

**UNIVERSITY OF WATERLOO  
SENATE GRADUATE & RESEARCH COUNCIL  
NOTICE OF MEETING**

DATE: Monday 16 January 2017                      Chair – G. Dixon  
TIME: 10:30 a.m. – 12:00 noon  
PLACE: Needles Hall, Room 3318

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**AGENDA**

<u>Item</u>	<u>Action</u>
1. Declarations of Conflict of Interest	
a. Excerpt from Bylaw 1, section 8*	Information
2. Minutes of 12 December 2016* and Business Arising	Decision (SGRC)
3. Co-chairs' Remarks	Information
4. Curricular Submissions	
a. Arts*.....	Decision (SGRC)
b. Engineering*.....	Decision (SGRC)
5. Graduate Awards* (Hildebrandt)	
a. Xuemin Shen Graduate Scholarship in Communication – endowment & trust	Decision (SGRC)
b. Dr. J. Leopold Koppel Graduate Scholarship – trust	Decision (SGRC)
c. Rai Mathematics Graduate Scholarship – trust	Information
d. Keith and Win Shantz International Research Scholarship – endowment	Information
e. Jensen Hughes Graduate Fire Safety Award – trust	Information
6. Academic Program Review Reports	
- Guiding Questions* for Final Assessment Reports and Two-Year Progress Reports	Information
a. Two-Year Report – Electrical and Computer Engineering*	Decision (SGRC)
b. Two-Year Report – History (Tri-University MA and PhD)*	Decision (SGRC)
c. Two-Year Report – Intercultural German Studies (MA)*	Decision (SGRC)
d. Two-Year Report – Sociology (Augmented Report)*	Decision (SGRC)
7. Update on NSERC and Parental Leave (Hildebrandt)	Information
8. Submissions to SGRC (Casello, Dixon)	Information
9. Other Business	
10. Next Meeting: Monday 13 February 2017 from 10:30 a.m. to 12 noon in NH 3318	

\* material attached  
\*\* to be distributed separately  
“SGRC” to be approved on behalf of Senate  
“SEN” to be recommended to Senate for approval

11 January 2017

Mike Grivicic  
Assistant University Secretary

# Excerpt from Senate Bylaw 1

## 8. Declarations of conflict of interest

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8.01	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.
8.02	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.
8.03	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).
8.04	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).

**University of Waterloo**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**Minutes of the 12 December Meeting**  
**[in agenda order]**

**Present:** Jessica Brake, Robert Bruce, Jeff Casello, George Dixon, Bernard Duncker, Lowell Ewert, Rhona Hanning, Bruce Hellinga, Sarah Hildebrandt, Robert Hill, Srinivasan Keshav, Dave Kingston, Raymond Legge, Jannet Anne Leggett, Bruce Muirhead, Simron Singh, Richard Staines\*, Jackie Stapleton, Mike Szarka, John Thompson, Linda Warley

**Secretariat:** Mike Grivicic

**Resources:** Jennifer Kieffer, Amanda McKenzie

**Regrets:** Thouheed Abdul Gaffour, Raouf Boutaba, Adam Dor On, Claude Duguay, Anwar Hasan\*, Richard Kelly, Tim Kenyon, Samantha Shortall, Aaron Thompson, Lucy Vorobej\*

\*regrets

**Organization of Meeting:** Jeff Casello, 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**

No conflicts of interest were declared.

### **2. MINUTES OF 14 NOVEMBER 2016 AND BUSINESS ARISING**

A motion was heard to approve the minutes as distributed. Hellinga and Leggett. Carried.

**a. Graduate Engagement on Research Centres and Institutes.** Bruce and Dixon discussed the matter and noted that while there is interface with centres and institutes, more could be done and it is up to individual centres and institutes to engage with graduate students. Going forward, a memo will be sent out with centre/institute renewal notices to encourage this activity on an ongoing basis.

**b. Lead Time for Companies to Review Doctoral Theses.** Szarka observed that it is possible to accommodate notification of contract sponsors with ten days' notice and review period. The company can request an *in camera* defence, and it would be good to have a change to the protocols for thesis submissions to affirm support from the company via the primary investigator; activity on this will be ongoing.

### **3. CO-CHAIRS' REMARKS**

Casello thanked associate dean for navigating scholarship activity in recent weeks. Dixon noted: the upcoming Canada Excellence Research Chairs competition; the expected report of the federal review of research mechanisms; the provincial mechanisms for entrepreneurship and innovation support are unlikely to complete review and will likely continue under the existing regime for one more year.

### **4. CURRICULAR SUBMISSIONS**

**a. Applied Health Sciences.** Council heard a motion to approve the submission as presented. Hanning and Staines. Carried.

**b. Arts.** Warley provided an overview of the submission and noted that the SOC course effective dates will be Winter 2017. Council heard a motion to approve the submission as amended. Warley and Hill. Carried.

**c. Engineering.** Hellinga spoke to the submission and clarified for item 1 that students graduating from non-Canadian institutions would always require a cumulative average calculated over four years. Council heard a motion to approve the submission as presented, with Engineering to provide clearer language for item 1. Hellinga and Bruce. Carried.

**d. Science.** Hill introduced item 1 and members discussed: adequacy of programs requiring two courses, and supervisory committee sets courses with two being the minimum and the actual number will be based on a student's background; two courses would be in addition to master's level courses; in UK, technically no number of courses are required. Council heard a motion to recommend approval of item 1 to Senate as presented. Hill and Duncker. Carried. Members discussed item 2: change to name of joint program is merely a name change since it was not a true institute; unclear of what constitutes "outstanding" for direct entry to doctoral studies, and this is

best left to admissions committees; discussion of direct entry criteria should occur among associate deans. Council heard a motion to approve items 2 and 3 as presented. Hill and Duncker. Carried.

**5. NEW MEMBERSHIP TO HUMAN ETHICS RESEARCH COMMITTEE**

Council heard a motion to approve the new appointment as presented. Leggett and Warley. Carried.

**6. GRADUATE AWARDS**

Hildebrandt presented the submission and observed that the range of the award was likely based on the status/performance of the fund. Council heard a motion to approve the new award as presented. Hildebrandt and Warley. Carried.

**7. AMENDMENT TO PHD THESIS REGULATIONS**

Hildebrandt noted that this item is brought forward via Graduate Operations Committee. Council heard a motion to approve the amendment as presented. Hildebrandt and Bruce. Carried.

**8. OTHER BUSINESS**

There was no other business.

**9. NEXT MEETING**

The next meeting will be on Monday 16 January 2017 from 10:30 a.m. to 12 noon in NH 3318.

11 January 2017

Mike Grivicic  
Assistant University Secretary

# ARTS GRADUATE STUDIES

December 14, 2016

TO: Members, Senate Graduate and Research Council  
FROM: Rita Cherkewski, Administrative Coordinator, Arts Graduate Studies & Research  
RE: Graduate Affairs Group Reports October 20<sup>th</sup>, 2016

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The attached Arts Graduate Affairs Group reports were approved by the Arts Faculty Council meeting on December 12<sup>th</sup>, 2016 and are now being submitted for approval by the Senate Graduate and Research Council on January 16<sup>th</sup>, 2017.

*Rita Cherkewski*

Rita Cherkewski

Attach.

**ARTS FACULTY COUNCIL REPORT TO**  
**SENATE GRADUATE AND RESEARCH COUNCIL**

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**CURRICULAR ITEMS for approval [bottom right pagination]**

- A) Sociology** – Course Revisions – *SOC 782 Law, Globalization and Women’s Empowerment*  
[1-2]

Faculty: Arts

Effective term: Term/Year Winter 2017

Course  New  Revision  Inactivation

Milestone  New  Revision  Inactivation

New milestone title: Choose an item.

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

(e.g. consent, description, title, requisites) Title change: SOC 782: Law, Globalization and Women's Empowerment  
**TO** SOC 782: Feminism, Law and Governance

Course Subject code: SOC Course number: 782

Course Title (max. 100 characters incl. spaces): Feminism, Law and Governance

Course Short Title (max. 30 characters incl. spaces): Feminism, Law and Governance

Grading Basis: NUMERICAL

Course Credit Weight: 0.50

Course Consent Required:  Choose an item.

Course Description: The course will explore the theoretical debates within feminist scholarship surrounding the use of Western liberal legal approaches to prosecute gender violence and improve the socio-economic status of women globally. The course readings will draw from various literatures, including liberal and transnational feminist, postcolonial, and socio-legal and governmentality literatures, to analyse and critically evaluate the concept and deployment of women's empowerment in global contexts.

New course description (for revision only):

Meet Type(s): Choose an item. Choose an item. Choose an item. Choose an item.

Primary Meet Type: Choose an item.

[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:** The new title better reflects the content of the course.



## MEMO

TO: Mike Grivicic  
Associate University Secretary

FROM: B. Hellinga, Associate Dean, Graduate Studies  
Faculty of Engineering

RE: Senate Graduate and Research Council Meeting

DATE: January 4, 2017

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Please place the following motions on the agenda for the next Senate Graduate and Research Council meeting. These motions were approved by Engineering Faculty Council on December 20, 2016.

1. The **Department of Mechanical and Mechatronics Engineering** is requesting approval for the following motion:

Description of Proposed Change

Revision of ME 734 course

Rationale for Proposed Change

ME 734 was originally offered as a composite materials science course, with content analogous to the existing course ME 533 Non-Metallic and Composite Materials. ME 734 has not been offered for more than 10 years. In response to an identified need by the MME graduate students for a course with focus on mechanics of advanced composite materials, the current instructor has adopted the course and changed its focus accordingly. The requested course title and description changes are intended to reflect this change.

2. The **Department of Electrical and Computer Engineering** is requesting approval for the following motion:

Description of Proposed Change

Addition of ECE 652 to Approved ECE Core Courses for Computer Software area of research

Rationale for Proposed Change

With the continued miniaturization and proliferation of embedded systems, understanding how to build a safe and reliable embedded system should be considered core knowledge

A handwritten signature in black ink, appearing to read 'Bruce Hellinga', with a long horizontal stroke extending to the right.

Bruce Hellinga

BH: ag

Faculty: Engineering

Effective term: Winter/2017

Course  New  Revision  Inactivation

Milestone  New  Revision  Inactivation

New milestone title:

For course revisions, indicate the type(s) of changes: **Course title and calendar description change.**

Course Subject code: **ME** Course number: **734**

Course Title (revised): **Mechanics of Composite Materials**

Course Short Title (max. 30 characters incl. spaces): Mechanics of Composite Materials

Grading Basis:

Course Credit Weight: 0.50

Course Consent Required:

Course Description: Fibrous, lamellar and particle reinforced composites. The effect of combinations of brittle and ductile phases on the mode of deformation of an aggregate. The reinforcing mechanism of continuous and discontinuous fibres. Fracture and energy absorbing characteristics of composite materials.

New course description (for revision only): **Mechanics of advanced fiber-reinforced composite materials, including continuous fiber, discontinuous fiber, and laminates. Review of reinforcing fiber and matrix properties, and mechanics of anisotropic materials. Micromechanics concepts will be covered for material property and strength evaluation of lamina. Governing equations for classical lamination theory will be derived and applied, and extended for analysis of laminated plates. Includes advanced topics such as progressive failure, damage mechanics, fracture and energy absorbing characteristics, as well as fatigue of laminated structures.**

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/heldwith:

Rationale for request: **ME734 was originally offered as a composite materials science course, with content analogous to the existing course ME533 Non-Metallic and Composite Materials. It should be noted that ME734 has not been offered for more than 10 years. In response to an identified need by the MME graduate students for a course with focus on mechanics of advanced composite materials, the current instructor has adopted the course and changed its focus accordingly. The requested course title and description changes are intended to reflect this change.**

## Memorandum

Date: November 8, 2016

To: Bruce Hellinga, Associate Dean, Graduate Studies, Faculty of Engineering

From: Sherman Shen, Associate Chair, Graduate Studies, Electrical and Computer Engineering

Subject: Add ECE 652, Methods and Principles of Safety-critical Embedded Software, to the List of Approved ECE Core Courses for Computer Software area of research (OCGS)

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The Department of Electrical and Computer Engineering submits the following item for approval:

- To Add ECE 652, Methods and Principles of Safety-critical Embedded Software, to the List of Approved ECE Core Courses for Computer Software area of research (OCGS)

This change was approved at a regular meeting of the Electrical and Computer Engineering Department on October 20, 2016.

Regards,

Sherman Shen  
Associate Chair, Graduate Studies  
Electrical & Computer Engineering  
EIT Building, Room 4155  
University of Waterloo

Tel: 519-888-4567 ext. 32691

Fax: 519-746-3077

Email: sshen@uwaterloo.ca

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies Office.

**Faculty:** Engineering

**Program:** Doctor of Philosophy (PhD) in Electrical and Computer Engineering

**Program contact name(s):** Prof. Sherman Shen

**Form completed by:** Susan Widdifield

**Description of proposed changes:**

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

To add ECE 652, Methods and Principles of Safety-critical Embedded Software, to the List of Approved Electrical and Computer Engineering Core Courses for Computer Software area of research (OCGS)

**Is this a [major modification](#) to the program?** No

**Rationale for change(s):**

With the continued miniaturization and proliferation of embedded systems, understanding how to build a safe and reliable embedded system should be considered core knowledge.

**Proposed effective date:** Term: **Spring** Year: 2017

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

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-electrical-and-computer-engineering/doctor-philosophy-phd-electrical-and-computer-engineering>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> <li>• <b>Computer Software</b></li> <li>• <b>ECE 606 Algorithm Design and Analysis</b></li> <li>• <b>ECE 650 Methods and Tools for Software Engineering</b></li> <li>• <b>ECE 653 Software Testing, Quality Assurance and Maintenance</b></li> <li>• <b>ECE 654 Software Reliability Engineering</b></li> <li>• <b>ECE 656 Database Systems</b></li> </ul>	<ul style="list-style-type: none"> <li>• Computer Software</li> <li>• ECE 606 Algorithm Design and Analysis</li> <li>• ECE 650 Methods and Tools for Software Engineering</li> <li>• <u>ECE 652 Safety-critical Embedded Software</u></li> <li>• ECE 653 Software Testing, Quality Assurance and Maintenance</li> <li>• ECE 654 Software Reliability Engineering</li> <li>• ECE 656 Database Systems</li> </ul>

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

The addition of ECE 652 as a core course in the Computer Software area of research will increase the number of core course options for current students from 5 to 6

**Departmental approval date** (mm/dd/yy): 10/20/16

**Reviewed by GSO** (for GSO use only)  date (mm/dd/yy):

**Faculty approval date** (mm/dd/yy):

**Senate Graduate & Research Council (SGRC) approval date** (mm/dd/yy):

**Senate approval date** (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies Office.

**Faculty:** Engineering

**Program:** Master of Applied Science (MASc) in Electrical and Computer Engineering

**Program contact name(s):** Prof. Sherman Shen

**Form completed by:** Susan Widdifield

**Description of proposed changes:**

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

To add ECE 652, Methods and Principles of Safety-critical Embedded Software, to the List of Approved Electrical and Computer Engineering Core Courses for Computer Software area of research (OCGS)

**Is this a [major modification](#) to the program?** No

**Rationale for change(s):**

With the continued miniaturization and proliferation of embedded systems, understanding how to build a safe and reliable embedded system should be considered core knowledge.

**Proposed effective date:** Term: **Spring** Year: 2017

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

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-electrical-and-computer-engineering/master-applied-science-masc-electrical-and-computer-engineering>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> <li>• <b>Computer Software</b></li> <li>• <b>ECE 606 Algorithm Design and Analysis</b></li> <li>• <b>ECE 650 Methods and Tools for Software Engineering</b></li> <li>• <b>ECE 653 Software Testing, Quality Assurance and Maintenance</b></li> <li>• <b>ECE 654 Software Reliability Engineering</b></li> <li>• <b>ECE 656 Database Systems</b></li> </ul>	<ul style="list-style-type: none"> <li>• Computer Software</li> <li>• ECE 606 Algorithm Design and Analysis</li> <li>• ECE 650 Methods and Tools for Software Engineering</li> <li>• <u>ECE 652 Safety-critical Embedded Software</u></li> <li>• ECE 653 Software Testing, Quality Assurance and Maintenance</li> <li>• ECE 654 Software Reliability Engineering</li> <li>• ECE 656 Database Systems</li> </ul>

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**Departmental approval date** (mm/dd/yy): 10/20/16

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**Faculty approval date** (mm/dd/yy):

**Senate Graduate & Research Council (SGRC) approval date** (mm/dd/yy):

**Senate approval date** (mm/dd/yy) (if applicable):

# **WATERLOO**

## **GRADUATE STUDIES**

### **MEMORANDUM**

January 4, 2017

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 – January 2017**

#### **Items for Approval**

##### **a) Xuemin Shen Graduate Scholarship in Communication – endowment & trust**

One scholarship, with a value of at least \$1,000, will be awarded annually to a graduate student registered full-time in the Master's or Doctoral program in the department of Electrical & Computer Engineering in the Faculty of Engineering at the University of Waterloo. Preference will be given to students specializing in the area of communication research. Selection will be based on scholastic excellence (minimum 80% cumulative average in their current program or over the last two full-time academic years). Selection will be made, without the need for an award application, by the department of Electrical & Computer Engineering normally each fall. This is a progressive endowment with a threshold goal of \$50,000. Multiple donors will be contributing to this fund through donations towards the endowment as well as expendable gifts.

##### **b) Dr. J. Leopold Koppel Graduate Scholarship – trust**

A scholarship, valued at \$5,000, will be awarded annually to a graduate student registered full-time in either the Department of Biology or the Department of Chemistry in the Faculty of Science. The scholarship will be awarded to a graduate student on the basis of scholastic excellence. Preference will be given to a student who demonstrates interest in biochemistry and/or molecular biology, who holds an Ontario Graduate Scholarship (OGS) or another major external scholarship that requires a matching or enhancement component. If the match or enhancement becomes unavailable or a suitable recipient cannot be found, the funds will be paid out as a regular graduate scholarship. The Faculty of Science will identify candidates and select recipients normally each Spring.

This scholarship has been established by John and Suzanne Koppel to honour the memory of John's late father, Dr. Johannes Leopold Koppel, a retired biochemistry professor in the Faculty of Science, at the University of Waterloo. Annual gifts of \$5,000 will be made totalling \$20,000 to support this scholarship.

#### **Items for Information**

##### **c) Rai Mathematics Graduate Scholarship – trust**

The original award agreement for this scholarship was approved in 2006 with annual pledges of \$5,000 from August 2006 to August 2010. The original terms allowed for one scholarship valued at \$5,000 to be awarded annually to a student who held an OGS or an OGSST. The

award was then revised in 2012 to allow for two scholarships, valued at \$5,000 to be awarded annually, funded through annual donations of \$10,000 from August 2012 to August 2016.

The gift has been renewed to allow the award under the same parameters to continue. The additional gift is a total of \$50,000 pledged over 5 years beginning in August 2017 until August 2021.

**d) Keith and Win Shantz International Research Scholarship – endowment**

Originally named the “Keith and Win Shantz Master of Fine Art Internship”, which provides at least one scholarship annually with a value of at least \$7,000 to cover accommodation, living and travel expenses of a student’s experience with a professional artist as well as the tuition for the term in which the experience takes place.

As a result of MFA students facing opposition from immigration officials when using the term “internship”, a decision has been made to change the term to “scholarship”. In many countries the term “internship” implies a paid work position, whereby immigration officers expect the student to produce a work visa. The purpose of the Shantz award is to cover all costs related to the student’s experience. The intention of the name change and inclusion of the word “scholarship” is to clarify that students have the funding required to proceed with their travel. The inclusion of the word “international” captures the global perspective of the award that exposes students to the ever-evolving contemporary art scene.

The purpose and content of the Shantz scholarship program remains the same.

**e) Jensen Hughes Graduate Fire Safety Award – trust**

Originally established in 2010 as the “Gage-Babcock Graduate Fire Safety Award”, which provides at least one award of \$3,000 annually to students registered in master’s diploma program in Fire Safety in the Faculty of Engineering.

The award agreement has been amended to reflect the new award name since Gage-Babcock is no longer a legal entity. Since the annual donation also increased, the value of the annual graduate award is increasing from \$3,000 to \$4,000.

# Handling of Final Assessment Reports related to academic program reviews and follow-up Two-Year Progress Reports.

## Introduction

Waterloo's Senate Undergraduate Council (SUC) and Senate Graduate and Research Council (SGRC) have, among other responsibilities, a fiduciary duty to consider all aspects relating to the academic quality of undergraduate studies and graduate studies within the university. As described in Waterloo's Institutional Quality Assurance Process, documentation emerging from the cyclical program review process includes: (1) a Final Assessment Report, which summarizes the self-study, external reviewers' report, program response, and implementation plan, and (2) a Two-Year Progress Report, which reports on progress related to the implementation plan. This document outlines a process for vetting these reports through SUC and SGRC.

## Process

All undergraduate program reports are handled by SUC. Likewise, all graduate program reports are handled by SGRC. For augmented reports (combined undergraduate and graduate), in any given year, half will go through SUC and the other half through SGRC to share the workload.

For Final Assessment Reports (FARs), **two** SUC or SGRC members will be asked to review the report. For Two-Year Progress Reports, one SUC or SGRC member will be asked to review the report, although at the SUC/SGRC Chair's discretion, a second reviewer may be sought.

Reviewers of FAR and Two-year Progress Reports will consider a series of **guiding questions** (see below) in coming to their recommendation to SUC or SGRC. Furthermore, before reporting to SUC or SGRC, reviewers are encouraged to ask questions and share both their observations and any concerns with the program under review (usually through the chair of the program). Any revisions should be completed by the chair of the program prior to bringing the report for approval at a SUC or SGRC meeting.

### Guiding questions for Final Assessment Reports

Does the Final Assessment Report:

- 1) Identify the significant strengths and weaknesses of the program as described by either the program and/or the visiting team?
- 2) Include a credible implementation plan that not only addresses the substantive issues identified from the program review process but also identifies clearly:
  - What actions will follow from specific recommendations
  - Who will be responsible for acting on those recommendations
  - Who will be responsible for providing resources
  - What are the priorities for implementation and realistic timelines for initiating and monitoring actions

### **Guiding questions for Two-Year Progress Reports**

Does the Two-Year Progress Report:

- 1) Clearly describe progress achieved on the various action items in the implementation plan?
- 2) Explain convincingly any circumstances that would have altered the original implementation plan?
- 3) For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible?
- 4) Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process?

Reviewers, should they request it, will be provided access to the confidential documents informing the reports (e.g. self-study, reviewers' report, program response), but consulting these documents is not expected unless there is a need to clarify some aspect of a Final Assessment Report or Two-Year Progress Report. All members of SUC and SGRC will have the opportunity to review the Final Assessment Report or Two-Year Progress Report ahead of the meeting in which the report will be considered and so will have the necessary information to engage in discussion.

To promote transparency and foster integrity in the review process, reviewers whenever possible should not be members of the Faculty or Affiliated and Federated Institutions of Waterloo (AFIW) from which the reports originate.

Normally, the associate dean (undergraduate studies or graduate studies) in the Faculty where the program resides (or equivalent in an AFIW institution) would be asked questions during an SUC or SGRC meeting when the report is being discussed. However, responses from any member of SUC or SGRC who can offer insight are welcome. The department chair or school director (or chosen delegate) of the program being considered could be invited by the associate dean to attend the SUC or SGRC meeting as a resource person.

SUC's and SGRC's responsibility will be to focus on the overall credibility and feasibility of the report and the proposed plan of action – seeking to uncover, for example, unexplained disjunctions between the reviewers' recommendations and the department's response – as opposed to the minutiae of course content and curriculum structure.

## Meaning of Approval at SUC or SGRC

For both Final Assessment Reports and Two-Year Progress Reports, SUC or SGRC should ultimately be able to assess whether the report is (a) satisfactory, (b) satisfactory but with **minor** concerns, or (c) unsatisfactory due to **major** concerns.

In considering whether to approve a Final Assessment Report, SUC or SGRC will focus on the above guiding questions for FARs or Two-Year Progress Reports.

For a Two-Year Progress Report, endorsement of the report by SUC or SGRC indicates that SUC/SGRC is satisfied with the progress to date on the implementation plan based on the answers to the guiding questions and that SUC or SGRC has confidence that remaining action items will be appropriately addressed on the established timelines.

A Final Assessment Report or Two-Year Progress Report that is deemed “satisfactory” by a majority vote of SUC/SGRC will be submitted to Senate for information, normally without additional comment. Should the discussion at SUC or SGRC reveal issues of minor or major concern (as indicated by vote), SUC/SGRC shall forward the pertinent minutes of the meeting to the head of the program in question (and their resource person if one acted as their delegate) to advise of the concerns identified at SUC or SGRC and to invite a response, which may include amendments to the original report, along with the appropriate endorsement by the Faculty dean or AFIW head. The report then comes back to SUC or SGRC for reconsideration and a final vote. A report considered unsatisfactory is not forwarded to Senate but instead shall be returned to the head of the program with a request for further work. A program chair at this stage may request an unsatisfactory report be provided to Senate, in which case Senate shall be provided the report with a description of the areas of concern identified.

## 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

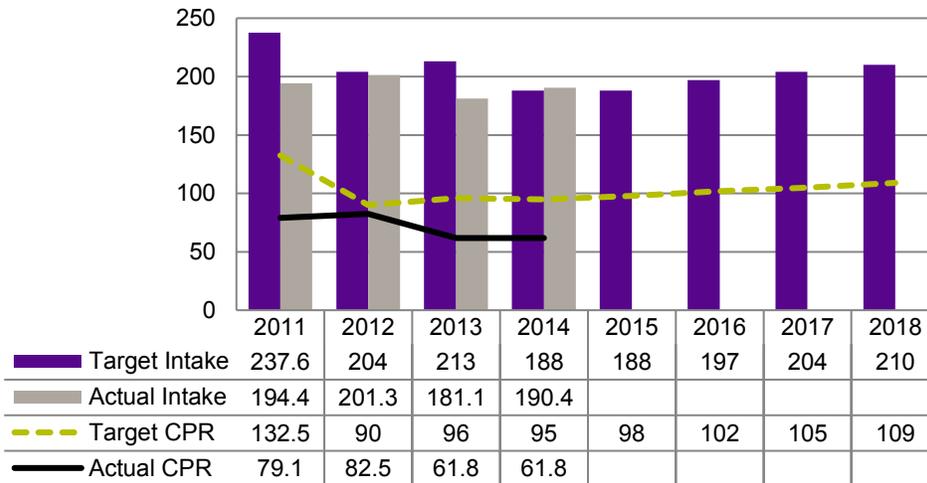
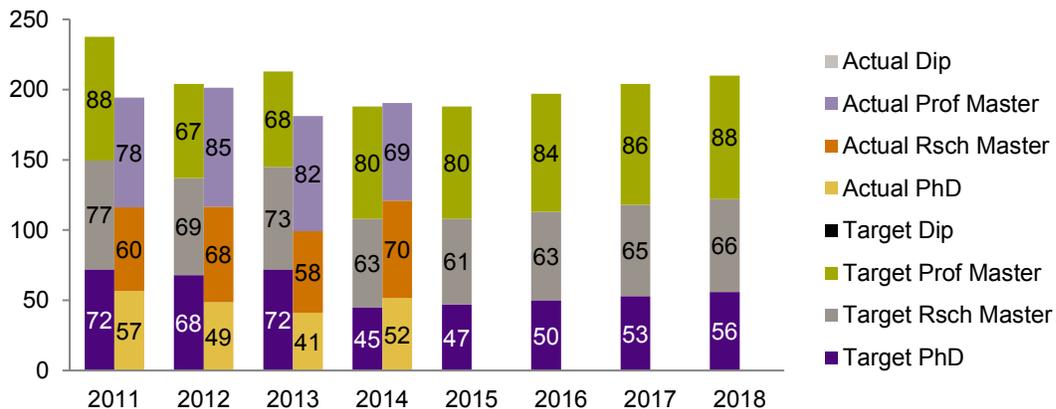


Figure 2: ECE Graduate Intake Plan Performance to Target by Program Type



### 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 there by 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.

# Two Year Progress Report

## History (Tri-University MA and PhD)

### September 2016

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#### **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. Introduction of a new website for improved dissemination of information.

**Status:** in progress.

**Details:** the introduction of a new Website is already underway, which will include more detailed copy speaking to the many issues raised in the original report (e.g., addressing the vocational element of the PhD program, presenting the program's strengths and successes, carefully spelling out MA guidelines, particularly with regards to the thesis and major research paper (MRP), and informing students about various timelines, particularly for doctoral students during the writing and research phases of the dissertation).

2. Involving Department Chairs in recruitment of faculty for major and minor doctoral fields.

**Status:** Completed.

**Details:** This suggestion, in particular, proved a vital 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.

3. Student Advisory Committees meet at least once a year.

**Status:** Completed.

**Details:** which is really only applicable to the doctoral program (since the vast majority of our MA students finish the program within one year). This matter has been solved internally by our Graduate Studies Office (GSO) and the Associate Dean of Graduate Studies, Dr. Linda Warley, which has asked that the Department conduct annual review meetings with our doctoral students to monitor their progress more closely.

4. Allowing Doctoral students to take MA Seminars.

**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.

5. Improving transportation between campuses (particularly between the Guelph and Waterloo campuses).

**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.

6. Smoothing out the consultative phase of the admissions process.

**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. Similarly, 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.

7. Updates to the graduate handbook.

**Status:** In progress.

**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.

8. Face-to-face orientation sessions at the start of each academic year with new, incoming students and as many faculty as possible from the Tri-University Program.

**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.

9. Comprehensive examinations for all three PhD Fields.

**Status:** Incomplete.

**Details:** 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. Coordination between the three Tri-University Libraries.

**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.

**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

**Updated Implementation Plan:** update table below to reflect timelines etc.

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	N/A			
2.				
3.				
4.				

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.

**Report on anything else you believe is appropriate to bring to Senate concerning this program:**

Progress Report  
Joint Degree  
Master of Arts in Intercultural German Studies  
University of Waterloo & Universität Mannheim

In January 2011, Dr. Karin Bauer (McGill University) and Dr. Martin Durrell (University of Manchester) completed their review of the Department of Germanic and Slavic Studies proposal for a joint degree program with the Universität Mannheim (UM), Germany, for a Master of Arts in Intercultural German Studies. The reviewers offered an extremely positive assessment of the program proposal noting that as

*„the first program of its kind in Canada and in Germany, it is a pioneering program that has been described ... in its design as a pilot program in the internationalization of education. This is an extremely well-designed program with meticulous attention to every detail of the intellectual mission, as well as the student experience“.*

The program is jointly offered by both universities with the students spending equal time at both institutions. The program is administered jointly so that work completed at either institution is recorded automatically by the partner university.

The reviewers did not point out any shortcomings in the program design, competence of the faculty, admission standards and procedures, adequacy nor the program's resources of student support, library resources, curriculum requirements, examinations and student evaluation procedures, stating in their concluding remarks:

*„Colleagues at both Waterloo and Mannheim have spent several years in devising a coherent and innovative program that will make a significant contribution [to] the University of Waterloo's strategic 6th decade plan to turn the UW into Canada's most internationalized university by 2017.“*

The OCGS review was undertaken parallel to the graduate accreditation review in Germany, through AQUIN, the accreditation agency of the province of Baden-Württemberg where Mannheim is located (accredited in May 2011). Upon accreditation by OCGS in March 2011, the program organizers applied to the Postsecondary Education Quality Assessment Board Secretariat (PEQUAB) of the province of Ontario in order to obtain ministerial consent. This was necessary so that the Universität Mannheim (UM) and the University of Waterloo could confer a joint degree diploma for their new MA program. The consent was obtained in Fall 2011. This complex process could not have been undertaken successfully without the full support of the Deans of Arts at both universities, the Associate Provost for Graduate Studies, Dr. Sue Horton, and the staff of the Graduate Studies Office at UW.

The remaining report will outline the progress in the program as well as other developments resulting from the program:

a) Program Progress:

By the time of this report (August 2015), the fourth cohort of students in the IcGS MA was accepted into the IcGS to start their first semester of the two-year program in Fall 2015. By now, some initial

difficulties due to administrative and educational hurdles such as international incompatibilities and student expectations, have been ironed out as detailed below.

Due to the delay in the granting of ministerial consent due to the Ontario election in 2011, recruitment for the new program that year was extremely difficult on the Canadian side. Despite this, the program enrolled its first cohort in 2011 with 3 students at UW and 6 at UM to start in Fall 2011. The Canadian students of that cohort experienced some difficulties, with 2 dropping out of the program and 1 switching to a regular MA program. All German students of the first cohort completed the program. It became clear that most Canadian students were not prepared for the rigours and emotional experience of an international study program with very different academic cultures. As a result of the experiences of the first Canadian cohort, the program coordinators greatly expanded the student support structure including the following:

- intensive pre-enrolment counselling, including one-on-one contact with students currently enrolled in the program
- expansion of the IcGS handbook for students
- establishment of IcGS blog and Facebook page for informal information exchange among the students
- intensive pre-departure workshops
- ongoing mentoring by UW faculty
- intensive post-arrival workshops and expanded counselling

The program has a unique temporal (“bracket”) structure: start at the respective home universities (Waterloo or Mannheim) in fall semester, year abroad January to December, and return to home university for winter and spring. Due to this structure, student cohorts have moved to and from Germany and Canada in tandem, assuring support for our Canadian students by native German students with whom they have spent a semester in class already (and vice versa). Following the implementation of these changes, no student has dropped out of the program in the following years and the students report a very high level of satisfaction with the program both during the program and upon completion.

The program has been very successful in attracting students at a national level, expanding the reach of our graduate programs, and strengthening our reputation nationally and internationally.

Generally, student performance is at a very high level for an MA program. Students enrolled in the program

- are participating on research projects with faculty members,
- have won SSHRC and OGS grants,
- have presented at conferences locally, nationally and internationally,
- and have published or co-published articles and book reviews.

Early reports indicate that our graduates go on to rewarding careers in areas that are related to the program’s key focal areas of language and culture, such as advertising, secondary and post-secondary education, cultural management and industry (human-machine interface).

#### b) Cooperation with the Universität Mannheim:

The establishment of the IcGS program has benefitted both universities and resulted in very lively faculty and administrative contacts between the two institutions. Faculty members and administrators from UM have visited UW on several occasions for discussions on fine-tuning the program and joint

research initiatives. Faculty members from both universities have taught repeatedly at the partner university, resulting in excellent collegial relationships and a diversification of both programs. As a result of the deepened ties with the UM, the Department has been able to undertake more initiatives, as logical extensions of the ICGS program:

- a 5-week international German summer school in Mannheim: the summer school is supported by UM and intended to grow enrolments in UW's UG program. It is open to all UW students.
- a *cotutelle-de-thèse* PhD program with UM. This program has currently 2 PhD students enrolled and serves as a.o. a recruitment tool for our PhD program.
- regular faculty teaching and research exchanges between the two universities

c) Curricular changes at UW:

The implementation has resulted in innovative changes in the structure of our undergraduate and graduate programs. After careful discussion and consideration, the department decided to organize its program offerings around the concepts of *multilingualism* and *transculturality*. That is, the faculty members will implement over the next few years in all courses learning modules that reflect on the plurilingual reality of our students' personal and professional lives in a globalized environment in order to foster intercultural sensibilities beyond contrastive national paradigms. On the graduate level, several new courses have been implemented that investigate specifically topics of multilingualism and transculturality. Several department members applied successfully for a co-authored UW-LITE grant with the goal to investigate best practices in university-level intercultural learning that can be of benefit to the entire university community.

# Two Year Progress Report

## Sociology (BA/MA/PhD)

### July 2016

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#### **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

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*The Chair acknowledges the significant contributions of Dr. Janice Aurini (Associate Chair, SOC UG Affairs) and Dr. Martin Cooke (Associate Chair, Graduate Affairs) 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 4<sup>th</sup> year courses to each Thematic area to ensure that each Thematic area will have at least one 4<sup>th</sup> 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. The course enrolls students who, upon application to the University, indicated an interest in Sociology. The course is capped at 70 students and is taught by a regular faculty member with high teaching evaluations. 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).

## **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.

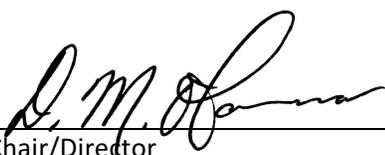
**Recommendation 8– new faculty positions**

*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 seeking 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.

Date of next programme review: \_\_\_\_\_ 2020  
Date

**Signatures of Approval:**

  
Chair/Director \_\_\_\_\_ December 11, 2016  
Date

(Approved by email from Dean Peers) \_\_\_\_\_ January 2, 2017  
Faculty or Administrative Dean \_\_\_\_\_ Date

Associate Vice-President, Academic \_\_\_\_\_ Date  
(For undergraduate and augmented programmes)

Associate Provost, Graduate Studies \_\_\_\_\_ Date