) Update on the Task Force on Quality Indicators: OCAV members approved the Task Force proposal including metrics in two categories: student experience, and teaching and learning. These categories are likely to be included as part of a framework for outcomes-based funding in the second round of Strategic Mandate Agreements. For each category, the Task Force proposed three required metrics (universities will report on each of the metrics), and a set of metrics universities may choose to report on. The three proposed required metrics related to teaching and learning are: graduation rate; composite score on NSSE questions related to students’ perceived gains in higher order learning outcomes; and proportion of programs with explicit curriculum maps and articulation of learning outcomes. Proposed required metrics for student experience are: student retention rate from year one to year two; proportion of fourth year students with 2 High-Impact Practices (HIPs) or average number of HIPs per student; and proportion of operating expenditures on student services. The Task Force proposal has been submitted to MAESD for review.

(ii) Update on the MAESD Subgroup on Experiential Learning: This subgroup has been discussing definitions of experiential learning; MAESD’s current approach utilizes a symptomatic perspective, where activities are reviewed/described and then a boundary (indicating experiential/not-experiential) is determined. A different approach would be to determine the boundary, and then review what is included within. Given the challenges associated with definitions, the subgroup has decided to gather information regarding definitions and available data, and produce a report. The draft report will be circulated to institutions before it is sent to the ministry.

Discussion: Colleagues discussed issues related to quality metrics, experiential learning, and measuring learning outcomes. Highlights from the discussion are included below:

- Measuring the quality of student experiences (experiential or not) is an important challenge. With work-integrated learning, measuring and defining the “work” is straightforward; measuring the “learning” is not. More will have to be done in this direction since right now we are counting inputs rather than assessing outputs. In addition to outputs, we need to understand impacts of learning experiences.

- Learning experience data is available from the National Study of Student Engagement (NSSE). This data likely shows an underreporting of experiential learning, as it relies on student perceptions. How can we measure more deeply and accurately than student perceptions?

- How do we understand and measure the “secret ingredient” that makes experiential learning meaningful? In some cases, the “secret ingredient” may include context and expectations: in a work-integrated learning experience, for example, there’s often someone serving as a supervisor and making
students feel accountable for their work (different from a grade). Working for others (the process) can be very meaningful. “Secret ingredient” may also be found when students apply their knowledge to questions they are interested in (for example, students often learn statistics when they apply it to a vexing question they want to find an answer to).

- One approach may be to measure or report participation in HIPs (which are correlated with skill development). This is again an input measure. Another possibility is using a metric disconnected from environments that emphasize student grades (a competency-based approach)?

- Other possibilities for measuring learning outcomes: the Collegiate Learning Assessment (CLA) test (a standardized test, which is quite long and costly to evaluate), and OECD Survey of Adult Skills (PIAAC, measures literacy, numeracy and problem solving in technology-rich environments). Motivating students to engage in these tests is challenging. Another approach is to use authentic assessments (embedded in course requirements, rather than assessments students take at the end of a program).

- It will be important to capture student reflections following their learning experiences; reflections can deepen and strengthen the educational experience. It may also be helpful for faculty to focus on helping students describe what they know, and who they are. Students need to be able to explain their own learning outcomes, and provide evidence. One may question the adequacy of the traditional transcript to describe the student experience both in and out of the classroom. Here, e-portfolios combining information about courses and co-curricular activities with content produced by the student may prove valuable. For the student, a portfolio that grows over an academic career can engage the individual in reflection.

- Measuring learning outcomes associated with experiential learning (or traditional classroom-based learning) may be more challenging for large institutions with large class sizes. However, the contexts in which students learn best are individually determined; some students may prefer a large institution and will engage very meaningfully.

- Talking about learning outcomes is also challenging because they don’t necessarily happen in one course; competencies and skills build across dimensions and course boundaries, and through programs. Rather than try to measure learning outcomes for each course, it may be more useful to focus on a few “weather station courses”—courses that programs identify as opportunities for assessment of a variety of outcomes.

- In some disciplines, opportunities for experiential learning are not as common and can be very costly. Not all disciplines have the same focus on skills development; for example, in law programs, skills are not necessarily the focus. Instead, there’s a focus on writing.

Colleagues received the COU update during the morning meeting on December 7th. This update is summarized below.

**COU Update**

**Tuition Framework**: COU wrote to government with a proposal regarding the new tuition framework. The proposal called for a roll-over of the current framework, with a 3% overall increase and up to 5% increase in some programs. The proposal also asked for a cap for all programs (professional and arts/science). Under the current framework, revenue increases (including tuition and grants) have been flat in real dollars. Increases in tuition have only let universities meet the most minimal costs of inflation. Campuses have also been building and growing. This has been possible because funding for capital
projects is allocated differently. The ministry is likely considering three options for the new tuition framework: 1. A rollover of the status quo 2. The COU option (outlined above) 3. A cohort-based approach, which will allow for a 5% increase for entering students, and caps for continuing students. This would allow for predictability for students. A cohort-based approach may happen organically over time, as it could help maximize revenue within the framework.

**Funding review:** It is anticipated that an announcement regarding the new funding formula will come soon. COU does not expect big changes in the formula. It is expected that SMAs will be used for enrolment management: each university will negotiate a midpoint for an enrolment corridor. A small amount of growth funding will be available. The new formula will likely include performance based funding elements. Changes to the funding formula reflect the government’s interest in funding outcomes rather than inputs. The anticipated approach will also allow universities to set their own targets rather than to compete with other institutions on outcome measures. Universities may also develop their own metrics, either for funding or accountability. The anticipated new model includes five priority areas:

- Teaching and learning;
- Student experience;
- Access;
- Skills development, innovation and community impact; and
- Research excellence.

The metrics approved by OCAV and recommended to the ministry fall into the teaching and learning and student experience areas. (See above for a description of the proposed metrics).

The proposed metrics are undergraduate-focused; universities may decide to add graduate-focused metrics. COU is recommending that universities negotiate differential weights for metrics, to emphasize area(s) of strength.

After this round of SMAs is complete, the OCAV Task Force will continue work to develop better metrics.

**Strategic Mandate Agreements:** Consultants for the college and university sector have been recruited, and it is expected that they will be announced soon. It is not clear when negotiations will start. A COU SMA Technical Table has been established and is meeting. It is likely that the timing of the SMA process will be clearer in January. The SMA core is expected to be similar to the last round: institutions will articulate their strengths. Universities will need time to develop and work through their own governance processes, which may require 3-4 months.

**Highly Skilled Workforce:** Following release of the Highly Skilled Workforce report, government is considering priorities and sequence. COU has not received any signals regarding impacts for universities. Two recommendations from the report are of interest to universities:

- Government will announce a provincial level table of employers and policy makers. This group may discuss priorities.
- Every student should have a meaningful opportunity for an experiential learning opportunity before graduation. The ministry has expressed an interest in defining experiential learning and collecting data about student experiences. However, consistent data about experiential learning is not currently available. Universities have a variety of data, and some is likely program specific. Universities also do not consider experiential learning as a "good" in-and-of itself. Rather, experiential learning is one tool toward deeper learning. High impact practices of all kinds build relevant skills toward careers. In conversations with government, COU has worked to communicate that there is a wide range of activities that can be called
experiential learning. COU (with MAESD Subgroup on Experiential Learning members) will prepare a report for the ministry, possibly including examples at the program level. The report may also be a good opportunity to highlight programs the ministry should know about. COU is also creating a Highly Skilled Workforce Steering Committee, which will include representation from across university functional areas. An academic Colleague representative will be invited to join the group.

**OSAP/Net Billing:** Work on this file is important in the context of tuition increases. Changes to OSAP and net billing were announced with the provincial budget in March, but an implementation plan has not yet been developed. It is expected that OSAP changes will start in the 2017-18 academic year; net billing will be implemented starting in 2018-19. To start, net tuition will be processed only for first year, first entry programs. COU hopes to work with the ministry on coherent, consistent messaging to the public and high school guidance counsellors. An early-adopters pilot project involving 16 universities is underway; this project is aimed at developing a net billing process for 2017-18.

Following the COU update, the Academic Colleagues met with Harvey Weingarten, President and CEO of the Higher Education Quality Council of Ontario (HEQCO) who discussed Ontario’s PSE landscape and the development of learning outcomes metrics. Highlights from the discussion are included below:

- Harvey Weingarten described 4 issues that are important in Ontario’s PSE landscape:
  - PSE has changed dramatically over the last generation, particularly in terms of enrolment. Funding mechanisms have driven enrolment growth. Currently, Ontario universities receive approximately 45% of operating funds from government. In the global context, this is relatively high.
  - Universities used to be more highly regarded than they are today. Government is concerned that universities are self-absorbed; colleges have done a better job interacting with government.
  - Media coverage about universities has not been as positive in recent years.
  - Sustainability is an important concern: In particular, government is concerned about the quality of student experiences. Universities need to focus on addressing this issue.

- In the Ontario context, the jobs agenda is driving conversations about PSE. The jobs agenda is helping transform universities from content providers (traditional role) to providers of skills, competencies, and meaningful credentials.
- While skills and competencies are difficult to assess and measure, there are some assessments we can use (for example, the PIAAC project, which is an online assessment of numeracy, literacy and problem solving). Innovation is needed.
- Motivating students to take these assessments is challenging, but if they see value in the assessments, they are more likely to engage.
- It is likely that funding will be provided for work integrated learning. We need to measure whether skills are achieved. This should lead us to think about how we teach skills. And if we are teaching skills, we should credential it.
- Colleagues noted the distinction between skills and competencies: competencies tend to be binary, while skills can be described on a continuum. If we add credentials or certifications, we will need to ensure that there is nuance in how skills are indicated.
- Some models to consider: work is underway in Florida, Tennessee, and in the United Kingdom. These are not best practice examples, but they do provide a sense of how governments are intervening in higher education. Ontario will need a more scholarly approach.
- A focus on skills may result in a devaluing of the credit hour. This kind of change will be very challenging to universities, and will need government support.
It may be difficult to recruit faculty to work on these issues, but their input is valuable. It is important to work with industry partners, but not to have industry driving the effort.

Last, but not least, David Lindsay provided a brief update on **Strategic Engagement Project**:

Outreach is focused on two main audiences: students and parents, and those who benefit from universities’ outputs. To reach parents and students, the team has primarily used social media strategies; the goal has been to drive people to the survey. To date, about 2,200 people have completed the online survey. In January, the team will shift to focus on the second audience: businesses, and arts and cultural sector members. A series of roundtables have been scheduled with a variety of representatives. Universities are also working on their own strategic engagement plans, and some momentum is building. In February 2017, work will begin to curate the information received and a discussion paper will be drafted. Some preliminary data is available from the survey: When asked about the future, respondents are generally optimistic (6.97 out of 10 average). Respondents were also asked whether they agreed that Ontario will perform well in 7 key areas five years from now:

On average, respondents agree that our technological advances will be a driving force for positive change (6.77), and that our arts and cultural scene will be vibrant (6.47).

However, on average, respondents are more uncertain whether Aboriginal Peoples will be respected (5.39), whether the environment will be protected (5.57), and whether supports will be available for all who need them (5.8).

When asked about the importance of 10 different skills and abilities, all 10 were considered either “important” or “very important.” Of these 10 skills, respondents considered critical thinking skills (8.93), problem-solving skills (8.82), and communication skills (8.71) to be the most important. Interestingly, “entrepreneurial spirit” was marked as “very important” less frequently than all the other skills, bringing its average down (7.2).

The next Academic Colleagues meeting is scheduled for Thursday, February 16 (dinner meeting) and Friday, February 17, 2017.

Marios Ioannidis
Academic Colleague to COU
AMIT AND MEENA CHAKMA AWARDS FOR
EXCEPTIONAL TEACHING BY A STUDENT

REPORT TO SENATE FROM THE SELECTION COMMITTEE
MONDAY, MARCH 27, 2017

In 1998, the Senate of the University of Waterloo approved the Distinguished Teaching by a Registered Student Award to be given annually to up to four individuals nominated by students and colleagues. Beginning in 2009, the award became known as the Amit and Meena Chakma Awards for Exceptional Teaching by a Student, to reflect the former Provost’s commitment to University teaching. The Selection Committee for the award is chaired by the Associate Provost of Graduate Studies and is comprised of two members of faculty (including the Teaching Resource Person), two graduate students and three undergraduate students.

The following criteria, approved by Senate, are used by the Selection Committee to identify the recipients amongst the nominees:

- Students must have a formal teaching role (e.g., teaching assistant, laboratory demonstrator, adjunct lecturer) at the University of Waterloo or its federated and affiliated university/colleges;
- The Selection Committee will look for intellectual rigour and communication skills in the interpretation and presentation of subject matter. Concern for and sensitivity to the academic need of the students is an important criterion.

The University recognizes the incredible value that student teaching provides in achieving its academic mission. When Faculty members and students work collectively to create educational teams, the outcome is often exceptional engagement and, as a result, deep learning. As in past years, the caliber of the nominations received was simply outstanding. It is apparent that the University community is extraordinarily fortunate for the commitment that our student teachers make, across all Faculties.

To choose the award recipients, the Committee has met twice and spent considerable time reviewing the thoughtful and insightful nominations received. On behalf of the Committee, I am exceptionally pleased to recognize the 2017 recipients of the Amit & Meena Chakma Award for Exceptional Teaching by a Student. They are:

Alex Huynh, Faculty of Arts, Psychology;
Hourman Mehrabian, Faculty of Arts, English Language and Literature;
Mohammed Nassar, Faculty of Engineering, Electrical and Computer Engineering
Lay Ling Tan, Faculty of Science, Chemistry

Please join me in congratulating and extending sincere appreciation to these spectacular student colleagues.

Jeff Casello
Chair, Amit and Meena Chakma Awards for Exceptional Teaching by a Student Selection Committee
THE DISTINGUISHED TEACHER AWARDS
REPORT TO SENATE FROM THE SELECTION COMMITTEE
MARCH 27, 2017

On December 15, 1975, the Senate of the University of Waterloo approved the “Distinguished Teacher” Award to be given annually to three individuals nominated by their students and colleagues. Senate endorsed the following criteria:

“The Distinguished Teacher Award is given in recognition of a continued record of excellence in teaching at the University of Waterloo. It is open to all those who teach students at the University of Waterloo and is not limited just to those holding faculty appointments. The Selection Committee will look for intellectual rigour and communication skills in the interpretation and presentation of subject matter. The teacher’s human quality, the concern for and sensitivity to the needs of students, is an obvious criterion. The Selection Committee will look for a clear indication that the nominee has a favourable and lasting influence on students. Evidence of successful innovation in teaching would also support a nomination, but it is also clear that excellence in teaching does not necessarily require innovation.”

On March 21, 1988, Senate approved the recommendation to expand the Distinguished Teacher Award program to include one additional award earmarked for non-regular faculty members (i.e. part-time faculty, full- and part-time teaching staff, and faculty members holding adjunct appointments). In 2005, Senate approved the discontinuation of a separate non-regular award, with the understanding that non-regular nominations would be considered equally with those of regular faculty. Four recipients will still be identified each year to receive this prestigious teaching award.

The Distinguished Teacher Award consists of: a citation and presentation at June Convocation; a designation (Recipient of the Distinguished Teacher Award) in the University of Waterloo Calendar after the recipient’s listing; an amount of $1,500 placed in a University discretionary account, under the recipient’s control, to be used in support of any teaching activities.

The Selection Committee for the Distinguished Teacher Award is composed of the Associate Vice-President, Academic as Chair, four members of faculty (including the Teaching Resource person), one alumnus, two graduate students, and three undergraduate students. The Committee met two times since February to consider the nominations.

Fourteen eligible nominations, supported by the required signatures and documentation, were submitted for consideration by the Selection Committee. Many of these were very strong nominations and documented outstanding records of teaching and service to students at all levels of the University.

The recipients of the Distinguished Teacher Award for 2017 are (in alphabetical order by surname):

Monica Barra, Chemistry
Sanjeev Bedi, Mechanical and Mechatronics Engineering
Dan Davison, Electrical and Computer Engineering
David McKinnon, Pure Mathematics

Mario Coniglio
Chair, DTA Selection Committee
Senate Graduate & Research Council met on 13 February 2017, and considered a proposal to change an academic plan. Council agreed to forward the following item to Senate for approval. Council recommends this item be included in the regular agenda.

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

FOR APPROVAL

CHANGES TO ACADEMIC PLANS

Faculty of Engineering
Systems Design Engineering

1. **Motion:** To approve the update of research areas in the MASc and PhD Calendar, and to approve the accompanying plan changes, effective 1 May 2017.

<table>
<thead>
<tr>
<th>Current Graduate Studies Academic Calendar Content:</th>
<th>Proposed Graduate Studies Academic Calendar Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Human and Biomedical Engineering</td>
<td>• Human Factors and Ergonomics</td>
</tr>
<tr>
<td>• Intelligent Systems and Software</td>
<td>• Biomedical Engineering</td>
</tr>
<tr>
<td>• Mechatronic and Physical Systems</td>
<td>• Machine Learning and Intelligence</td>
</tr>
<tr>
<td>• Modelling, Simulation and Systems Theory</td>
<td>• Mechatronic and Physical Systems</td>
</tr>
<tr>
<td>• Optimization and Decision Making</td>
<td>• Modelling, Simulation and Systems Theory</td>
</tr>
<tr>
<td>• Signal and Image Processing</td>
<td>• Optimization and Decision Making</td>
</tr>
<tr>
<td>• Societal and Environmental Systems</td>
<td>• Vision, Image and Signal Processing</td>
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</tbody>
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**Rationale:** The change will make OUAC application research choices consistent with the department’s offerings, as well as being consistent with the actual research areas that faculty in Systems Design Engineering currently conduct research in. The areas chosen are also put in terms of what potential applicants would better understand to assist them in their choices of potential research supervisors. In addition, with the introduction of a biomedical engineering undergraduate program, faculty members now conduct research in this area and it is important that this is reflected explicitly in the list of research areas.

/ar Jeff Casello
Associate Provost, Graduate Studies

George Dixon
Vice President, University Research
Senate Undergraduate Council met on 17 January 2017 and 14 February 2017, and considered proposals to change the guidelines on tests during the formal lecture period and also to allow the early release of the exam schedule. Council agreed to forward the following item 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

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CHANGES TO UNDERGRADUATE REGULATIONS

Office of the Registrar
Final Examination Schedule

1. **Motion:** To approve amendments to the Guidelines on Tests During the Formal Lecture Period as described. (strikethrough = deleted text, underline = new text)

   Students shall not be required to sit for a test during the Formal Lecture Period that is held outside the time period 8:30 a.m. to 10:00 p.m., Monday through Friday, inclusive. Instructors who choose to schedule a test outside that time period must provide suitable alternative time arrangements within the Monday to Friday time period for any students who request an alternative time.

   The parameters for scheduling tests are as follows:

   1. Tests are held during the Formal Lecture Period from 8:30 a.m. to 10:00 p.m., Monday through Friday, inclusive.
   2. The Faculties of Mathematics and Science may schedule Saturday tests for large, multiple-section courses in the fall and winter terms, if those tests are approved by the appropriate Associate Dean, scheduled using test slots, and announced to students during the first week of classes via published course outlines.

   Tests are not permitted outside of these parameters.

   **Rationale:** Enrollment growth and constraints on suitably-sized classrooms have resulted in expanded use of Saturdays for common mid-term tests in multi-sectioned classes and challenges in providing alternative times Monday through Friday. This amendment would normalize the use of Saturdays for midterm tests in the fall and winter terms, without requiring the automatic provision for alternative arrangements, solely for large multi-section courses in the Faculties of Mathematics and Science. Attention has been given to protecting student interests by requiring (1) advance warning of Saturday midterms in the course outline, (2) approval of such Saturday midterm tests by Associate Deans, and (3) by requiring the use of test slots in the course schedule. Allowing for Saturday midterms in this regard allows instructors to utilize a common test with a single set of questions so that students are all assessed in the same way, which often is not the case presently as multiple versions of a test may be needed to accommodate logistical challenges. As with any course component, a student may utilize the religious accommodation policy if appropriate to be excused from a Saturday test.
FOR INFORMATION

Office of the Registrar
Final Examination Schedule

Council has considered the timing of the final examination schedule and does not recommend that it be changed.

Council agreed that the proposed changes, as described in Attachment #1, would (1) increase the risk of flawed exam scheduling as schedules will be skewed by students’ movement in and out of courses at beginning of term, (2) reduce the opportunity to use reliable enrollment data to create exam schedule that minimizes student conflicts, which negatively impacts student success, and (3) diminish the ability to pre-slot exams for instructors teaching back-to-back terms and hinder their work-life balance. Given this, council affirms the status quo.

Mario Coniglio
Associate Vice-President, Academic
Memorandum

To: Senate Undergraduate Council
From: Ray Darling, University Registrar
Date: November 17, 2016
Re: Early Release of Exam Schedule

Motion: That Senate Undergraduate Council provide a recommendation to Senate regarding the proposal to release the spring final exam schedule in April.

Background:

This motion arises from the following motion made at the November 2015 Senate meeting and after a discussion at UOPs in September 2016.

FALL TERM BREAK – IMPLICATIONS FOR SPRING TERM EXAMS

Motion: Senate requests that the Registrar’s Office (RO) investigate and report back to Senate on the achievability of scheduling Spring term exams by April each year, starting in 2016.

Rationale: An exam schedule released early for the Spring term is a clear work-life balance benefit to University of Waterloo students, faculty and staff trying to plan vacation time in August. The RO pledge (as part of the Fall Break initiative) to try and pre-slot instructors who teach in both Spring and Fall terms seems unlikely to be helpful for all campus stakeholders – it is for instructors only, and if most Spring and Fall instructors request early exams, it will not be feasible for RO to accommodate the majority of requests. Achievability refers to investigating how it could/should be done if the University decided to do it (much like the directions given to the Fall Break Task Force).

Bryan Tolson Faculty-at-Large Representative (Engineering)

Given the timing of the request and the demands on the Scheduling team, such a large process change could not occur in Spring 2016 as requested. It would be challenging to implement this in Spring 2017 given the magnitude of the process changes that would need to be put in place in both the departments and the Registrar’s Office but it would be actively pursued if it were the will of the community. The question is, should the University of Waterloo go down this path? Senate Undergraduate council is asked to provide advice to Senate through a formal vote.
Current and Proposed Approach

Our current approach is to publish the spring term final exam schedule in early June. We wait until after the course add period ends, which is in mid-May. Actual enrolment data is then used to create a schedule for students that is conflict free, avoids three exams on the same day, minimizes back to back exams, and maximizes student success by spacing exams.

In order to meet the requested April publication date of the final exam schedule, course selection snapshot data would have to be taken in mid-March. This would capture the data entered during the course selection period, which is at the end of January each year.

Benefits of Proposed Approach

The benefit of this approach is that both faculty and students are aware of their final exam schedule two months earlier than they are now and before the term begins. This would give them additional time to make between-term plans. This concern was raised in particular with the pilot implementation of a Fall Break, which lessened the amount of time off between the end of the Spring term and the start of classes in the Fall term.

Drawbacks of Proposed Approach

The drawback from this approach is that the university administration loses control of the student’s final exam schedule. The data we would be using to create the exam schedule would be after course selection but before the add period begins. Participation in course selection is currently at only about 70% of the student population and we know that a very high percentage of students change their selections after the course schedule is created during the add period, which does not open until late March for spring.

Curriculum-based spacing of the exam schedule is certainly possible, which works well for programs that are heavily core loaded and cohort-based, such as Engineering, but not as well for programs that are not, like Arts, where student choice is uncertain.

Held-with courses are also an issue (that is undergrad/grad course). We don’t have graduate course data because they don’t have a course selection period like undergraduate students.

Since the university cannot fully control the final exam schedule, students cannot avail themselves of conflict policies that exist at other institutions and may put themselves at academic risk.

The University of Guelph, who is the only other university in Ontario who takes this approach, informs us that they have anywhere from 250 to 300 students put themselves in a direct exam conflict. Students are warned that there is no guarantee that the university will sort this out for them, but usually does. This causes work for Faculty members who are lobbied by students to move their exams.
FOR APPROVAL

Graduate Studies Office Name Change

Motion: That Senate recommends to the Board of Governors the following name change: “Graduate Studies Office” to “Graduate Studies and Postdoctoral Affairs”

Rationale: The role of the Graduate Studies Office is perceived on campus as being responsible for many facets of graduate student administration: admissions, financial awards, records, and degree completion. There is also a growing awareness that the Graduate Studies Office also supports the placement of Postdoctoral fellows on campus. While this has been the core focus of the GSO in the past, more recently, the objectives of the office have evolved.

Building from the University’s strategic plan, the Graduate Studies Office currently provides and seeks to expand a number of services that are not adequately reflected in the office name. Specifically, the GSO:

- Partners with internal stakeholders including Marketing and Undergraduate Recruitment, Marketing and Strategic Initiatives, and the Faculties to enhance the attraction of top-quality graduate students and postdoctoral fellows to the University of Waterloo;
- Partners with internal and external stakeholders including the Graduate Student Association, the Faculties and the Student Success Office to enhance the vibrancy of graduate student experience on campus;
- Partners with the Faculties and individual faculty members to motivate, catalyze and disseminate transformative research completed by both graduate students and postdoctoral fellows;
- Partners with internal stakeholders in supporting graduate students and postdoctoral fellows in their pursuit of professional opportunities.

The name change reflected in the motion better embodies the current and future directions of the office as well as formalizing the office’s role in supporting positive and productive experiences for postdoctoral fellows. The name change is also consistent with those U15 institutions that do not have a Faculty or College of Graduate Studies.

Jeffrey M. Casello
Associate Provost, Graduate Studies
FOR APPROVAL

Writing Centre – Department Name Change

Motion: To recommend to the Board of Governors the following name change: change from “Writing Centre” to “Writing and Communication Centre.”

Rationale: Since 2014, the Writing Centre has been redefining its role and mandate in order to meet the diverse needs of students, staff, and faculty in changing communication contexts. As the University of Waterloo prioritizes undergraduate and graduate communication outcomes, the Writing Centre has responded with a renewed mandate and vision that reflects the dynamic nature of writing and communication. From digital design to presentation skills, the Writing Centre’s work now encompasses a broad range of communication activities at all levels.

Extending from its core activities of working individually with undergraduate and graduate students, the Writing Centre has developed comprehensive programs and services that foster academic and professional communication skills. These activities have contributed to increased usage and demand.

Partnerships with faculty and other support units have resulted in tailored disciplinary and professional communication services for undergraduates. Graduate students have benefitted from improved thesis and defense supports, as well as key professionalization initiatives in partnership with the Graduate Studies Office and other units. A new role in the Writing Centre now supports faculty and postdoctoral fellows with their publications, projects, and research writing.

As a result of its expanding role, the Writing Centre needs to accurately communicate its range. A name change will signal to the University community the Writing Centre’s new mandate and increased expertise.

For these reasons, it is recommended that Senate approve the name change from “Writing Centre” to “Writing and Communication Centre.”

Mario Coniglio
Associate Vice President, Academic