**AGENDA**

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<th>Item</th>
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</table>
| 1. Declarations of Conflict of Interest  
   a. Excerpt from Bylaw 1, section 8* | Information |
| 2. Tri-Agency Mandate for Open Access Publications (Courtney Matthews, Pascal Calarco) | Information |
| 3. Co-chairs’ Remarks | Information |
| 4. Minutes of 14 September 2015* and Business Arising  
   a. Energy Council of Canada Energy Policy Research Fellowship – purpose of revision to provide amount “up to” designated sums (Hildebrandt) | Decision (SGRC) |
| 5. Curricular Submissions  
   a. Applied Health Sciences* | Decision (SGRC) |
|   b. Environment* | Decision (SGRC) |
|   c. Renison University College* | Decision (SGRC) |
|   d. St. Jerome’s University* | SEN-regular |
| 6. New and Continuing Memberships (Nummelin)  
   a. Human Research Ethics Committee, New Appointment* | Decision (SGRC) |
|   b. Human Research Ethics Committee, Re-appointment* | Decision (SGRC) |
| 7. Graduate Awards* (Hildebrandt)  
   a. Hira and Kamal Ahuja Graduate Engineering Award - endowment | Decision (SGRC) |
| 8. Other Business  
   a. Ethics Matters @ Waterloo – September 2015 Edition* | Information |
| 9. Next Meeting: Monday 9 November 2015 from 10:30 a.m. to 12 noon in NH 3001 | |

* material attached  
** to be distributed separately

“SGRC” to be approved on behalf of Senate  
“SEN” to be recommended to Senate for approval

30 September 2015  
Mike Grivicic  
Assistant University Secretary
# Excerpt from Senate Bylaw 1

## 8. Declarations of conflict of interest

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>8.01</strong></td>
<td>At the beginning of each meeting of Senate or any of Senate’s committees or councils, the chair will call for members to declare any conflicts of interest with regard to any agenda item. For agenda items to be discussed in closed session, the chair will call for declarations of conflict of interest at the beginning of the closed portion of the meeting. Members may nonetheless declare conflicts at any time during a meeting.</td>
</tr>
<tr>
<td><strong>8.02</strong></td>
<td>A member shall be considered to have an actual, perceived or potential conflict of interest, when the opportunity exists for the member to use confidential information gained as a member of Senate, or any of Senate’s committees or councils, for the personal profit or advantage of any person, or use the authority, knowledge or influence of the Senate, or a committee or council thereof, to further her/his personal, familial or corporate interests or the interests of an employee of the university with whom the member has a marital, familial or sexual relationship.</td>
</tr>
<tr>
<td><strong>8.03</strong></td>
<td>Members who declare conflicts of interest shall not enter into debate nor vote upon the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).</td>
</tr>
<tr>
<td><strong>8.04</strong></td>
<td>Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).</td>
</tr>
</tbody>
</table>
Present: Jack Callaghan, George Dixon, Bernard Duncker, Lowell Ewert, Jim Frank, Anwar Hasan, Robert Hill, Richard Kelly, Tim Kenyon, Srivinivasan Keshav, Raymond Legge, Maureen Nummelin, Samantha Shortall, Mike Szarka, Lana Vanderlee, Linda Warley

Secretariat: Mike Grivicic

Resources: Jennifer Kieffer

Guests: Mario Coniglio (1), Ray Darling (1)

Absent: Anne Brousseau, Pascal Calarco, Maya D’Alessio*, Rhona Hanning*, Michael Hartz*, Mark Haslett, Bruce Hellinga*, Sarah Hildebrandt*, Sepehr Mohaddes, Bruce Muirhead, Tamer Özsu, Paul Parker, John Thompson, Suzanne Tyas
*regrets

Organization of Meeting: Jim Frank, co-chair of the council, took the chair, and Mike Grivicic, acted as secretary. The secretary advised that due notice of the meeting had been given, a quorum was present, and the meeting was properly constituted.

1. DECLARATIONS OF CONFLICT OF INTEREST
None declared.

a. Excerpt from Bylaw 1, section 8. This item was received for information.

2. PROPOSAL FOR THE ADOPTION OF A FALL BREAK
Mario Coniglio spoke to the distributed material: expected to bring proposal to October meeting of Senate; origin and motivation for considering a fall break; working group established to examine options; recommendation for two day fall break aligned with Thanksgiving holiday weekend; result of undergraduate student referendum was 74% in support with 6000 voters; consultation with campus stakeholders; concerns raised include potential pressure on holidays and orientation week, scheduling issues e.g. science labs, and concern that students may forgo early classes. Members discussed: other universities start before Labour Day, and a fixed start date for fall term may mitigate some schedule pressures; potential to pre-slot instructors’ exam for spring term to allow adequate time for vacations; general parameters for scheduling are set by Senate and some flexibility may be exercised by Senate in doing so; 14 days exam period is driven by the number of available seats; no proposal for a spring term break at the present time; able to glean lessons from Wilfrid Laurier; only four Ontario universities start after Labour Day; some feel that considerable pre-arrival orientation may allow for reduced orientation week. By consensus, members agreed that the proposal should move forward with potential to examine a fixed start date before Labour Day as well as changing the length of orientation week.

a. Prospective 2016-2022 calendar. This item was referenced in the committee’s discussion and was received for information.

b. Prospective 2016-2022 scenarios. This item was referenced in the committee’s discussion and was received for information.

3. CO-CHAIRS’ REMARKS
Dixon noted that the university did not obtain any Canada First Research Excellence Fund funding in the first round, with preparations now underway for the second round. The university did receive $19 million from Compute Canada and the Canada Foundation for Innovation, and will host machines and employees for the initiative. As well, the Southern Ontario Water Consortium received $12 million from FedDev Ontario, and this funding may eventually be levered 3:1.

Frank noted that graduate acceptances are up significantly from the previous year across all categories; funding is expected to be well-covered but spaces issues may arise. There are a number of program reviews planned for 2015-16, and he noted the appointment of Amanda McKenzie as the new Manager, Quality Assurance. The GSO is working with the GSA to help build capacity in department level student societies, and will visit each departmental student society and hold open house meetings.
4. **MINUTES OF 8 JUNE 2015 AND BUSINESS ARISING**
A motion was heard to approve the minutes as distributed. Hill and Kenyon. Carried.

5. **NEW AND CONTINUING MEMBERSHIPS**
   a. **Human Research Ethics Committee, New Appointments.** Council took items (a)-(c) together and heard a motion to approve all appointments, re-appointments and renewals as presented. Nummelin and Callaghan. Carried.
   b. **Human Research Ethics Committee, Re-Appointments.** This was addressed under 5(a).
   c. **Clinical Research Ethics Committee, New Appointment/Renewal.** This was addressed under 5(a).

6. **GRADUATE AWARDS**
   a. **Cindy Ditner Award in Public Accounting – endowment.** Frank noted that for this item the sentence “…will continue to be paid from this fund until 2010” will be amended to “will continue to be paid from this fund until 2020”. Members took items (a) – (c) together and Council heard a motion to approve the new awards as amended. Frank and Shortall. Carried.
   b. **G.A. Paper International Graduate Award – trust.** This was addressed under 6(a).
   c. **Devani Charities Graduate Engineering Entrance Scholarship.** This was addressed under 6(a).
   d. **The Norman Esch Entrepreneurial Challenge in Engineering Fund – trust.** Received for information.
   e. **Paul Niessen – Cominco Award.** Received for information.
   f. **Energy Council of Canada Energy Policy Research Fellowship.** Received for information. Members asked why the revision to provide amount “up to” the designated sums was made, and Hildebrandt will be requested to provide more detail.

7. **OTHER BUSINESS**
There was no other business.

8. **NEXT MEETING**
The next meeting will be on Monday 5 October 2015 from 10:30 a.m. – 12 noon in NH 3001.

   29 September 2015

   Mike Grivicic
   Assistant University Secretary
MEMORANDUM

Office of the Dean
Faculty of Applied Health Sciences
BMH 3110
ext. 36149

TO: Mike Grivicic, Secretariat
FROM: Tracy Taves, Administrator, Faculty Graduate Studies
DATE: September 29, 2015
SUBJECT: Graduate Studies Report

The following items were approved by the Applied Health Sciences Faculty Council on September 25, 2015 and are being forwarded to Senate Graduate & Research Council. Would you please place them on the agenda for the next Senate Graduate & Research Council meeting?

Thank you!
1. NEW MILESTONES (for approval)
   1.1 School of Public Health and Health Systems .................................................................3

2. NEW COURSE (for approval)
   2.1 School of Public Health and Health Systems .................................................................3

3. COURSE INACTIVATION (for approval)
   3.1 School of Public Health and Health Systems .................................................................3
Graduate calendar changes for Applied Health Sciences

1. **NEW MILESTONES**
   1.1 **School of Public Health and Health Systems**

   1.1.1 To add the milestones HLTH 600A, “Graduate Seminar A” and HLTH 600B, “Graduate Seminar B”, to the SPHHS program (see attached).

   **Rationale:** Collectively, the Fall and Winter segments of the proposed Graduate Seminar will help to accomplish four goals:
   
   1) To assist students in developing an understanding of the various concepts, methodologies, and perspectives that guide the work completed within SPHHS.
   
   2) To encourage a greater degree of interaction among MSc students, in order to enhance the sense of community within SPHHS.
   
   3) To provide a structured opportunity for students to gain experience in the delivery and evaluation of a research-based lecture.
   
   4) To provide a structured opportunity for students to gain experience in the critical appraisal of a research article.

2. **NEW COURSES**
   2.1 **School of Public Health and Health Systems**

   2.1.1 To approve the new course HLTH 612 “Nutritional Aspects of Chronic Disease” to the SPHHS program (see attached).

   **Rationale:** Nutritional Aspects of Chronic Disease has historically been offered each Winter term as a special topics course at the graduate level (HSG 620) and has been cross-listed with HLTH 421. Increased interest and enrollment numbers in the course substantiate adding it as a regularly scheduled class. The course would be offered each Fall as of September 2016 and would no longer be cross-listed with HLTH 421. HLTH 421 would continue to be scheduled without the HSG 620 cross-listing.

3. **COURSE INACTIVATIONS**
   3.1 **School of Public Health and Health Systems**

   3.1.1 To approve the inactivation of HSG 677 (see attached).

   **Rationale:** HSG 677/PSYCH 677A/KIN 687 was added to the Schedule of Classes as part of a collaborative program between Psychology, Kinesiology and the School of Public Health and Health Systems. The collaborative program has been discontinued and HSG 677 is no longer relevant.
Faculty: Applied Health Science
Effective term: Term/Year Fall 2016

Course □ New □ Revision □ Inactivation □
Milestone ☒ New □ Revision □ Inactivation □

New milestone title: Seminar

For course revisions, indicate the type(s) of changes: (e.g. consent, description, title, requisites)

Course Subject code: HSG Course number: HLTH 600A *HSG is now HLTH
Course Title (max. 100 characters incl. spaces): School of Public Health and Health Systems Graduate Seminar A
Course Short Title (max. 30 characters incl. spaces): Graduate Seminar A
Grading Basis: CREDIT/NO CREDIT
Course Credit Weight: 0.00
Course Consent Required: ☒ Department

Course Description: The Fall term segment of the seminar will provide a weekly opportunity for MSc students in their first term of study to attend research seminars led by SPHHS faculty members and senior graduate students. In addition, opportunities will be arranged for students to participate in workshops relating to research methods, presentation skills, grantsmanship, or to attend guest lectures delivered by scholars from outside SPHHS.

New course description (for revision only):
Meet Type(s): Seminar
Primary Meet Type: Seminar
Requisites:

Special topics course: Yes □ No ☒
Cross-listed: Yes □ No ☒

Course Subject(s) to be cross-listed with and approval status: Sections combined/held with: none

Rationale for request:
Collectively, the Fall and Winter segments of the proposed Graduate Seminar will help to accomplish four goals:

1) To assist students in developing an understanding of the various concepts, methodologies, and perspectives that guide the work completed within SPHHS.

2) To encourage a greater degree of interaction among MSc students, in order to enhance the sense of community within SPHHS.
3) To provide a structured opportunity for students to gain experience in the delivery and evaluation of a research-based lecture.

4) To provide a structured opportunity for students to gain experience in the critical appraisal of a research article.
Faculty: Applied Health Science
Effective term: Term/Year Winter 2017

Course ☐ New ☐ Revision ☐ Inactivation ☐
Milestone ☒ New ☒ Revision ☐ Inactivation ☐

New milestone title: Seminar

For course revisions, indicate the type(s) of changes:
(e.g. consent, description, title, requisites)

Course Subject code: HSG Course number: HLTH 600B *HSG is now HLTH

Course Title (max. 100 characters incl. spaces):
School of Public Health and Health Systems Graduate Seminar B
Course Short Title (max. 30 characters incl. spaces): Graduate Seminar B
Grading Basis: CREDIT/NO CREDIT
Course Credit Weight: 0.00
Course Consent Required: ☒ Department

Course Description:
The Winter term segment of the seminar will provide a weekly opportunity for MSc students in their second term of study to participate in a journal club led by members of their cohort. Each student will be responsible for selecting one article, providing an electronic copy to the instructors to allow for placement on the course website, and then leading discussion around the article’s purpose, content, strengths, and limitations. In addition, students will be expected to read through the articles chosen by their colleagues, and actively participate in the discussion held each week.
New course description (for revision only):
Meet Type(s): Seminar
Primary Meet Type: Seminar
Requisites:

Special topics course: Yes ☐ No ☒
Cross-listed: Yes ☐ No ☒

Course Subject(s) to be cross-listed with and approval status:
Sections combined/held with: none

Rationale for request:
Collectively, the Fall and Winter segments of the proposed Graduate Seminar will help to accomplish four goals:

1) To assist students in developing an understanding of the various concepts, methodologies, and perspectives that guide the work completed within SPHHS.
2) To encourage a greater degree of interaction among MSc students, in order to enhance the sense of community within SPHHS.

3) To provide a structured opportunity for students to gain experience in the delivery and evaluation of a research-based lecture.

4) To provide a structured opportunity for students to gain experience in the critical appraisal of a research article.

Prepared by: John G. Mielke
Date: 20-Feb-15
Faculty: Applied Health Science
Effective term: Term/Year Fall 2016

Course ☒ New ☐ Revision ☐ Inactivation ☐

For course revisions, indicate the type(s) of changes:

Course Subject code: HSG Course number: HLTH 612 *HSG is now HLTH
Course Title (max. 100 characters incl. spaces): Nutritional Aspects of Chronic Disease
Course Short Title (max. 30 characters incl. spaces): Nutrition Aspects Chronic Dis
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☐

Course Description:
Nutrition is integral to the etiology, prevention and treatment of chronic diseases. This course will examine nutritional aspects of key chronic diseases affecting the Canadian population. There will be an opportunity for students to explore, in depth, specific conditions and aspects of nutritional assessment or intervention that interest them.

Meet Type(s): Seminar
Primary Meet Type: Seminar
Requisites: HLTH KIN 346 or an equivalent undergraduate nutrition course.

Special topics course: Yes ☐ No ☒
Cross-listed: Yes ☐ No ☒

Course Subject(s) to be cross-listed with and approval status:
Sections combined/held with:

Rationale for request:
Nutritional Aspects of Chronic Disease has historically been offered each Winter term as a special topics course at the graduate level (HSG 620) and has been cross-listed with HLTH 421. Increased interest and enrollment numbers in the course substantiate adding it as a regularly scheduled class. The course would be offered each Fall as of September 2016 and would no longer be cross-listed with HLTH 421. HLTH 421 would continue to be scheduled without the HSG 620 cross-listing.

Prepared by: Krista Nicol Date: 18-Feb-15
Faculty: Applied Health Science
Effective term: Term/Year Winter 2016
Course ☒ New ☐ Revision ☐ Inactivation ☒

Type(s) of changes: Inactive HSG 677 (which will also remove the cross-listing with PSYCH 677A/KIN 687)

Course Subject code: HSG Course number: 677
Course Title (max. 100 characters incl. spaces): Fundamentals of Behavioural Neuroscience
Course Short Title (max. 30 characters incl. spaces):
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☐

Old Course Description for HSG 677/KIN 687/PSYCH 677A:
(Cross-listed with KIN 687, PSYCH 677A) This survey course will be team-taught by members of the collaborative program, and will serve to introduce students to major subareas of ongoing behavioural neuroscience research at Waterloo. Topics will include cognitive psychopathology, apraxia, topics in visual neuroscience, early experience and brain development, cognitive electrophysiology, human locomotion, neuropathology of schizophrenia, object recognition, hemispheric specialization, motor control and psychoneuroimmunology.

Meet Type(s): Lecture
Primary Meet Type: Lecture
Requisites: none

Special topics course: Yes ☐ No ☒
Cross-listed: Yes ☒ No ☐
*HSG 677 is currently cross listed with PSYCH 677A and KIN 687

Rationale for request:
HSG 677/PSYCH 677A/KIN 687 was added to the Schedule of Classes as part of a collaborative program between Psychology, Kinesiology and the School of Public Health and Health Systems. The collaborative program has been discontinued and HSG 677 is no longer relevant.

SPHHS plans to develop a Public Health and Brain Health course that will be assigned a new course code. A SGRC new course proposal will be submitted once more details are available.

Prepared by: Krista Nicol Date: 10-Jul-15
GRADUATE STUDIES REPORT

FACULTY OF ENVIRONMENT

REPORT TO SENATE GRADUATE AND RESEARCH COUNCIL

October 5, 2015
1. Changes to Existing Programs (for approval)

A) School of Environment, Enterprise and Development
   
i) Master of Environment and Business
      a) New Course for Approval
         1) ENBUS 612, Social Entrepreneurship and Scaling Social Innovation
             (cross listed with SOCIN 604) 1

      b) Course Revision for Approval
         1) ENBUS 650, Environmental Finance – change of consent 2

   ii) Graduate Diploma in Social Innovation
       a) Course Revision for Approval
          1) SOCIN 604, Scaling Innovation for Greater Impact: social finance, social marketing, public policy
development – cross listing added 3

B) Department of Geography and Environmental Management
   
a) New Courses for Approval
      1) GEOG 693, Human Geography Special Topics Course 4
      2) GEOG 694, Environmental Management Special Topics Course 5
      3) GEOG 695, Geomatics Special Topics Course 6
      4) GEOG 696, Environmental Science Special Topics Course 7

C) School of Planning
   
a) New Course for Approval
      1) PLAN 706, Contemporary Issues in Planning 8

   b) Course Revision for Approval
      1) PLAN 639, Health, Environment and Planning – description change 9
Faculty: Environment  
Effective term: Term/Year Spring 2016  

Course ☒ New ☐ Revision ☐ Inactivation ☐  
Milestone ☐ New ☐ Revision ☐ Inactivation ☐  

New milestone title:  
For course revisions, indicate the type(s) of changes:  
(e.g. consent, description, title, requisites)  

Course Subject code: ENBUS  
Course number: 612  
Course Title (max. 100 characters incl. spaces): Social Entrepreneurship and Scaling Social Innovation  
Course Short Title (max. 30 characters incl. spaces): Social Entrepreneurship  
Grading Basis: NUMERICAL  
Course Credit Weight: 0.50  
Course Consent Required: ☒ Instructor  

Course Description:  
This course explores different approaches that can be used to bring social innovations to scale so that they can have a broad, durable impact on a system. The role of social entrepreneurs and institutional entrepreneurs will be introduced and explored as being key to catalyzing changes in resource flows, the understanding of problems and in shifting laws and policies that govern the problem domain. New approaches to generating financing and revenue for social good, the governance and partnership structures these imply, and how they can enable or constrain systems change. Examples will be drawn from Canadian and international contexts from the perspectives of entrepreneurs, investors/donors, policymakers and beneficiaries.  

New course description (for revision only):  
Meet Type(s): Lecture  
Primary Meet Type: Lecture  

Requisites:  
Special topics course: Yes ☐ No ☒  
Cross-listed: Yes ☒ No ☐  

Course Subject(s) to be cross-listed with and approval status:  
SOCIN 604 (approved by the Social Innovation Program on Sept. 8/15)  
Sections combined/held with:  

Rationale for request:  
Another elective course was always planned for the MEB program, so the build costs were already arranged with the Center for Extended Learning. The MEB program has decided to stop offering a less popular course and replace it with this one. This course will also serve SEED, the Faculty of Environment and the University more generally as it will be open to non-degree students. As it will be cross-listed with the Social Innovation course 604, it will not add to our total course offerings. Instead it will allow SOCIN 604 to migrate into an online course and for it to be open to non-degree students.  

Prepared by: Teresa Wilson  
Date: 4-Sep-15
Faculty: Environment
Effective term: Term/Year Spring 2016

Course ☒ New ☐ Revision ☒ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:
For course revisions, indicate the type(s) of changes: consent (e.g. consent, description, title, requisites)

Course Subject code: ENBUS Course number: 650
Course Title (max. 100 characters incl. spaces): Environmental Finance
Course Short Title (max. 30 characters incl. spaces): Environmental Finance
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☒ Department

Course Description: Financial and accounting "tools" have potential to create effective and far-reaching market-based solutions to address a range of environmental problems, including climate change, deforestation, water issues and biodiversity loss, while at the same time identifying and securing new business opportunities for companies and their customers. An increasing number of financial and accounting products and services have emerged to direct resources and lending power to mitigate ecological degradation and/or encourage sustainable practices and decision-making. the course considers environmental finance products, tools and services; carbon finance an economics, and other approaches to environmental assets; international capital projects, structured financing, risk and sustainability in financial modeling; full-cost accounting; relation of sustainability performance to capital market valuation and financial performance; socially responsible investing; sector governance, disclosures, regulations, principles and codes.

New course description (for revision only):
Meet Type(s): Lecture
Primary Meet Type: Lecture
Requisites: ENBUS 601 and 602

Special topics course: Yes ☐ No ☒
Cross-listed: Yes ☐ No ☒

Course Subject(s) to be cross-listed with and approval status:
Sections combined/heldwith:

Rationale for request:
ENBUS 650 was added as a core course with Instructor Consent – for core courses, Department Consent is required.

Prepared by: Teresa Wilson Date: 1-Sep-15
Faculty: Environment
Effective term: Term/Year Spring 2016

Course ☒ New ☐ Revision ☒ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:
For course revisions, indicate the type(s) of changes: to be cross listed (e.g. consent, description, title, requisites)

Course Subject code: SOCIN Course number: 604
Course Title (max. 100 characters incl. spaces): Scaling Innovation for Greater Impact: social finance, social marketing, public policy development
Course Short Title (max. 30 characters incl. spaces): Scaling Innovation for Greater Impact
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☒ Instructor
Course Description: This course explores the challenges of scaling up social innovations from limited, local impact to broader, durable impact within a system. The role of the institutional entrepreneur is introduced as key to catalyzing changes in the way resources flow, the cultural understandings of the problem, and shifts in the laws and policies that govern the problem domain. New approaches are covered for generating revenue for social good, developing policy for change, and creating narratives to shift values, with examples from Canadian international contexts.

New course description (for revision only):
Meet Type(s): Lecture Lab Seminar Tutorial
Primary Meet Type: Seminar

Requisites:
Special topics course: Yes ☐ No ☒
Cross-listed: Yes ☒ No ☐

Course Subject(s) to be cross-listed with and approval status: ENBUS 612 approved by MEB program on September 8, 2015
Sections combined/held with:

Rationale for request:
It will allow SOCIN 604 to be migrated into an online course

Prepared by: Nina Ripley/Teresa Wilson Date: 11-Sep-15
Faculty: Environment  
Effective term: Term/Year Winter 2016

Course ☒ New ☒ Revision ☐ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:
For course revisions, indicate the type(s) of changes: 
(e.g. consent, description, title, requisites)

Course Subject code: GEOG  
Course number: 693
Course Title (max. 100 characters incl. spaces): Human Geography Special Topics Course
Course Short Title (max. 30 characters incl. spaces): Human Geography
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☐
Course Description: Seminar topics offered one time only, or to introduce a potential permanent course within the designated subject area.
New course description (for revision only):
Meet Type(s): Seminar  Lecture  Lab  Tutorial
Primary Meet Type: Seminar

Requisites:
Special topics course: Yes ☒ No ☐
Cross-listed: Yes ☐ No ☒

Course Subject(s) to be cross-listed with and approval status:
Sections combined/heldwith:

Rationale for request:
To distinguish courses which have not yet been assigned a permanent number from a standard reading course. Previously the course number 675 has been used for this purpose, which has caused confusion in some cases.

Prepared by: Alan Anthony  
Date: 14-Sep-15
Faculty: Environment
Effective term: Term/Year Winter 2016

Course ☒ New ☐ Revision ☐ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:
For course revisions, indicate the type(s) of changes:
(e.g. consent, description, title, requisites)

Course Subject code: GEOG Course number: 694
Course Title (max. 100 characters incl. spaces): Environmental Management Special Topics Course
Course Short Title (max. 30 characters incl. spaces): Environmental Management
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☐
Course Description: Seminar topics offered one time only, or to introduce a potential permanent course within the designated subject area.
New course description (for revision only):
Meet Type(s): Seminar Lecture Lab Tutorial
Primary Meet Type: Seminar

Requisites:

Special topics course: Yes ☒ No ☐
Cross-listed: Yes ☐ No ☒

Course Subject(s) to be cross-listed with and approval status:
Sections combined/held with:

Rationale for request:
To distinguish courses which have not yet been assigned a permanent number from a standard reading course. Previously the course number 675 has been used for this purpose, which has caused confusion in some cases.

Prepared by: Alan Anthony Date: 14-Sep-15
Faculty: Environment
Effective term: Term/Year Winter 2016

Course ☒ New ☐ Revision ☐ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:
For course revisions, indicate the type(s) of changes:
(e.g. consent, description, title, requisites)

Course Subject code: GEOG Course number: 695
Course Title (max. 100 characters incl. spaces): Geomatics Special Topics Course
Course Short Title (max. 30 characters incl. spaces): Geomatics
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☐
Course Description: Seminar topics offered one time only, or to introduce a potential permanent course within the designated subject area.

New course description (for revision only):
Meet Type(s): Seminar Lecture Lab Tutorial
Primary Meet Type: Seminar

Requisites:

Special topics course: Yes ☒ No ☐
Cross-listed: Yes ☐ No ☐

Course Subject(s) to be cross-listed with and approval status:
Sections combined/held with:

Rationale for request:
To distinguish courses which have not yet been assigned a permanent number from a standard reading course. Previously the course number 675 has been used for this purpose, which has caused confusion in some cases.

Prepared by: Alan Anthony Date: 14-Sep-15
Faculty: Environment
Effective term: Term/Year Winter 2016

Course ☒ New ☐ Revision ☐ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:
For course revisions, indicate the type(s) of changes:
(e.g. consent, description, title, requisites)

Course Subject code: GEOG
Course number: 696
Course Title (max. 100 characters incl. spaces): Environmental Science Special Topics Course
Course Short Title (max. 30 characters incl. spaces): Environmental Science
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☐
Course Description: Seminar topics offered one time only, or to introduce a potential permanent course within the designated subject area.

New course description (for revision only):
Meet Type(s): Seminar Lecture Lab Tutorial
Primary Meet Type: Seminar

Requisites:

Special topics course: Yes ☒ No ☐
Cross-listed: Yes ☐ No ☒

Course Subject(s) to be cross-listed with and approval status:
Sections combined/held with:

Rationale for request:
To distinguish courses which have not yet been assigned a permanent number from a standard reading course. Previously the course number 675 has been used for this purpose, which has caused confusion in some cases.

Prepared by: Alan Anthony  Date: 14-Sep-15
Faculty: Environment  
Effective term: Term/Year  

Course ☐ New ☒ Revision ☐ Inactivation ☐  
Milestone ☐ New ☐ Revision ☐ Inactivation ☐  

New milestone title: 
For course revisions, indicate the type(s) of changes: N/A  
(e.g. consent, description, title, requisites)  

Course Subject code: PLAN  
Course number: 706  
Course Title (max. 100 characters incl. spaces): Contemporary Issues in Planning  
Course Short Title (max. 30 characters incl. spaces): Contemporary Issues; Planning  
Grading Basis: NUMERICAL  
Course Credit Weight: 0.50  
Course Consent Required: ☐  

Course Description: The nature and implications of key forces of change, trends and current issues are identified in the context of urban and regional planning practice. Case studies, drawn from Canadian and international experiences and challenges, will frame the exploration of evolving, contemporary issues.

New course description (for revision only):  
Meet Type(s): Seminar  
Primary Meet Type: Seminar  
Requisites: None  

Special topics course: Yes ☐ No ☒  
Cross-listed: Yes ☐ No ☒  

Course Subject(s) to be cross-listed with and approval status:  
Sections combined/held with:  

Rationale for request:  
This new course forms part of the core for our revised MAES course based degree in planning. The approval to move this degree into online delivery was secured in 2013 and this new course is part of revised degree (approved with the School of Planning and Faculty of Environment) which is pending final approval at the University Level.
The specific rationale for this particular course in the context of our professionally oriented Master’s degree is as follows: Contemporary planning professionals hail from a diversity of backgrounds and have current expertise that impacts their level of engagement with broader field of planning. For many, there is an inherent challenge in keeping up with the trends and forces that shape the discipline and practice of planning. This course offers the students the opportunity to refresh and deepen their existing understanding of the trends and forces shaping planning as well as to expand and enhance their knowledge of contemporary issues.

Prepared by: Kelly Heald-Oliver  
Date: 4-Mar-15
Faculty: Environment
Effective term: Term/Year Fall 2016

Course ☐ New ☐ Revision ☒ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:
For course revisions, indicate the type(s) of changes: Description change
(e.g. consent, description, title, requisites)

Course Subject code: PLAN Course number: 639
Course Title (max. 100 characters incl. spaces): Health, Environment and Planning
Course Short Title (max. 30 characters incl. spaces): Health, Env & Planning
Grading Basis: NUMERICAL
Course Credit Weight: 0.50
Course Consent Required: ☐

Course Description:
A seminar course on the environment sources and causes of disease and illness, the concepts of health, e.g.,
medical, scientific, economic, political, etc., the health services and facilities and related technologies and the role
and responsibilities of (urban and regional) planners in the creation of a more healthful environment. (Note:
Estimated additional cost to student: $20.00) *eligible for MES.

New course description (for revision only):
This course examines the relationship between the environment (built/physical, economic, social, political and
natural aspects) and population health. It focuses on conceptual and empirical links among current environment-
health issues such as air quality, active transportation, injury prevention, climate change, and mental well-being.
Emphasis is placed on the role of urban planners in collaboration with allied professionals (e.g., public health,
engineering, law enforcement, architecture) in creating and maintaining healthy built environments to improve
population health with a focus on key health issues. The importance of multi-sectoral collaboration, healthy public
policy and effective tools for assessing healthy communities will be illustrated using case studies.
(Note: Estimated additional cost to student: $20.) *eligible for MES.

Meet Type(s): Lecture Reading Seminar
Primary Meet Type: Lecture

Requisites: None

Special topics course: Yes ☐ No ☒
Cross-listed: Yes ☒ No ☐

Course Subject(s) to be cross-listed with and approval status:
Sections combined/heldwith:

Rationale for request:
Description change reflects the new direction of the course since taken over by Prof. Dean. Emphasis in the course is
placed on the role of urban planners in collaboration with allied professionals (e.g., public health, engineering, law
enforcement, architecture) in creating and maintaining healthy built environments to improve population health. Focus on key health issues.

New cap size 55 (25 PLAN, 10 GEOG, 10 HLTH, 5 grads)

Prepared by: Kelly Heald-Oliver  Date: 14-Sep-15
Faculty: Arts
Effective term: Term/Year Winter 2016

Course ☒ New ☐ Revision ☒ Inactivation ☐
Milestone ☐ New ☐ Revision ☐ Inactivation ☐

New milestone title:

For course revisions, indicate the type(s) of changes: Change short title of EMLS 601R (e.g. consent, description, title, requisites)

Course Subject code: Course number: EMLS 601R

Course Title (max. 100 characters incl. spaces): Speaking English for Professional Purposes (unchanged)

Course Short Title (max. 30 characters incl. spaces): Current: Professional Spoken English; CHANGE TO: Speaking Engl for Prof Purposes

Grading Basis:

Course Credit Weight:

Course Consent Required: ☐

Course Description:

New course description (for revision only):

Meet Type(s):
Primary Meet Type:

Requisites:

Special topics course: Yes ☐ No ☐

Cross-listed: Yes ☐ No ☐

Course Subject(s) to be cross-listed with and approval status:

Sections combined/held with:

Rationale for request:

The short title of the course dates to its inception, over a decade ago. It is too different from the long title, and could cause confusion and inconsistency. The short title should change to an abbreviation of the course’s actual title, which is used in the course outlines, in the Graduate Calendar, on the Renison website and marketing materials.

Prepared by: Michaela Tatu – Admin Coordinator, Renison University College Date: 15-Sep-15
Memo: Senate Graduate Research Council  
From: Cristina Vanin, Director, Master of Catholic Thought  
Re: Introduction of Full-time track in MCT program  
Date: September 28, 2015

1. INTRODUCTION
This master’s program leads to the degree Master of Catholic Thought. The program was established in 2004, received approval from the Ontario Council of Graduate Studies (OCGS), and accepted its first students for the 2005-2006 academic year. It was approved as a part-time, course-based, terminal degree without a thesis requirement but with a major research paper.

In 2007 the program became a conjoint program with the University of Waterloo.

The program website can be found at: http://sju.ca/program/master-catholic-thought-mct.

2. RESPONDING TO 2011 PROGRAM REVIEW
The external academic review of the program in 2011 was very positive about the academic strength of the MCT program. However, it did suggest reducing the total number of courses required, strongly encouraged the implementation of a full-time track, and recommended a clearer institutional commitment of faculty resources.

Over the past three years MCT faculty have undertaken a critical assessment of the program review as well as a broader analysis of the state of master’s programs in theology across Canada. We are cognizant of the need for a program that is deliverable to a wider geographic audience.

Furthermore, decisions made at other theology institutions (i.e., the shifting of resources from master’s theology programs to doctoral programs) means that there is an increasing need for a master’s program like ours which responds directly to potential students wishing to develop their understanding of Catholic theology.

3. PROPOSAL
The MCT program proposes the following program changes, effective Spring 2016.
1. The MCT will have two tracks: full-time and part-time;
2. The program will have one point of entry: CT 603 Foundations of Theology course (Spring);
3. Program requirements:
   a. five required or core courses [the number of required courses remains the same]
   b. two elective courses [this is a reduction from five elective courses]
   c. CT 606 major research paper [addition of integrative seminar]
4. Full-time track: completion in two years;
5. Part-time track: completion in five years;
6. Live conferencing technology would be implemented for all required core courses and elective courses taught at St. Jerome’s University;
7. Residency will be required for CT 603: Foundations of Theology (Spring) and for the Integrative Seminar for CT 606 (Spring)

Enrolment Goals
Our enrolment goal would be 12 entrants in the first year (7 full-time and 5 part-time). We look to increase enrolment to 20 in the second year (12 full-time and 8 part-time). We expect to maintain an enrolment of 20 students in the program.

Student Funding through Scholarships
Full-time students would be eligible for graduate scholarships. Using MCT reserved funds, St. Jerome’s University would create a number of MCT scholarships for full-time students ($5000/year).

We would also investigate the possibility of a number of scholarships from the Diocese of Hamilton for part-time students.

Resource Implications for St. Jerome’s University
1. New scholarships from the MCT reserved fund.
2. Designated MCT faculty:
   - David Perrin
   - Myroslaw Tataryn
   - Cristina Vanin

Approval Process for Program Changes
The program changes were approved at St. Jerome’s University Senate Council on June 18, 2015.

As per the agreements made at the time that the MCT became a conjoint program with the University of Waterloo, the proposed changes were sent to Graduate Affairs Group for discussion at its September 17, 2015 meeting. Questions were raised regarding:
(i) the length of the full-time program. The length of the full-time program is six terms which is in keeping with the Graduate Studies Academic Calendar regarding minimum degree requirements.
(ii) funding of the program. All scholarship funding for full-time students will be provided by St. Jerome’s University.
(iii) recruitment pool. Potential students would include: recent local BA graduates looking for Catholic theological education; theology students from the GTA and 905 areas looking for full-time studies in the wake of the decision by the Toronto School of Theology to focus more on doctoral studies; leaders associated with Catholic professional organizations; students nationally and internationally who might find the blended model of course delivery to their liking.
Major Modification

Program: Master of Catholic Thought

Degree Designation:

Type of Modification:
Addition of a full-time option
Changes to program requirements

Approved at (please note date of approval at previous levels):
St. Jerome’s University Senate Council approved the modifications on June 18, 2015

Effective Date: Spring 2016

Description of Proposed Change:
• The Master of Catholic Thought program will have two tracks: full-time and part-time.
• It will have one point of entry: CT 603 Foundations of Theology course (Spring term).
• Program requirements:
  5 required courses [this requirement remains the same];
  2 elective courses [instead of 5];
  CT 606 major research paper now includes an integrative seminar.

Rationale for Proposed Change:
The external review of the MCT program in 2011 was very positive about the academic strength of the program. However, it also raised questions about the total number of courses required, strongly encouraged the implementation of a full-time track, and recommended a clearer institutional commitment of faculty resources.

The inclusion of a full-time track responds directly to the recommendations of the external reviewers. It also responds to the need for a master’s-level theology program that is deliverable to a wider geographic audience. Furthermore, decisions being made at other institutions (e.g., shifting resources from master’s theology programs to doctoral programs) means that there is an increasing need for a program like ours which responds directly to potential students wishing to develop their understanding of Catholic theology.
St. Jerome’s University  
Master of Catholic Thought

Degree Requirements

Course Requirements
Students will be required to complete a set of five (5) core courses that provide them with a broad understanding of key aspects of the Roman Catholic tradition—scripture, history, theology, ethics and spirituality. As well, students will complete five (5) two (2) elective courses and a master's-level research paper or project with an integrative seminar.

Core Courses
Students will be required to complete the following set of five (5) core courses:

- **CT 601**: The Books of the Church
- **CT 602**: The History of Catholicism
- **CT 603**: Foundations of Theology
- **CT 604**: Catholic Moral Life and Thought
- **CT 605**: The Prayer Life of the Church: Spirituality and Liturgy

Elective Courses
The following is a list of possible elective courses that will be available:

- **CT 610**: Catholic Sacramental Life
- **CT 611**: Catholic Perspectives on Ecology
- **CT 612**: Special Topics in Catholic Theology
- **CT 613**: The Catholic Imagination in Art and Literature
- **CT 614**: Catholicism and Education
- **CT 615**: Catholic Social Ethics
- **CT 616**: Gender Ethics in Roman Catholicism
- **CT 617**: Contemporary Bioethics: Issues of Life and Death
- **CT 618**: The Catholic Church in Canada

Other Elective Courses
Students in this MCT program may also choose electives from appropriate graduate-level theology courses offered at another University or University College, such as Conrad Grebel University College. The maximum number of courses that can be taken from another University is three two.

Students must obtain a minimum overall average of B or 75 in all courses.

Research Paper or Project Requirements (CT 606)
Students are expected to complete a master's-level research paper, 35-50 pages [8750-12,500 words] or complete a discipline or profession related research project and participate in an on-campus Integrative Seminar. The nature of the research project will be determined in consultation with the Director of the program.

The paper/project will be evaluated by two faculty members: the supervisor and one other faculty member who teaches in the core of the program.
A conversation focusing on the research paper or project shall normally take place between the student, the supervising faculty member, the second reader, and the Graduate Program Director (or designate). This provides the student with an opportunity to present and discuss the research undertaken in the paper or project.

The research paper will be the basis of a seminar presentation to peers and faculty.

Students must obtain a minimum grade of B or 75 for the paper or project.

**Non-Credit Academic Integrity Workshop**
All students will be required to complete a non-credit Academic Integrity Workshop for graduate students offered by uWaterloo within their first two terms of study. Once completed, this workshop will be shown on each student’s academic record.

**Modes of Delivery**
To meet the needs of part-time and full-time students, the modes of delivery of the courses will vary. For example:

(i) courses can be taught during regular semesters but offered in the evening, e.g. one evening per week for 12 weeks, 3 hours per evening;

(ii) courses can be taught in a two-week intensive period, 4 hours per day, 5 days per week.

Check Course Registration and Schedule for information on upcoming courses.

As well, because the program is meeting the needs of a wide geographical area, courses will be taught off-site when feasible.

Check Course Registration and Schedule for information on upcoming courses.

Residency is required for CT 603 and for the concluding Integrative Seminar.

**Completion of the Program**
The five electives in this program can be taken in any order provided that any course prerequisites have been met. It is expected that at least one elective, and typically more, will be offered every term.

Upon completion of CT 603, the other courses in this program can be taken in any order provided that any course prerequisites have been met. It is expected that at least one elective will be offered every term.

Normally, the research paper/project will be started only when the coursework is completed.

Students wishing to take two courses every term can complete their coursework requirement in six consecutive terms. Students wishing to take one course every term...
can complete their course work requirement in ten consecutive terms. Given the students that are expected to take this MCT program, interruptions due to professional or personal commitments are anticipated.

Typically, students should be able to complete their course requirements in four years, five years when allowing for significant interruption. The research paper/project is expected to take one year to complete. Hence, there is every reason to believe that students can complete all of their degree requirements in a maximum of seven years.

**Students may proceed through the program either in full-time status or part-time status.** A full-time student will complete the program in two years. A part-time student would normally complete the program in five years.
Memorandum

To:          Members
            Senate Graduate and Research Council

From:       Maureen Nummelin
            Chief Ethics Officer
            Office of Research Ethics

Date:       8/24/2015

Subject:    New Membership

The following information on new members on the Human Research Ethics Committee is provided for approval by the Senate Graduate and Research Council at its October 2015 meeting:

Human Research Ethics Committee

The following information on current members seeking appointment to the Human Research Ethics Committee is provided for approval by the Senate Graduate and Research Council at its October 2015 meeting:

New member:

Dr. Luna Khirfan, for a 3 year term as a faculty member representative from Environment, from October 1, 2015- September 30, 2018 (Please refer to the attached letter of interest).

Att: letters of interest for: Khirfan
To: Professor George Dixon, Vice President University Research
& The Senate Graduate and Research Council
Re: Letter of Interest to join the Human Research Ethics Committee

Dear Professor Dixon,

It is my honour to be nominated to serve on the Human Research Ethics Committee (HREC). As a member of the University of Waterloo’s academic community, I have benefited tremendously from the HREC over the past eight years – obtaining valuable advice and guidance on research protocol pertaining to the recruitment of human participants in my research projects, and to the procedures of data collection from human participants. Serving on the HREC will allow me the opportunity to reciprocate to my academic community at the University of Waterloo while simultaneously continuing to benefit from the learning experiences of serving on the HREC through the training that the Office of Research Ethics will provide me with.

My academic background makes me an excellent candidate for the HREC. Specifically, my research entails a diversity of data collection methods and of geographic regions – a diversity that empowers me with the necessary experience to be an effective contributor to the HREC’s responsibilities. In my research methods, I deploy various data collection tactics that warrant interactions with human participants in various ways, including: personal interviews, focus groups, survey questionnaires (including on-line), on-line media (such as Facebook), and participatory activities such as design charrettes. I implement these data collection tactics through research that underscores urban planning and urban design in the Middle East and, more recently, in the Caribbean and Canada. In particular, I investigate the processes of place making and place experience in UNESCO World Heritage cities including Acre in Israel, Aleppo in Syria, and al-Salt in Jordan. In this research project, I address the challenges that face historic cities as they adapt to meet the contemporary needs of their inhabitants, to mitigate the pressures of tourism, and to provide international tourists with a distinctive experience. Furthermore, I investigate the cross-national transfer of planning knowledge particularly, the transfer of sustainability concepts from Toronto to Amman and from Vancouver to Abu Dhabi. In this research project, I capture the interpersonal interactions between the Canadian planning experts and their Jordanian and Emirati counterparts, hence, address how these interactions impact the formation of new and localized planning knowledge. Simultaneously, and linked to this, I research urban governance in Middle Eastern cities especially, in Jordan. In particular, I investigate the impacts of mega urban developments that are funded by investments from oil-rich Arab Gulf developers on inequality and socio-economic mobility. More recently, my research interests underscore the involvement of local communities in climate change adaptation in coastal regions both in the Caribbean Region and in Canada.

I look forward to the Council’s decision and would be happy to provide further information upon request,

Sincerely,

Luna Khirfan

Att: letters of interest for: Khirfan
Memorandum

To: Members
   Senate Graduate and Research Council

From: Maureen Nummelin
      Chief Ethics Officer
      Office of Research Ethics

Date: 9/9/2015

Subject: Continuing Memberships

The following information on current members seeking re-appointment to the Human Research Ethics Committee is provided for approval by the Senate Graduate and Research Council at its October 2015 meeting:

Human Research Ethics Committee

Re-appointed members:

Dr. Allison Kelly, for a second 3 year term as a faculty member, from April 1, 2016 - March 31, 2019 (Please refer to the attached letter of interest). If approved, Dr. Kelly is expected to continue to serve a second term on the Delegated Ethics Review Committee (Psychology) as well.

Att: letters of interest for: Kelly
September 9, 2015

Dear members of the Senate Graduate Research Committee:

Re: Re-appointment to Human Research Ethics Committee (HREC) and Delegated Ethics Review Committee-Psychology (DERC-Psychology)

I am writing to express my interest in continuing to serve on the University of Waterloo’s HREC as a Psychology faculty member, and on the Department of Psychology’s DERC. I have served as a faculty member on both committees since 2013 and would be grateful for the opportunity to remain on these important committees for a second 3-year term. I believe that my clinical and research background allow me to contribute important perspectives to both committees.

I obtained my PhD in clinical psychology from McGill in 2010 and subsequently completed a two-year postdoctoral fellowship at the Toronto General Hospital’s Eating Disorders Program. I have been a licensed psychologist in Ontario since 2011. As I am sure you are aware, my graduate training and professional licensing required that I study jurisprudence and ethics extensively.

I have been working as Assistant Professor in the clinical area of the University of Waterloo’s Psychology department since November 2012. In this role, I teach undergraduate and graduate courses in psychopathology and psychotherapy, and offer weekly clinical supervision to graduate students who are training to be psychologists in our Centre for Mental Health Research (CMHR). I also have a small private practice in the CMHR, where I offer weekly therapy to individuals with eating disorders.

For over ten years, I have studied and worked clinically with individuals suffering from a range of mental disorders. My current research and clinical focus is eating disorders. However, I have conducted psychological assessments and psychotherapy with adolescents and adults struggling with depression, anxiety disorders, schizophrenia, and personality disorders. Furthermore, I still supervise this range of cases clinically in the CMHR.

In my research, I have studied shame, self-criticism, and self-compassion in clinical populations (e.g., individuals with eating disorders and depression), and in students and individuals from the community struggling with mental health problems, addictive behaviours, and body image difficulties. I believe that these clinical and research experiences have helped me to appreciate and learn to manage the ethical challenges that arise when treating and performing research with vulnerable individuals.

I hope that the experiences and perspectives I bring to HREC and DERC-Psychology as a scientist-practitioner will strengthen its review process and help to improve the ethical conduct of research studies at the University of Waterloo.

Thank you for your consideration,

Allison C. Kelly, Ph.D., C.Psych.
Assistant Professor
Department of Psychology
University of Waterloo
Tel: 519-888-4567 x 33983  Fax: 519-746-8631
E-mail  Faculty webpage  Lab webpage  CMHR

Att: letters of interest for: Kelly
TO: Mike Grivicic, Assistant University Secretary, Senate Graduate and Research Council
FROM: Heidi Mussar, Assistant Director, Graduate Financial Aid & Awards
RE: Agenda items for Senate Graduate & Research Council – Oct 2015

Items for Approval

a) Hira and Kamal Ahuja Graduate Engineering Award - endowment
An award, valued at up to $6,000, will be awarded annually to a graduate student registered full-time in a Master’s or Doctoral program in the Faculty of Engineering. Students must be in good academic standing with demonstrated financial need as determined by UW. To be considered, students must complete the Graduate Student Award Application available from the Graduate Studies office website at [https://uwaterloo.ca/graduate-studies/forms](https://uwaterloo.ca/graduate-studies/forms) and demonstrate their cultural contributions to the Indian community. This fund is made possible by a donation from Professor Hira Ahuja, a Waterloo Engineering alumnus to encourage students to pursue graduate studies.
Students must be Canadian Citizens and Ontario residents (as defined by OSAP) and must adhere to the Ontario Trust for Student Support (OTSS) program guidelines. Recipients will be selected annually in the Fall term.

The principal of this endowment as of April 30th, 2015 is $221,742. It was originally established as an undergraduate award in 2010, however, per the donor’s request, the scholarship terms have changed to support graduate students instead of undergraduate students in the Faculty of Engineering. The undergraduate award is being discontinued.
Third edition of Ethics Matters @ Waterloo

It is our pleasure to present our annual Ethics Matters @ Waterloo newsletter. Please share with members of your research team. We also appreciate your feedback. Comments or suggestions can be sent to ohrac@uwaterloo.ca. Visit our archived newsletters.

"Evergreen" clearance now in effect

The requirement to submit a new ethics application every five years when conducting human participant research has been eliminated. This change will align Waterloo practices with those in place at other Canadian universities.

Canadian Council on Animal Care (CCAC) requirements restrict the maximum active life of an AUPP to 4 years so "evergreen" approvals are not possible for animal research.

Starting October 1, 2015, the five-year limit on ethics approval for studies will be removed.

An evergreen approval is possible as long as you submit your annual continuing review reports in a timely fashion and in the absence of factors which may alter the risk level (e.g., significant adverse events or major cumulative modifications and protocol deviations).
Ethics of studying sex

Ethics listserv

We've created a listserv to keep researchers informed about new and emerging issues in human participant research.

Topics include:
- Biomedical/clinical
- Social sciences/humanities
- Clinical trials
- Responsible conduct of research

Sign up now!

New guidelines to help you

Did you find something unexpected in your study? Not sure what to do? You can find answers in our guidelines on incidental and secondary findings.

Unclear how long you should keep research data? See our guideline on data retention.

Also, check out our recommendations for language to explain data retention to participants.

Should your clinical study be registered on a public registry? Unclear of what to do if it does? See the definition of a clinical trial and requirements for registration.

Creation of a new online system is underway

Staff in the Office of Research, Ethics, and IST are diligently working on a state-of-the-art online system that will manage all research ethics applications, forms, events, and reporting requirements.

Fall 2015 is the planning and design phase. Winter 2016 will be the building and testing phase. If all goes well, we anticipate having a new system up and running within the year.

THREB agreement coming soon!

- One application form
- One set of review comments
- One clearance certificate

The ethics committees at Waterloo and the Tri-Hospital REB (THREB) are working on establishing an alternative review model for research involving investigators from Grand River, St. Mary’s or Cambridge Memorial hospitals and the University of Waterloo. This builds on the agreement we established in 2014 with Wilfrid Laurier University.

The THREB agreement would be the second in a series of collaborative ethics review agreements we are working on with local institutions.

Coordinated reviews streamline the ethical review process for collaborative research by providing a single point of contact, eliminating the need for consecutive review at both institutions, and reducing the time needed to obtain ethics clearance for multi-site research. This process is also expected to aid researchers in handling comments made by one REB that then requires approval as a modification to another REB.

If you will be conducting a study with investigators at one of the local hospitals and have questions about the review process, contact Julie Joza who is our liaison with the THREB.

Education initiatives

Animal research
Hands-on clinic training is available for specific techniques:

- Survival surgery
- Anesthesia
- SCID room orientation
- Rabbit handling
- Biosafety level 2 room
- Protocol specific clinical technical procedures

Check the list of available training for pre-requisites.

Email OR-AHT@uwaterloo.ca to register.

Human research

First time applicant? Watch our YouTube video on applying for research ethics clearance.

Looking for education outreach? Contact Sacha Geer regarding a presentation to your class, research team, or lab group.

Free online training is available for your research team through CITI Canada on:

- Responsible Conduct of Research for Physical Science
- Responsible Conduct of Research for Life Science
- Social and Behavioural Research Ethics
- Good Clinical Practice
- Biomedical Research Ethics
- Transportation of dangerous goods
- Division 5 training for clinical trials

Coming soon! YouTube series on responsible conduct of research.

Clinical trials accreditation in progress

In November 2014, we underwent an audit by Clinical Trials Ontario (CTO). This audit was a step towards accrediting Waterloo's ethics committee's to review multi-site clinical trials being conducted in the province of Ontario.

The audit involved a great deal of preparation on behalf of the ORE staff to pull together information outlining our operations, personnel, and facilities. We had to demonstrate how our ethics committees meet the standards required by the regulations and policies needed to conduct clinical trials and health research. The audit also involved a two-day site visit from the CTO college of reviewers.

Accreditation from CTO is an important step for Waterloo as this ensures we have the skills and ability to act as the board of record for large, multi-site clinical trials.

The auditor's feedback resulted in a number of operational changes being made to our back office procedures. At present, we are awaiting the results of our final report to the auditors.

Updated review timelines

Over the years we have seen an increase in the volume and complexity of ethics applications.

Ethics staff have been working on your behalf to develop resources which will make all of our lives easier in the future in addition to conducting reviews of applications and helping you with questions and problems encountered in your research.

A few special initiatives include:

- Implementing a new ethics system
- Securing external accreditation for our ethics committees
- Negotiating collaborative ethics review agreements with other institutions

Human Pathogens and Toxins Act

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A few special initiatives include:

- Implementing a new ethics system
- Securing external accreditation for our ethics committees
- Negotiating collaborative ethics review agreements with other institutions

Human Pathogens and Toxins Act
New federal regulations on the use and handling of human pathogens and toxins have come into effect.

The Act establishes a national licensing and security clearance requirement and enables the Government of Canada to harmonize the requirements for all domestic use of human pathogens and toxins.

Additional questions have been added to the human and animal research application form to ensure research which may require oversight and approval from the Safety Office are in place.

Do all student course-related activities require ethics review?

See our guideline outlining the difference between course based research, where ethics review is required, and professional skill development, where ethics review is not required.

Have you ever wondered what can cause a delay in the review of an ethics application?

• Developing education webinars and offering customized training sessions
• Making much needed changes to update our guidelines and policies
• Developing new guidelines in areas which are typically problematic for researchers
• Supporting researchers in meeting their research integrity obligations

Please become familiar with the new application response timelines to ensure you can meet your research objectives.

New ethics committee in need of members

• Are you a PhD student or Post-doc interested in ethics?
• Are you a new faculty member looking to fulfill service requirements?

We are looking for people who have experience conducting human participant research to be members of our new delegated ethics review committee for course-based research (DERC-CBR).

This would be analogous to the DERC which has been operating successfully for over 10 years in the Department of Psychology which reviews minimal-risk psychological research. A DERC for student course-based research already exists in most other post-secondary institutions in Canada.

An alternative review process for student course-based research is being created to:

• Build institutional ethics review capacity which will engage a broader range of faculty and students
• Enhance inter-disciplinary understanding of ethical issues involved with research occurring across the university
• Improve review turnaround time for student applications
• Decrease delays experienced by faculty for
We have put together a list along with recommended solutions to reduce this wait time.

A week in the life ...

When researchers think about what the ethics staff do all day, it most likely has to do with processing applications.

Although a large part of the work we do is processing applications, with each week bringing, on average, 18 new ethics applications, 26 sets of application revisions, 16 modification requests, and 28 study renewal or closure requests (based on 2014 statistics), each week our staff can also be found:

- Organizing committee meetings
- Reviewing adverse events and protocol deviations
- Updating and developing guidelines and policies
- Creating education initiatives
- Conducting training sessions
- Soliciting feedback on our work from researchers
- Updating the ORE website
- Guiding researchers through the application process
- Helping researchers using animals receive the proper training

We pride ourselves on being able to drop what we’re doing to answer your questions and help you navigate research ethics and integrity at Waterloo.

- Delegated review of funded and sponsored research during bottleneck periods
- Improve succession planning opportunities for the research ethics committees by increasing the number of trained delegated reviewers available when openings arise
- Reaffirm our commitment to conducting proportionate reviews

Office of Research Ethics staff are looking for ways to use our limited resources more wisely. We want to focus our time on helping researchers with complex and ethically challenging issues and by working more closely with faculty and students to assist them in the preparation of their applications, where needed.

This DERC-CBR will be structured to comply with TCPS2 requirements and would include new members who are not currently members of either research ethics committee. (e.g., PhD students, Post docs, new faculty looking to fulfill service requirements).

Contact Joanna Eidse if you are interested!

The Canadian system is unique in the world and utilizes a hybrid model incorporating elements from both the US system and other systems from Scandinavia and Australia.

The Canadian system includes specific behavioural standards for the responsible conduct of research (RCR) and also includes central reporting at a national level and public transparency.

Emerging data suggests those who engage in questionable research practices, such as selective and incomplete reporting, inadequate acknowledgment, and poor research design, are more likely to eventually commit more serious research misconduct (i.e., falsification, fabrication, plagiarism).

Research suggests irresponsible conduct of research occurs...
Nick Caric has joined the ethics team in the role of research ethics administrative co-ordinator on a one-year contract.

Nick is the front-line person who oversees the day-to-day processing of applications for human research.

His support will offset the time needed by other staff to work on the creation of a new online ethics administration system.

Ethics of studying sex

An interesting article on the ethics of studying sex was published in the Waterloo magazine in the fall of 2014.

This article describes research conducted by Dr. Stuart McGill, a professor of Kinesiology here at Waterloo.

Stuart McGill is a leading spine biomechanics expert and is overseeing the world’s first study on back pain during sex, a topic he says, could not be researched at just any university.

“Sex is still a universal taboo. Very few universities have the right academic climate for a study like this. But at Waterloo we pride ourselves on innovation, and we don’t shy away from topics if they can help improve people’s health and well-being," says McGill.

The pioneering study received ethical clearance from the University’s Office of Research Ethics and followed strict privacy regulations. Participants were recruited for reasons related to:

- The system in which researchers operate (e.g., publication pressure, emergence of predatory publications, hyper competition for tenured faculty positions, research misconduct being seen as a low risk and high reward scenario)
- The organizational culture (e.g., wrong role models, insufficient mentoring, no RCR education, no clear expectations and guidance)
- The individual him/herself (e.g., highly intelligent individuals are better able to justify behavior, conflict of interest exists between advancing own career at any cost and truth finding, moral attitudes vary across countries, personality traits, degree of ego versus conscientiousness)

Did you know ... the Office for Conflict Management and Human Rights offers a range of services, including formal mediation services, which can assist Waterloo personnel in successfully resolving interpersonal disputes? If left unresolved, these disputes (particularly authorship and acknowledgment disputes) can sometimes turn into allegations that research has been conducted irresponsibly.

Update from REIAC

Printed on behalf of Dr. Lyndon Jones, Chair

The research ethics and integrity advisory committee (REIAC) was launched just over one year ago in July 2014. This committee engages researchers and other stakeholders across the institution to identify emerging lines of research. They also anticipate and investigate various ethical and administrative concerns to aid staff in the ethics office to develop guidelines and processes that will best help researchers. Membership includes representation from each of the faculty areas and affiliated Colleges along with graduate and undergraduate students and the Privacy and Safety offices.

REIAC has been busy. The Committee has met three times for two half-day and one full-day meeting. Members have given presentations to departments explaining the role of REIAC and consulted with colleagues to hear their issues.
only by a verbal invitation from McGill or PhD candidate Natalie Sidorkewicz, who was lead investigator on the project. Eligibility for participation was limited to couples who had been in a monogamous relationship for a minimum of one year, and had no affiliation with the University.

The data gathered from the sensors was used to create animated 3D models of the human skeleton, allowing researchers to measure spine motion in each sex position. The findings, which have already garnered Sidorkewicz academic accolades including the prestigious Best Paper Award at the 40th Annual Meeting of the International Society for the Study of the Lumbar Spine, are part of new clinical guidelines outlining the best sex positions for low-back pain patients.

Excerpts from the original article have been reprinted with permission from Waterloo magazine.

Four working groups have been established to address the most pressing issues the Committee members have been hearing from their colleagues.

The next REIAC meeting is planned for Spring 2016. For more information or to provide suggestions to REIAC contact Dr. Lyndon Jones, REIAC Chair or Julie Joza, Senior Manager, Office of Research Ethics.

Stay tuned for more updates!

REIAC working groups have been busy!

Needs assessment working group: This group has been busy conducting an extensive internal scan of education and other resources being used with numerous stakeholders across campus that would apply to the responsible and ethical conduct of research. This group has been charged with making recommendations to REIAC about how best to serve the education needs of various stakeholder groups at Waterloo. The work of this group is ongoing.

Resource and safety working group: This group looked into ways to help the increasing number of researchers who are developing and testing devices, including medical devices. This includes modifying commercial devices or inventing new ones. A decision tree is being developed to outline the steps needed for ethics and a safety review and a safety risk assessment form. This form will aid the Safety Office conduct their review of devices. These steps will aid researchers ensure their devices are safe and, where applicable, meet Health Canada requirements for investigational testing. The decision tree and risk assessment form is in its final stages and will be available soon.

SOP working group: This group looked into ways to address concerns raised by researchers who need to create and submit standard operating procedures (SOP) as part of their ethics applications. Concerns were not being clear when an SOP is recommended versus required and if commonly used equipment and methods can be written into an approved SOP that all researchers use. Creation of a repository of institutional approved SOPs was recommended. These ideas were brought forward to both research ethics committees and were well received. Next steps will include identifying criteria for when a SOP is recommended versus required, preparing a few existing SOPs for approval from the review committees for commonly used
procedures (such as venipuncture, EMG, EEG, and eye-tracking), and creating an online repository.

**ICL working group**: This group has been looking at ways to make the creation of information-consent letters (ICL) by researchers easier. Common language that could be used to address some of the main ethical principles (e.g., voluntariness, right to withdraw, risks/benefits, etc.) has been identified and the group is working on developing a template for researchers that includes this specific language. The group is also looking at ways researchers can more effectively provide participants with information they understand while at the same time addressing the key ethical issues associated with various types of methodologies used.