University of Waterloo  
SENATE UNDERGRADUATE COUNCIL  
Notice of Meeting

DATE:  Tuesday 11 January 2022  
TIME:  12:30 p.m. – 2:30 p.m.  
PLACE:  Teams – See meeting invitation or contact the secretary

Open Session

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<td>7. Next Meeting: Tuesday 15 February 2022, 12:30 to 2:30 p.m. via Teams</td>
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*material attached/to be distributed**

“SEN-C” to be recommended to Senate for approval (consent agenda)
“SEN-R” to be recommended to Senate for approval (regular agenda)
“UGC” to be approved on behalf of Senate & sent to Senate for information

4 January 2022  
Rebecca Wickens  
Associate University Secretary
## 8. Declarations of conflict of interest

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<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>
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<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>
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<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>
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<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>
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Present: Katherine Acheson, Monica Barra, Gorvind Bharwani, Jason Blokhuis, Benoit Charbonneau, Harry Cheung, Victoria Chu, Jacob Chung, Martin Cooke, Vivian Dayeh, Daniel Davison, David DeVidi (chair), Leeann Ferries, Ahmad Kamal, Brendon Larson, Catherine Newell Kelly, Francis Poulin, Ethan Sue, Mary Sybersma, Kathleen Szajbely, Cristina Vanin, Chris Vigna, Rebecca Wickens (secretary), Richard Wikkerink, Stephanie Ye-Mowe

Resources: Jennifer Coghlin, Blair Clarance, Danielle Jeanneault, Amanda McKenzie, Angela Christelis

Regrets: Veronica Austen, Bruce MacVicar, Jeremy Pittman

Organization of Meeting: David DeVidi took the chair, and Rebecca Wickens acted as secretary. The secretary advised that a quorum was present. The agenda was approved without formal motion.

The chair introduced new members of council. Amanda McKenzie introduced Angela Christelis, Quality Assurance Coordinator.

1. DECLARATIONS OF CONFLICTS OF INTEREST
No conflicts of interest were declared.

2. APPROVAL OF THE 13 APRIL 2021 MINUTES AND BUSINESS ARISING
The minutes were approved without formal motion. There was no business arising from the minutes.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION
Mathematics. Charbonneau provided a brief overview of the new courses and minor course changes, except MTHEL 199. There was a brief discussion about adding the new CS 136L as a prerequisite for CS 241, and the impact on students who had already taken CS 136. There was a motion to approve the new and changed courses as presented. Charbonneau and Ferries. Carried.

Charbonneau spoke to the proposed changes to MTHEL 199, noting: the shell was created last year to facilitate the rapid introduction of a preparatory course for the incoming class in Mathematics; with the experience gained over the 2020-2021 academic year, the Faculty would like to confirm the course description and details; the goal is to offer the course for free and without credit weight, which will facilitate registration for students in other Faculties and the double-degree program with Laurier; the Registrar’s Office has been consulted on the retroactive effective date. There was a motion to approve the proposed changes to MTHEL 199, effective 1 May 2021. Charbonneau and Blokhuis. Carried.

Charbonneau spoke to the changes to the applied mathematics minor, noting: it is being opened up to students in other Faculties; the course selection will be more flexible, consistent with other minors; the course requirements will enable success for students outside the Faculty of Mathematics. There was a motion to recommend that Senate approve the proposed modifications to the applied mathematics minor as presented, effective 1 September 2022. Charbonneau and Acheson. Carried.

Members heard: motions contained in sections 3.2-3.5 of the submission are intended to correct the erroneous creation of three specializations instead of one specialization with three themes; the Registrar’s Office has been consulted on the retroactive effective date. Discussion included: plans regarding current students impacted by this change; proposed edits to make the intent even more clear. There was a motion to recommend that Senate approve:

- the inactivation of the engineering specialization, fluids and heat, engineering specialization, communication and control, and engineering specialization, heat and mass transfer; and
- the creation of an engineering specialization with three theme areas;
as presented, effective 1 September 2019. Charbonneau and Poulin. Carried.

Charbonneau presented the changes to the computational fine art specialization, noting: the specialization was reorganized in consultation with Fine Arts to give more flexibility to students and ease scheduling challenges; one course was removed from the list, but the number of required units remains the same. In response to questions, Charbonneau agreed to check on the name of FINE 229 and the statement that the number of required courses is not changing.

Subject to any necessary correction to the name of FINE 229, there was a motion to recommend that Senate approve proposed changes to the computational fine art specialization, effective 1 September 2022. Charbonneau and Kamal. Carried. [Note: the text presented as “current text” for comparison purposes was not the most current text and did not reflect the previously approved inactivation of FINE 229 and resulting unit reduction. Therefore, the question regarding the name of FINE 229 is no longer a live issue because it will not appear in the new program text, and the comment that the number of required units for the current and revised specialization remains the same was accurate.]

Charbonneau provided an overview of the minor modifications in motions 3.7-3.14. There was a motion to approve the proposed minor modifications on behalf of Senate. Charbonneau and Bharwani. Carried.

Charbonneau updated members on the transition from the Math/English as a Second Language (ELAS) program offered with Conestoga College to the Bridge to Academic Success in English (BASE) program offered with Renison University College, noting the substantial work put in by the Registrar’s Office and personnel in the Faculty of Mathematics to make this happen for Spring 2021.

4. REGISTRAR’S OFFICE
Effective Dates Chart 2021-2022. Newell Kelly presented the annual update to the effective dates chart. There was a motion to accept the chart as distributed. Newell Kelly and Blokhuis. Carried.

Undergraduate Scholarships, Awards and Bursaries. This report was received for information.

5. STRATEGIC PLAN UPDATE
DeVidi reported on strategic plan implementation, including: upgrading existing teaching and learning spaces and creating more flexible spaces; exploring opportunities regarding blended learning to capitalize on the strategies and materials developed for remote learning during the pandemic; the creation of a teaching innovation ecosystem, including an incubator for teaching innovation.

6. ACADEMIC PROGRAM REVIEWS
Academic Program Reviews – Status. This item was received for information.

7. OTHER BUSINESS.
There was no further business.

8. NEXT MEETING
The next meeting is Tuesday 15 June 2021 12:00 noon – 2:00 p.m. via Teams. [Note: the June meeting was cancelled. The next meeting is Tuesday 14 September 2021 12:30 – 2:00 p.m.]

2 December 2021

Rebecca Wickens
Associate University Secretary
University of Waterloo  
SENATE UNDERGRADUATE COUNCIL  
Minutes of the 9 November 2021 Meeting  
[in agenda order]


Guests: Vince Di Ruzza, Heather Henderson, Monica Leoni

Resources: Angela Christelis, Blair Clarance, Joy Harris, Amanda McKenzie

Regrets: Kathleen Szajbely and Vivek Goel.

Organization of Meeting: Catherine Newell Kelly acted as acting chair until 2:00 p.m., at which point David DeVidi took the chair, and Danielle Jeanneault acted as interim secretary. The secretary advised that a quorum was present. The agenda was approved without formal motion.

1. DECLARATIONS OF CONFLICTS OF INTEREST
No conflicts of interest were declared.

2. APPROVAL OF THE 5 OCTOBER 2021 MINUTES AND BUSINESS ARISING
The minutes were approved without formal motion. There was no business arising from the minutes.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

   Environment.

   • Larson introduced a course inactivation, highlighting it was only just created at the previous meeting but circumstances changed in the interim. There was a motion to approve the course inactivation on behalf of Senate. Larson and Acheson. Carried.

   Mathematics.

   • Charbonneau spoke to the new courses and several course changes, with the exception of changes to CS 136 and CS 146. There was a motion to approve these changes on behalf of Senate. Charbonneau and Larson. Carried.
   • Charbonneau spoke to the changes being made to CS 136 and CS 146 highlighting that CS 136 is taken by students across campus and that the Office of the Registrar will allow the corequisite coding anomaly. There was a motion to approve these changes on behalf of Senate. Charbonneau and Blokhuis. Carried.
   • Charbonneau spoke to the effective date correction being made to four CS courses, highlighting the need due to the timing of the CS 136L requisite implementation. There was a motion to approve these changes on behalf of Senate. Charbonneau and Davison. Carried.
   • Charbonneau took members through the major modification to the computational major and minor academic plans, highlighting the need to clarify broad requirements and build in breadth when choice is made available. There was a motion to recommend that Senate approve the proposed new plans as presented. Charbonneau and Barra. Carried.
   • Charbonneau spoke to several minor plan modifications (items 5.1, 5.2, and 5.4), while further clarifying the reason PMATH 333 is being added as a requirement for the mathematical finance academic plan. There was a motion to approve these changes on behalf of Senate. Charbonneau and Acheson. Carried.
• Charbonneau went through the consequences of implementing the CS 136/146 and CS 136L course changes to a number of academic plans on campus, noting that if other equivalent CS courses are allowed in the plan, CS 136L is not being added a plan requirement, whereas CS 136L is being added a plan requirement when CS 136/146 is a requirement (and not part of a choice list). There was a motion to approve these changes on behalf of Senate. Charbonneau and Barra. Carried.

• Charbonneau walked through the two regulatory changes (items in 5.5) and for 5.5.1 indicated that students must leave the university and be readmitted in order to request the upgraded degree, and that other faculties also handle upgrade requests in a similar manner. There was a motion to approve these changes on behalf of Senate. Charbonneau and Acheson. Carried.

4. REGISTRAR'S OFFICE

University Jurisdiction. Coghlin spoke to the calendar text changes prompted by legal and immigration services in response to the pandemic. Discussion centered around new text being added for tuition and mandatory fees, and terminology consistency (guidelines, regulations, Policies). An amendment was made, changing to “Practical or unforeseen circumstances…” . There was a motion to recommend that Senate approve the proposed calendar text changes as presented, with the understanding that the text might change when attempting to address the wording concerns. The committee would like to see at the next meeting the changes sent to Senate. Coghlin and Davison. Carried.

Revised Academic Dates. Coghlin and Newell Kelly spoke to the need to bring revised 2022-23 academic dates to the committee in an attempt to better the student experience and align with other partner institutions. Concerns were raised and discussion occurred, centering around the following topics:

• Process:
  o The revisions are due to additional information made available to the University after the initial package of dates was approved in September and approval cycle is tight in order to have the dates fully approved before the publishing of the 2022-23 Undergraduate Studies Academic Calendar.
  o There is always co-ordination with Laurier, who generally sets their dates later than Waterloo; this is the reason we weren’t made aware of the anomaly earlier.
  o How did the University end up as an outlier among Ontario universities and do our Senate-approved guidelines need to be reviewed and potentially adjusted? The Registrar committed to consulting other institutions to gain better insights into how their academic dates are set, in order to inform the next set of dates (2023-2024).
  o Revised dates were approved at Senate Graduate and Research Council yesterday.

• Student experience:
  o Alignment of the dates helps students:
    ▪ The University has shared programs or agreements with other institutions (e.g., Laurier, Guelph).
    ▪ Students have been encouraged to take courses on Letter of Permission at other institutions as a potential solution to access issues caused by the pandemic.
    ▪ Students can choose to cross-register and take courses at Laurier.
  o Co-op and Experiential Education was consulted and there is no concern about work term start/end dates, length, or recruitment cycle.
  o Double degree students don’t need alignment of start dates; key alignment is Reading Week and end of classes/pre-exam study days/start of exams; new revised dates are in alignment with Laurier.

• Employee experience:
  o Alignment helps sessional instructors who teach at several institutions in the same term.
  o Some fall-winter instructors are thankful for the extra time between those two terms, whereas some spring-fall instructors are concerned about a shortened break between those two terms.
There was a motion to recommend that Senate approve the proposed revised academic dates as presented. Coghlin and Charbonneau. Carried.

5. ACADEMIC PROGRAM REVIEWS

Final Assessment Report – Human Resources Management. The director and department chair addressed the progress made on recommendations since the report was written in 2019: staffing, creation of a new course, expanding the audience for the minor, HR Club and HR software, work-integrated learning, and marketing strategies. There were questions about the certificate creation for accounting and financial management students and raising enrolment caps. Members requested that recommendation #5 be rewritten as a better rationale was desired. There was a motion to approve the report on behalf of Senate. Acheson and Blokhuis. Carried.

Final Assessment Report – Spanish. Discussion centered around the low enrolment numbers for the various programs, and the department chair addressed the concerns by discussing the department’s proactive response regarding a shift of offerings, inactivation of some academic plans, creation of promotional videos for new courses, and participating in the creation of the cultural identities minor. There was a motion to approve the report on behalf of Senate. Acheson and Charbonneau. Carried.

6. STRATEGIC PLAN IMPLEMENTATION UPDATE

No update was provided due to lack of time.

7. OTHER BUSINESS

There was no other business.

8. NEXT MEETING

The next meeting is scheduled for Tuesday, December 14, 2021, 12:30 p.m. to 2:30 p.m. via Teams.

10 November 2021

Danielle Jeanneault
Interim Secretary to Council
1. **COURSE CHANGES** [for approval]
   - Accounting and Financial Management: AFM/ARBUS ..........................................................  
   - Dean of Arts: ARBUS/AFM ..................................................................................................  
   - Germanic and Slavic Studies: CI/SPAN ..................................................................................  
   - Spanish and Latin American Studies: SPAN/CI .....................................................................

2. **COURSE INACTIVATIONS** [for approval]
   - Accounting and Financial Management: AFM ........................................................................  
   - French Studies: FR ................................................................................................................

3. **ACADEMIC PLAN CHANGES – MINOR MODIFICATIONS** [for approval]
   2.1. French Studies
       - French Teaching Specialization .......................................................................................  
   2.2. Political Science
       - International Studies Minor ..............................................................................................
COURSE CHANGES  (for approval)

Accounting & Finance - School of

Current Catalog Information
AFM  131 (0.50)  LEC, TST  Introduction to Business in North America
The functional areas of business: finance, personnel administration, production, marketing, and accounting are examined within differing organizational structures. Coverage also includes study of the principles of effective management and the financial system as a source of corporate capital.
No Special Consent Required
Requisites : Prereq: Not open to Arts and Business students. Antireq: BUS 111W
Cross-listed as: ARBUS 101
Effective 01-SEP-2023
Requisite Change : Prereq: Not open to Arts and Business students. Antireq: AFM 132, BUS 111W
Rationale : To change antirequisites (both offerings). AFM 131 is already an antirequisite to AFM 132, and this change makes it consistent for both courses. Both participating units are in agreement with this change.

Dean of Arts

Current Catalog Information
ARBUS 101 (0.50)  LEC, TST  Introduction to Business in North America
The functional areas of business: finance, personnel administration, production, marketing, and accounting are examined within differing organizational structures. Coverage also includes study of the principles of effective management and the financial system as a source of corporate capital.
No Special Consent Required
Requisites : Prereq: Arts and Business students. Antireq: BUS 111W
Cross-listed as: AFM 131
Effective 01-SEP-2023
Requisite Change : Prereq: Arts and Business students. Antireq: AFM 132, BUS 111W
Rationale : To change antirequisites (both offerings). AFM 131 is already an antirequisite to AFM 132, and this change makes it consistent for both courses. Both participating units are in agreement with this change.

Germanic & Slavic Studies

Current Catalog Information
CI  329 (0.50)  LEC  Lights, Camera, Action! Film Production in Spain and Latin America
This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and
cultural identities. [Note: This is a repeatable course, subject to different content; it may be taken a total of three times.]

No Special Consent Required

Cross-listed as: SPAN 329

Effective 01-SEP-2023

Description Change: This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and cultural identities. [Note: Taught in English. This is a repeatable course, subject to different content; it may be taken a total of three times.]

Rationale: To change description notes. The new note clarifies the language of instruction of the course.

Spanish & Latin American Studies

Current Catalog Information

SPAN  329  ( 0.50 )  LEC  Lights, Camera, Action! Film Production in Spain and Latin America

This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and cultural identities. [Note: This is a repeatable course, subject to different content; it may be taken a total of three times.]

No Special Consent Required

Requisites: Prereq: SPAN 150; Level at least 2A

Cross-listed as: CI 329

Effective 01-SEP-2023

Description Change: This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and cultural identities. [Note: Taught in English. This is a repeatable course, subject to different content; it may be taken a total of three times.]

Rationale: To change description notes. The new note clarifies the language of instruction of the course.

COURSE INACTIVATIONS (for approval)

Accounting & Finance - School of

Effective 01-SEP-2022

AFM  201  ( 0.50 )  Introduction to Professional Practice

Rationale: The course has not been taught in some time and there is no intention to offer it in the future.

Effective 01-SEP-2022

AFM  332  ( 0.50 )  Accounting, Assurance, and the Law
Rationale: The course has not been taught in some time and there is no intention to offer it in the future.

Effective 01-SEP-2022
AFM 352 (0.50)
Rationale: Comprehensive/Operational Auditing
The course has not been taught in some time and there is no intention to offer it in the future.

Effective 01-SEP-2022
AFM 411 (0.50)
Rationale: Connections Across Competencies for Accounting Professionals
The course has not been taught in some time and there is no intention to offer it in the future.

Effective 01-SEP-2022
AFM 412 (0.50)
Rationale: Connections Across Competencies for Finance Professionals
The course has not been taught in some time and there is no intention to offer it in the future.

French Studies

Effective 01-SEP-2022
FR 492 (0.50)
Rationale: Senior Tutorials
The Department of French Studies has discontinued the regular offering of Senior Tutorials for several years to maximise registration in undergraduate courses. The Department is keeping FR 490 and FR 491 (Senior Tutorials) to address exceptional situations. FR 492 is no longer needed.

Effective 01-SEP-2022
FR 493 (0.50)
Rationale: Senior Tutorials
The Department of French Studies has discontinued the regular offering of Senior Tutorials for several years to maximise registration in undergraduate courses. The Department is keeping FR 490 and FR 491 (Senior Tutorials) to address exceptional situations. FR 493 is no longer needed.

Effective 01-SEP-2022
FR 494 (0.50)
Rationale: Senior Tutorials
The Department of French Studies has discontinued the regular offering of Senior Tutorials for several years to maximise registration in undergraduate courses. The Department is keeping FR 490 and FR 491 (Senior Tutorials) to address exceptional situations. FR 494 is no longer needed.

End of Report
4. Academic Plan Changes – Minor Modifications [for approval]

4.1. Academic Unit: French Studies

Effective Date: 01 September 2023

Plan Title(s): French Teaching Specialization

**Rationale:** We would like to align our program requirements with the Fine Arts department who have a similar agreement with Nipissing. Therefore, we are reducing the required number of volunteer hours from 160 to 100 and are recognizing both volunteer and paid hours. At the same time, we believe it is important that all 100 hours involve working with school-age children/youth and be completed during the students’ BA. Finally, different formats of teaching and learning are now reflected and accepted by our FTS requirements.

Students pursuing this plan will be able to complete it as follows:

- **Students graduating in spring 2022 and fall 2022:** complete the ‘old’ plan requirements with 160h of volunteering.
- **Students enrolled in the ‘old’ plan (160h of volunteering) at the time of the new requirements coming into effect will have the option of remaining in that plan or transitioning to the new plan requirements (100h of work/volunteering).**
- **Students planning to graduate at a later date will follow new plan requirements.**

Part of note 1, as well as notes 5 and 6, are being removed; this information is either of an advising nature, and/or already included in other sections of the Undergraduate Calendar (e.g. Arts Restrictions on Multiple Plan Combinations).

**Calendar text, including additions and deletions:**

In combination with the Honours French plan-level requirements listed above, students interested in pursuing the French Teaching Specialization will be required to fulfil the following requirements:

- A minimum cumulative French major average of 75% (see Note 3).
- Successful completion of six additional courses, for a total of 11 academic course units (22 courses) in French or approved courses:
  - FR 203, FR 473
  - PSYCH 212/PSYCH 212R
  - SOC 207 or APPLS 205R
  - one additional FR course at the 300-level or above
  - one additional FR literature and culture course at the 300-level or above
- **Completion of a total of 160 hours of in-school volunteer experience under the supervision of certified teachers. Hours must be completed during the student’s undergraduate career at Waterloo, from term 1B to 4B, inclusively.**
- **Completion of a total of 100 hours of relevant volunteer or paid experience under the supervision of certified teachers or qualified professionals.**
  - Hours must be completed during the student’s undergraduate career at Waterloo, from term 1B to 4B, inclusively.
All 100 hours must include experience with K-12 school age children/youth. Out of these hours, at least 50 hours must be completed in a classroom setting. Other experiences may include camps, community organizations, etc. Volunteer or paid experiences may include various formats of teaching and learning.

Notes

1. The French Teaching Specialization (FTS) is only open to students majoring in the Honours French academic plan. This specialization may not be taken in combination with any other major or Arts and Business.
2. Students who graduate from the University of Waterloo with the French Teaching Specialization are guaranteed admission to a Bachelor of Education program at Nipissing University, according to the Waterloo-Nipissing FTS agreement. Students who choose not to attend Nipissing University will still receive the French Teaching Specialization designation.
3. Students must achieve a minimum cumulative major average of 75% in all French courses counted towards their Honours French major, including other courses listed in the specialization's requirements.
4. Students who have completed courses towards this specialization but are not able to sustain the required 75% minimum cumulative major average but are still eligible for honours standing will normally be allowed to continue in the Honours French major but without the specialization.
5. The education courses have prerequisites: PSYCH 101/PSYCH 101R for PSYCH 212/PSYCH 212R and SOC 101/SOC 101R for SOC 207.
6. Students may enroll in either the French Teaching Specialization or the Intensive French and Francophone Literatures and Cultures Specialization, but not both.

Visit the French Studies department website for more information about the French Teaching Specialization.

4.2. Academic Unit: Political Science

Effective Date: 01 September 2022

Plan Title(s): International Studies Minor

Rationale: This plan was intended to be submitted for approval at the June SUC meeting, but with that cancellation it was submitted to the September 2021 SUC meeting. In reviewing the materials, it was discovered that SI 288R had been inadvertently included instead of SDS 288R. We are submitting this now to correct this error and are requesting the earlier effective date of September 2022 to match the original submission.

Calendar text, including additions and deletions:

Requirements
Students enrolled in any degree program may pursue a minor designation in International Studies. The International Studies Minor requires successful completion of a minimum of four academic course units (eight courses) with a minimum cumulative minor average of 65%, including:
- INTST 101 or PSCI 150
- One of PSCI 281, PSCI 387, PSCI 389
• Two courses in the same subject from any of the following language and culture subject codes: ARABIC, ASL, CHINA, CI, CROAT, DUTCH, EASIA, FR, GER, GRK, ITAL, ITALST, JAPAN, JS, KOREA, LAT, MOHAWK, PORT, REES, RUSS, SI, SPAN

• four electives to be chosen, with at least two from the 200-level or above, and a maximum of two courses from the same subject field, from:
  - Accounting and Financial Management: AFM 121, AFM 333/ARBUS 301, AFM 334, AFM 434, AFM 478
  - Anthropology: ANTH 202, ANTH 347, ANTH 348, ANTH 465
  - Applied Language Studies: APPLS 301/GER 301
  - Arts and Business: ARBUS 301/AFM 333
  - Economics: ECON 231, ECON 332, ECON 436
  - English: ENGL 280, ENGL 290, ENGL 291, ENGL 463/GSJ 463
  - Environment, Resources and Sustainability: ERS 404/PSCI 432, ERS 462/GEOG 462/PSCI 488
  - Fine Arts: FINE 102/VCULT 100
  - Gender and Social Justice: GSJ 261/RS 284, GSJ 331/PACS 321, GSJ 401/HLTH 401, GSJ 463/ENGL 463
  - Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 462/ERS 462/PSCI 488
  - German: GER 301/APPLS 301
  - History: HIST 232/PACS 203, HIST 268, HIST 271, HIST 275, HIST 311, HIST 369/PSCI 369
  - Health Studies: HLTH 401
  - Human Rights: HRTS 301, HRTS 305
  - Music: MUSIC 232, MUSIC 392
  - Peace and Conflict Studies: PACS 203/HIST 232, PACS 321/GSJ 331, PACS 316/PHIL 329, PACS 325, PACS 328
  - Philosophy: PHIL 227, PHIL 329/PACS 316
  - Political Science: PSCI 252, PSCI 282, PSCI 283, PSCI 350, PSCI 369/HIST 369, PSCI 375/LS 365, PSCI 380, PSCI 384, PSCI 402, PSCI 404, PSCI 420, PSCI 432/ERS 404, PSCI 439, PSCI 481, PSCI 482, PSCI 485, PSCI 486, PSCI 487, PSCI 488/ERS 462/GEOG 462
  - Religious Studies: RS 121, RS 220, RS 221, RS 283, RS 284/GSJ 261, RS 325, RS 380, RS 383
  - Science: SCI 201
  - Sociology: SOC 270, SOC 320, SOC 425/LS 425, SOC 451, SOC 461/LS 461
  - Speech Communication: SPCOM 226
  - Visual Culture: VCULT 100/FINE 102
1.0 Course Changes
   1.1 Physics
2.0 Course Inactivations
   2.1 Physics
3.0 Academic Plan Changes (Major)
   3.1 Honours Life Physics Program Changes
       3.1.1 Honours Life Physics
       3.1.2 Honours Life Physics, Biophysics Specialization
       3.1.3 Honours Life Physics, Medical Physics Specialization
       3.1.4 Honours Biological and Medical Physics
4.0 Academic Plan Changes (Minor)
   4.1 Biophysics Minor
1. COURSE CHANGES

1.1. Physics (PHYS)
     PHYS 225, 234, 242, 263, 375 and 393

2. COURSE INACTIVATIONS

2.1. Physics (PHYS)
     PHYS 224, 224L, and 491
COURSE CHANGES  (for approval)

Physics & Astronomy

Current Catalog Information

PHYS  225  ( 0.50 )  LEC, TUT  Modeling Life Physics
Introduction to modeling living systems and their components. Statistical methods in
data analysis, curve fitting, including p values. Fourier series and transforms,
structural analysis, including nearest neighbor distributions in biomedical
applications. Introduction to methods for analysis of transport properties in
biological systems. Use of computers in these areas. [Offered: F]
No Special Consent Required
Requisites :  Prereq: One of PHYS 112, 122; One of MATH 116, 117, 127, 137, 147. Coreq:
One of MATH 118, 119, 128, 138, 148

Effective  01-SEP-2024
Title Change: Modeling Biological Physics
Requisite Change : Prereq: One of PHYS 112, 122; One of MATH 116, 117, 127, 137, 147; One of
Rationale : Effective Sept. 1 2023, the Life Physics plans will be replaced by the
Honours Biological and Medical Physics plans. PHYS 225 title is updated to
reflect the updated plan name and requisites will require a computing
prerequisite, required by students in the Biological and Medical Physics
plans.

Current Catalog Information

PHYS  234  ( 0.50 )  LEC, TUT  Quantum Physics 1
Background of quantum physics. Introduction to formalism of quantum physics.
Introduction to operators. Quantization, waves, and particles. The uncertainty
principle. The Schroedinger equation for one-dimensional problems: bound states in
square wells, harmonic oscillator, transmission through barriers. [Note: CS 114, PHYS
236, or knowledge of computational methods is recommended. Offered: W, S]
No Special Consent Required
Requisites :  Prereq: PHYS 112 or 122; One of PHYS 249, MATH 114, 136; One of MATH 128,
138, 148. Coreq: One of MATH 228, AMATH 250, AMATH 251. Antireq: CHEM 356,
NE 232, PHYS 233, ECE 405

Effective  01-SEP-2024
Requisite Change : Prereq: PHY 122; One of PHYS 249, MATH 114, 136; One of MATH 128, 138, 148.
Coreq: One of MATH 228, AMATH 250, AMATH 251. Antireq: CHEM 356, NE 232,
PHYS 233, ECE 405
Rationale : Effective Sept. 1 2023, the Life Physics plans will be replaced by the
Honours Biological and Medical Physics plans, which will require the PHYS
121/122 foundation courses required by all physics programs. Continuation
in PHYS 234 will require PHYS 122 and no longer an option of PHYS 112 or 122 as a result. Students entering the last offering of the Life Physics programs in 2022 will have the access to PHYS 234 with either the PHYS 112 or 122 prerequisite.

**Current Catalog Information**

PHYS 242 (0.50)  LEC, TUT  Electricity and Magnetism 1
Electrostatics in vacuum, electric potential, conductors and currents, magnetostatics in vacuum, electromagnetic induction. [Offered: W,S]
No Special Consent Required
Prerequisites:
Prereq: One of PHYS 112,122; One of MATH 128, 138, 148; (MATH 227 or co-requisite: AMATH 231). Coreq: PHYS 242L for science students except Mathematical Physics & Materials and Nanosciences plan.

**Effective 01-SEP-2024**

Requisite Change:
Prereq: PHYS 122; One of MATH 128, 138, 148; MATH 227 or coreq: AMATH 231. Coreq: PHYS 242L for science students except Mathematical Physics, Materials and Nanosciences plans.

Rationale:
Effective Sept. 1 2023, the Life Physics plans will be replaced by the Honours Biological and Medical Physics plans, which will require the PHYS 121/122 foundation courses required by all physics programs. Continuation in PHYS 242 will require PHYS 122 and no longer an option of PHYS 112 or 122 as a result. Students enrolled in the last offering of the Life Physics programs in 2022 will have the access to PHYS 242 with either the PHYS 112 or 122 prerequisite.

**Current Catalog Information**

PHYS 263 (0.50)  LEC, TUT  Classical Mechanics and Special Relativity
[Offered: W,S]
No Special Consent Required
Prerequisites:
Prereq: One of PHYS 112, 122; One of MATH 108, 128, 138, 148; One of MATH 228, AMATH 250, 251; Antireq: AMATH 261, 271

**Effective 01-SEP-2024**

Requisite Change:
Prereq: PHYS 122; One of MATH 108, 128, 138, 148; One of MATH 228, AMATH 250, 251; Antireq: AMATH 261, 271

Rationale:
Effective Sept. 1 2023, the Life Physics plans will be replaced by the Honours Biological and Medical Physics plans, which will require the PHYS 121/122 foundation courses required by all physics programs. Continuation in PHYS 263 will require PHYS 122 and no longer an option of PHYS 112 or 122 as a result. Students entering the last offering of the Life Physics programs in 2022 will have the access to PHYS 263 with either the PHYS 112 or 122 prerequisite.

**Current Catalog Information**

PHYS 375 (0.50)  LEC, TUT  Stars
Stellar distances, masses, ages. Stellar interiors and atmospheres, star formation
and evolution. Supernovae, white dwarfs, neutron stars, black holes. [Offered: W]
No Special Consent Required
Requisites : Prereq: PHYS 112 or 122; One of PHYS 149, 236, CS 116, 136, 146; Two of
PHYS 234, 242, 256, 275, 358, AMATH 271

Effective 01-SEP-2022
Requisite Change : Prereq: PHYS 112 or 122; One of PHYS 236, CS 114, 116, 136, 146; Two of
PHYS 234, 242, 256, 275, 358, AMATH 271
Rationale : When requisites for a set of PHYS courses were updated to include a
computing prerequisite, approved at the October 2020 SUC meeting, the
computing prerequisite for PHYS 375 mistakenly included PHYS 149 as an
option. PHYS 149 was planned as a predecessor version of CS 114 (new course
approved at the October 2020 SUC meeting as well) but was never put forward
for approval and it does not exist. The computing prerequisite for PHYS 375
should include CS 114 as an option, not PHYS 149.

Current Catalog Information
PHYS 393 (0.50) LEC Physical Optics
Fourier Optics: diffraction, dispersion, coherence, imaging. Polarization:
birefringence, Jones vectors, Mueller Matrices. Fresnel Equations: optics at an
interface, thin films. [Offered: W even years]
No Special Consent Required
Requisites : Prereq: PHYS 256 or ECE 404; PHYS 364 or AMATH 353

Effective 01-SEP-2024
Requisite Change : Prereq: PHYS 256 or ECE 404; One of: PHYS 225, 364, AMATH 353
Effective Sept. 1 2023, the Life Physics plans will be replaced by the
Honours Biological and Medical Physics plans. Adding PHYS 225 as an
alternative prerequisite for PHYS 393 will allow students in this plan,
interested in biomedical imaging, the option to choose PHYS 393 as a
program elective.

COURSE INACTIVATIONS (for approval)

Effective 01-SEP-2023
PHYS 224 (0.50) Electricity and Magnetism for Life and Medical Physics
Rationale :
Effective Sept. 1 2023, the Life Physics plans will be replaced by the
Honours Biological and Medical Physics plans and as such, this low
enrollment specialty course, specific for Life Physics, will become
inactive. Students entering Life Physics plans for fall 2022, which
required PHYS 224 in year two, will be permitted and directed to substitute
the PHYS 242, Electricity and Magnetism course, instead.

Effective 01-SEP-2023
Effective Sept. 1 2023, the Life Physics plans will be replaced by the Honours Biological and Medical Physics plans and as such, this low enrollment specialty lab, specific for Life Physics, will become inactive. Students entering Life Physics plans for fall 2022, which required PHYS 224L in year two, will be permitted and directed to substitute the PHYS 242L, Electricity and Magnetism Laboratory instead.

Effective 01-SEP-2024
PHYS 491 (0.50)
Rationale:
Effective Sept. 1 2023, the Life Physics plans will be replaced by the Honours Biological and Medical Physics plans and as such, this low enrollment (approximately 10 to 15 students) specialty course, specific for Life Physics, will become inactive. Cohorts in Life Physics plans still requiring PHYS 491 beyond Fall 2024, will be advised, and allowed to substitute a course deemed appropriate by the Department of Physics and Astronomy and program advisors. PHYS courses such as PHYS 483 and 437 qualify as appropriate Physics course substitutes for Life Plans where these are not required by plan. In consultation with the Department of Biology, courses such as BIOL 469, 476, 483 and 487, would also be appropriate substitutions.
3. **ACADEMIC PLAN CHANGES (Major)**

3.1. **Honours Life Physics Program Changes**

**Effective Date:** September 1, 2023

**Motion:** Inactivate the Honours Life Physics, Honours Life Physics, Biophysics Specialization, and Honours Life Physics, Medical Physics Specialization plans, both regular and co-operative, and use the basis of the current Honours Life Physics, Medical Physics Specialization plans (regular and co-operative) to reorganize the existing curriculum into a single new plan, Honours Biological and Medical Physics (regular and co-operative), which combines aspects of both biophysics and medical physics.

**Background and Rationale:** Currently, there is low enrollment in the Life Physics plans, to include both specializations, Biophysics and Medical Physics, but particularly Biophysics. Reducing all plans to one new plan, and removing some of the unique, low-enrolment courses required only by these plans, should help provide a common foundation in first year, and help enable the same career path for students more efficiently.

Currently, all Honours Physics plans require PHYS 121/122, except for most Honours Life Physics plans, which permit students to get through the entire program with PHYS 111/112. Honours Biological and Medical Physics will require PHYS 121/122 over PHYS 111/112, thus providing a common foundation in first year, for all students getting degrees in Physics, with the added benefit to make it easier to shift programs within physics, if desired. The existing Life Physics plans have specialty courses PHYS 224 and 224L, with low enrolment, while Honours Biological and Medical Physics will require PHYS 242 and 242L, as with every other program in physics, again, providing a common foundation and reducing teaching tasks.

Honours Biological and Medical Physics provides students with an interdisciplinary background suitable for careers in both biophysics and medical physics, while at the same time, providing students with flexibility to specialize in diverse areas of biology and/or physics including, but not limited to, medical imaging and computational biophysics. The program is more focused which is expected to help improve enrolment.

CS 114 is added to the requirements, and MATH 227 and MATH 228 remain requirements, as is currently required in both Life Physics specializations. As such a slightly higher number of students are expected in the MATH courses which are currently not required for Honours Life Physics. Approval has been sought and provided by the Math Faculty.

The ENGL/SPCOM 193 communication course is sequenced in the Year 1 winter term, whereas currently, all Honours Life Physics plans sequence the course in Year 1 fall. This change in student volume in these courses for fall and winter, starting fall 2023, has been approved by the Faculty of Arts.

The plan will have 14.25 required units and another 7.0 elective units of which 3.5 must be chosen from program elective lists.
Inactivated Academic Plans

3.1.2. Honours Life Physics (Regular and Co-op)

3.1.3. Honours Life Physics, Biophysics Specialization (Regular and Co-op)

3.1.4. Honours Life Physics, Medical Physics Specialization (Regular and Co-op)

New Academic Plan

3.1.5. Honours Biological and Medical Physics (Regular and Co-op)

Honours Biological and Medical Physics is available in both systems of study: regular and co-operative.

Honours Biological and Medical Physics is an interdisciplinary plan offered jointly by the Department of Biology and the Department of Physics and Astronomy. It provides students with a background suitable for careers in both biophysics and medical physics, while providing flexibility to specialize in diverse areas of biology and/or physics, such as medical imaging and computational biophysics.

Continuing in Honours Biological and Medical Physics (regular and co-op) requires a minimum cumulative overall average of 60%, a minimum cumulative Biology average of 60%, and a minimum cumulative Physics average of 60%.

Successful completion requires:

1. 21.25 units distributed as follows:
   - 7.0 PHYS units: PHYS 121, PHYS 121L, PHYS 122, PHYS 122L, PHYS 225, PHYS 256, PHYS 256L, PHYS 280/Biol 280, PHYS 234, or PHYS 234, PHYS 242, PHYS 242L, PHYS 358, PHYS 380, PHYS 383, PHYS 395, and PHYS 396
   - 3.0 CHEM units: CHEM 120, CHEM 120L, CHEM 123, CHEM 123L, CHEM 237, CHEM 237L, CHEM 266, and CHEM 266L
   - 2.0 MATH units: MATH 127, MATH 128, MATH 227, and MATH 228
   - 1.25 BIOL units: BIOL 130, BIOL 130L, and BIOL 273 OR BIOL 239
   - 0.5 CS unit: CS 114
   - 0.5 ENGL unit: ENGL 193/SPCOM 193
   - 7.0 elective units distributed as follows:
     - 2.0 units chosen from: PHYS 124, PHYS 249, PHYS 263, (PHYS 267 or STAT 202), PHYS 334, PHYS 335, PHYS 342, PHYS 349, PHYS 359, PHYS 461, PHYS 483
     - 1.5 units chosen from: BIOL 201, BIOL 239, BIOL 240, BIOL 240L, BIOL 266, BIOL 273, BIOL 308, BIOL 373, BIOL 373L, AMATH 382/Biol 382, CHEM 267, CHEM 267L
     - 3.5 units chosen from any subject, with a maximum of 1.0 lab units

2. Enrolment in PHYS 10 when offered.

3. Co-operative program requirements (when applicable).
Notes
1. If BIOL 239 or BIOL 273 is used to satisfy the 1.25 BIOL units requirement, it can’t be selected again to satisfy the elective unit requirement.
2. At least 1.0 elective lecture unit must be at the 400-level in PHYS or BIOL.
3. BIOL 240L, BIOL 373L and CHEM 267L require the lecture component as either a prerequisite or corequisite.
4. Students should consult their program advisor when considering program electives to focus their studies in areas of medical physics, biophysics, biomedical imaging, or computational biological and medical physics.
5. Students should also consult the graduate CAMPEP accredited program of interest for preferred prerequisites.

Recommended Course Sequence
See regular plan.
See co-op plan.

Notes
1. Students who elect to take BIOL 273 instead of BIOL 239 in the co-op plan, will take it in either Year 3 winter, Year 4 winter, or, online in Year 2 spring.
2. MATH 228 can be taken online in Year 3 spring of the co-op plan, if desired.

Suggested Course sequencing (Regular Plan)

<table>
<thead>
<tr>
<th>Year 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 130, 130L</td>
<td>CHEM 123, CHEM 123L</td>
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</tr>
<tr>
<td>CHEM 120, 120L</td>
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<td>PHYS 10</td>
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<tr>
<td>MATH 127</td>
<td>PHYS 122, PHYS 122L</td>
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<tr>
<td>PHYS 10</td>
<td>One of ENGL 193 or SPCOM 193</td>
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<tr>
<td>PHYS 121, PHYS 121L</td>
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<tr>
<th>Year 2</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 266, 266L</td>
<td>BIOL 239 or BIOL 273</td>
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</tr>
<tr>
<td>MATH 227</td>
<td>CHEM 237, 237L</td>
<td></td>
</tr>
<tr>
<td>PHYS 10</td>
<td>PHYS 10</td>
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<tr>
<td>PHYS 225</td>
<td>PHYS 280/BIOL 280</td>
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<td>PHYS 256, PHYS 256L</td>
<td>PHYS 242, PHYS 242L</td>
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<tr>
<td>0.5 elective unit</td>
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### Year 3

<table>
<thead>
<tr>
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<th>Winter</th>
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<tbody>
<tr>
<td>MATH 228</td>
<td>PHYS 10</td>
</tr>
<tr>
<td>PHYS 10</td>
<td>PHYS 233 or PHYS 234</td>
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<tr>
<td>PHYS 380</td>
<td>PHYS 383</td>
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<td>1.5 elective units</td>
<td>PHYS 395 or PHYS 396</td>
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### Year 4

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<tbody>
<tr>
<td>PHYS 10</td>
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<td>PHYS 358</td>
<td>PHYS 395 or PHYS 396</td>
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### Suggested Course sequencing (Co-op Plan)

#### Year 1

<table>
<thead>
<tr>
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<th>Winter</th>
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<tbody>
<tr>
<td>BIOL 130, 130L</td>
<td>CHEM 123, CHEM 123L</td>
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<tr>
<td>CHEM 120, 120L</td>
<td>MATH 128</td>
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<td>CS 114</td>
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<td>MATH 127</td>
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<tr>
<td>PHYS 121, PHYS 121L</td>
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#### Year 2

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<tbody>
<tr>
<td>CHEM 266, 266L</td>
<td>BIOL 239</td>
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<tr>
<td>MATH 227</td>
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<td>PHYS 256, PHYS 256L</td>
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### Year 3

<table>
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<tr>
<th>Spring</th>
<th>Winter</th>
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</thead>
<tbody>
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<td>CHEM 237, 237L</td>
<td>MATH 228</td>
</tr>
<tr>
<td>PHYS 380</td>
<td>PHYS 10</td>
</tr>
<tr>
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<td>PHYS 233 or PHYS 234</td>
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<tr>
<td></td>
<td>PHYS 383</td>
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<tr>
<td></td>
<td>PHYS 395 or PHYS 396</td>
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<tr>
<td></td>
<td>0.5 elective unit</td>
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### Year 4

<table>
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<th>Winter</th>
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</thead>
<tbody>
<tr>
<td>PHYS 10</td>
<td>PHYS 10</td>
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<tr>
<td>PHYS 358</td>
<td>PHYS 395 or PHYS 396</td>
</tr>
<tr>
<td>1.5 elective units</td>
<td>1.5 electives units</td>
</tr>
</tbody>
</table>

4. **ACADEMIC PLAN CHANGES (Minor)**

4.1. **Biophysics Minor**

**Effective Date:** September 1, 2023

**Motion:** To remove reference to the Life Physics plan, replacing it with the Biological and Medical Physics plan; to remove the option to replace PHYS 121/121L and PHYS 122/122L with PHYS 111/111L and PHYS 112/112L; to add PHYS 483 to the list of PHYS options; and, to remove PHYS courses slated for inactivation, when the Life Physics plans are replaced with the Biological and Medical Physics plans.

**Background and Rationale:** Effective September 1, 2023, all Honours Life Physics plans (regular and co-op) will become inactive, replaced by the Honours Biological and Medical Physics plans (regular and co-op). Parallel changes in this new program are being made to the biophysics minor. PHYS 111/111L and PHYS 112/112L are no longer an option for the new program, therefore, they will not be an option for the minor, providing a common foundation for upper year PHYS courses. PHYS 224, PHYS 224L and PHYS 491 will become inactive, therefore are removed from the minor, while PHYS 483 is added to the minor as a suitable PHYS elective option.
Calendar changes:

Successful completion of the Biophysics Minor requires:

1. 5.0 units distributed as follows:
   - 1.5 BIOL units: BIOL 130, BIOL 239, BIOL 308
   - 1.5 PHYS units: PHYS 121, PHYS 121L, PHYS 122, PHYS 122L
   - 1.5 PHYS units chosen from: PHYS 280, PHYS 380, PHYS 383, PHYS 395, PHYS 396, PHYS 483, PHYS 491
   - 0.5 unit chosen from: (PHYS 224 and PHYS 224L), PHYS 225, PHYS 233, PHYS 234, (PHYS 242 and PHYS 242L), (PHYS 256 and PHYS 256L), PHYS 263, PHYS 358, PHYS 359, STAT 202
2. A minimum cumulative average of 60% in all PHYS and BIOL courses.

Notes

1. At least 1.5 PHYS or BIOL lecture units must be 300-level or higher.
2. PHYS 111 and PHYS 111L may be substituted for PHYS 121 and PHYS 121L.
3. PHYS 112 and PHYS 112L may be substituted for PHYS 122 and PHYS 122L.
4. A Biophysics Minor will not be awarded with a Biology or Physics Minor.
5. A Biophysics Minor will not be awarded to students in Honours Biological and Medical Physics or, Life Physics.
1. REGULATIONS

1.1. Academic Calendar Dates for 2021-2022 (REVISED)
### 1.1 Academic Calendar Dates, 2021-2022 (Revised)

<table>
<thead>
<tr>
<th></th>
<th>Winter 2022</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes End</strong></td>
<td>Apr. 5 (T)</td>
<td>July 26 (T)</td>
</tr>
<tr>
<td><strong>Make-up Day(s) for in-term holidays</strong></td>
<td>N/A</td>
<td>July 25 (M) for May 23 (M)</td>
</tr>
<tr>
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<td></td>
<td>July 26 (T) for July 1 (F schedule)</td>
</tr>
<tr>
<td><strong>Pre-Examination Study Day(s)</strong></td>
<td>Apr. 6,7 (W,R)</td>
<td>July 27, 28 (W,R)</td>
</tr>
<tr>
<td><strong>Examinations Begin</strong></td>
<td>Apr. 8 (F)</td>
<td>July 29 (F)</td>
</tr>
<tr>
<td><strong>In-Person Exam Days for Online/Remote Courses</strong></td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td></td>
<td>Apr. 8,9 (F,S)</td>
<td>Aug. 5, 6 (F,S)</td>
</tr>
<tr>
<td><strong>Examinations on Sunday</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Examinations End (including Emergency Day)</strong></td>
<td>Apr. 26 (T)</td>
<td>Aug. 13 (S)</td>
</tr>
</tbody>
</table>

**Symbols and abbreviations:** (M) Monday, (T) Tuesday, (W) Wednesday, (R) Thursday, (F) Friday, (S) Saturday, (U) Sunday, N/A – Not Applicable

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**Extract of the Guidelines for Determining Academic Calendar of Dates**

The following are principles and guidelines either formally agreed upon by Senate or adopted as common practice in determining the dates for the academic year.

12. In calculating examination days, Saturdays which fall within the period are included, whereas Sundays and statutory or University holidays are excluded.

**Exceptions:**
Examinations will not be scheduled on the Saturday following Good Friday when that day falls within the examination schedule or the Saturday of the Civic Day weekend. The first Sunday within the examination period may be used when required to accommodate the prescribed number of examination days in the Fall Term.

14. That Online Course Examination Days in each term be the first consecutive Friday and Saturday in the examination period.

**Rationale for Exceptions**

**Rule 12**
The Online Course Examinations for Spring 2022 have been moved to the second consecutive Friday and Saturday in the examination period due to the Civic Day weekend.
Handling of Final Assessment Reports & Two-Year Progress Reports related to academic program reviews

Introduction
Waterloo’s Senate Undergraduate Council (SUC) and Senate Graduate and Research Council (SGRC) have a 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 (IQAP), documentation emerging from the cyclical program review process includes:

- **Final Assessment Report**, which summarizes the self-study, external reviewers’ report, program response, and implementation plan, and
- **Two-Year Progress Report**, which reports on progress related to the implementation plan.

Final Assessment Reports (FARs), require two SUC or SGRC members to review the report, whereas, Two-Year Progress Reports only require one SUC or SGRC member, although at the SUC/SGRC Chair’s discretion, a second reviewer may be sought. In order to ensure that student representatives have the opportunity to review each report, the WUSA VP, Education and GSA President receive these documents in advance for information. Any questions or concerns they might have can be raised and addressed, if needed, prior to the report being approved at SUC/SGRC. This review process is coordinated by the Quality Assurance (QA) Office.

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

Assessment
Reviewers will consider a series of **guiding questions** (see below) in arriving at their recommendation for revision or approval to SUC or SGRC. Before reporting to SUC or SGRC, reviewers will ask questions and share their observations, as well as any concerns they have identified with the report, to the Quality Assurance Office, who will then connect with the Chair or Director of the program. The WUSA and GSA representative will also receive these reports for information prior to submission to SUC/SGRC.

The Quality Assurance Office will ensure that any revisions to the reports are completed by the Chair or Director of the program, prior to the QA Office submitting the report for approval at a SUC or SGRC.

---

**Does the Final Assessment Report:**

1) 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?
   - Priorities for implementation and realistic timelines for initiating and monitoring actions?

2) Provide a rationale as to why a recommendation(s) will not be pursued?
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?

The program Chair or Director (or their chosen delegate) will attend the SUC or SGRC meeting to address any questions or concerns that might arise during SUC/SGRC.

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 program’s response – as opposed to the minutiae of course content and curriculum structure.

A Final Assessment Report or Two-Year Progress Report that is approved by a majority vote of SUC/SGRC will be submitted to Senate for information. Should the discussion at SUC or SGRC reveal issues of concern that require revision, the Quality Assurance Office will work with the program Chair or Director to address the concern(s). If minor revisions are needed, the report will be edited and then it will proceed to Senate for information without re-approval from SUC/SGRC; however, any major revisions will require SUC/SGRC review and approval.

Status of Reports under Review
A summary of the status of all reports under review, including reports for which the QA Office is seeking reviewers, can be found at the following link:
https://uwaterloo.ca/academic-program-reviews/status-reports-under-review
Executive Summary

External reviewers found that the Medieval Studies programs (BA, Minor) delivered by the Department of Classical Studies and by St. Jerome’s University were in good standing.

“The Medieval Studies program at the University of Waterloo is presently in very good standing with a lot of creative energy at its centre. The program, the oldest of its kind in the country, has evolved over the decades and continues to exhibit remarkable strengths. This small program of high quality offers a multidisciplinary undergraduate major...”

A total of 10 recommendations were provided by the reviewers, touching on governance of the program and improving the curriculum. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2023-2024.

Total Number of Students Registered (All Undergraduate levels) over the Past Three Years

<table>
<thead>
<tr>
<th></th>
<th>General</th>
<th>Honours</th>
<th>Co-op</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>9</td>
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Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Medieval Studies programs (BA, minor) delivered by the Department of Classical Studies and St. Jerome’s University. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on October 30, 2017. The self-study (Volume I) presented the program descriptions and learning outcomes (with course outlines for all courses in the program); an analytical assessment of the programs, including the data collected from a student survey; and the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III (Proposed External Reviewers), two arm’s-length external reviewers were selected by the Associate Vice-President, Academic: Dr. Elizabeth Cohen, a Professor in the
Department of History at York University, and Dr. Francine Michaud, a Professor in the Department of History at the University of Calgary.

Reviewers appraised the self-study documentation and conducted a site visit to the University of Waterloo on October 1-2, 2018. An internal reviewer from the University of Waterloo, Dr. Steven Mock, Associate Professor in the Department of Recreation and Leisure Studies, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean, Faculty of Arts; Associate Dean of Undergraduate Programs, Faculty of Arts; President and Vice-Chancellor, St. Jerome’s University; Co-Directors of the program; Faculty members; staff and current students. The review team also had an opportunity to meet with representatives from the library.

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

Program characteristics

Three-Year General Medieval Studies: This major provides students with i) a strong knowledge of medieval civilizations (especially Western European) and ii) a background in the study of history, literature, art, and other material culture. Throughout the degree, students progress in their cognitive ability to define, comprehend, and summarize complex problems, as well as to synthesize and evaluate information competently using the knowledge they acquire. To do this, students acquire basic research skill and solid oral and written communication strategies and skills. Students also develop in the affective domain and learn to work effectively with their peers and within the wider academic community (and beyond). Students with a three-year General degree can go on to further study outside of the discipline of Medieval Studies.

Four-Year General Medieval Studies: This major has the same objectives and outcomes as the three-year degree, as just described, but students in the four-year major acquire additional exposure to research techniques and oral and written communication strategies and skills. Students with a four-year General degree can go on to further post-graduate study outside of the discipline of Medieval Studies.

Honours Medieval Studies: The Honours Medieval Studies degree provides students with a detailed, complex and scholarly knowledge of medieval European history, literature, art, and other material culture, as well as an opportunity to gain a working knowledge of the Latin language. (Although this is not required in the Honours degree, advisors guide students with an interest in postgraduate work to take as much Latin as possible; students in the General program can also take Latin, if they so choose). The Honours degree gives students the necessary skills to go on to more advanced post-graduate study in the area of Medieval Studies, for which knowledge of Latin is required. Students in the Honours degree also develop particularly strong analytical and interpretative skills, which allow them to assess information and use their knowledge to creatively solve problems and propose innovative new solutions. Honours students
begin to experiment with primary research, acquire advanced research techniques, and demonstrate a mastery of communication both oral and written. They also, through close interaction with their peers and faculty members, develop excellent skills in the affective domain and are able, at the end of the degree, to work effectively and efficiently in a variety of settings.

**Minor (introduced in 2017-18):** The Minor in Medieval Studies consists of a package of eight courses (chosen by the student) that is intended to provide a secondary area of concentration for students who are majoring in other disciplines. Students choose between two pairs of core courses (MEDVL 105 or 115; MEDVL 205 or 260), and six other courses from the Medieval Studies list.

**Summary of strengths, challenges and weaknesses based on self-study**

**Strengths**

- With comparatively few mandatory courses, the Medieval Studies program serves students with an interest in that time period particularly well in terms of offering a wide selection of relevant courses that all count toward the student’s major – a beneficial byproduct of the program's widely interdisciplinary nature.
- International/experiential learning opportunities for students have blossomed over the course of the past 7 years, with a study abroad option at the Herstmonceux Castle and the Medieval Digital Research Arts for Graphical and Environmental Networks (DRAGEN) Lab.
- The rigour of the language training offered — especially in Latin, but also in Old English — prepares students well for the pursuit of graduate studies. Graduates of the program regularly pass the rigorous Medieval Latin graduate-level examinations at the University of Toronto’s Centre for Medieval Studies.
- Students in Medieval courses, from the first year through to graduation, benefit from significant practice in producing rigorous, clear, and well-argued written output. As a discipline, Medieval Studies is rooted in the study of the written word, so its instructors work hard to impart transferable skills in this domain to students; Medieval Studies graduates are thus particularly well-equipped to assess and comment critically upon documentary materials, no matter what time period they were created.
- Smaller student numbers enable the Co-Directors to devote more attention to each student compared to larger programs.

**Challenges**

- The challenge of keeping track of changes in course offerings happening in all 14 contributing departments is the flip-side to the strength of interdisciplinary flexibility identified above.
- Data gathering for self-study reports is challenging for similar reasons.
- Lack of Co-Directors' input and control over departmental course offerings and timetabling for the vast majority of the Medieval Studies-relevant courses makes program integration and curricular structure a challenge.
• The absence of formal cross-appointments into Medieval Studies means that faculty members do not always have a high level of attachment to the program.
• Along with the external reviewers, we recognize that it would be desirable to increase the number of students who major in Medieval Studies.

Weaknesses

• The availability of language course offerings (especially Latin, which is offered only in Fall and Winter terms) is somewhat inhibitive for students who want to pursue the co-op option.
• Lack of systematic travel bursaries for students which would support first-hand contact with the Medieval world.

Summary of key findings from the external reviewers

The Medieval Studies program, an interdisciplinary program jointly administered by both institutions (University of Waterloo and St. Jerome’s University), is very well positioned to offer high-quality training in medieval studies in the major and minor streams. Many among the participating faculty who belong to the array of disciplines pertaining to the program (Classical Studies, English, French, German studies, History, Philosophy, and Religious Studies), are well established and innovative scholars in their respective fields.

While the review team remarked most favorably on the strengths of this small, high-quality program, it also identified opportunities to maintain and sustain its growth in light of a few areas for concern. Some of these areas have already been signaled by the Co-Directors in the self-study, particularly the issue of expanding enrollments. In addition, the consolidation of participatory governance is a priority for improvement.

Program response to external reviewers’ recommendations

Recommendations

1. The constitution of a solid governance structure, with clear terms of reference (membership rotation of representatives from the core disciplines of the program, regular meetings, etc.), to ensure the long-term sustainability of the Medieval Studies program.

Response: In 2017-2018, SJU passed, through its Senate Council, governance documents to clarify the position of Medieval Studies within that University’s governance structure. Those documents clarified that Medieval Studies is a unit within the Office of the Vice-President & Academic Dean (VPAD), that the SJU co-Director reports directly to the SJU VPAD, and that the program Directors shall benefit from the support of an advisory board comprised of UW and SJU
faculty members who teach and research in Medieval Studies. The Co-Directors agree that a similar structure should exist at UW.

The Co-Directors (lead: Porreca) will, thus, draft governance documents for the Medieval Studies program, with a view to:

1. Clarifying the role of the interdisciplinary program within the Faculty of Arts and in relation to the Department of Classical Studies and St. Jerome’s University;
2. Establishing a joint “Advisory Board” which draws on faculty members appointed to those academic units that contribute significantly to the list of Medieval Studies approved courses, as identified on pp. 49-50 of the October 2017 Program Review report (i.e., History, Classical Studies, Études françaises, Italian Studies, English Language & Literature, Germanic & Slavic Studies, Religious Studies, Philosophy);
3. Establishing the roles and responsibilities of the Co-Directors;
4. Establishing the roles and responsibilities of participating faculty members and departments, including appropriate rotation of responsibilities over time.

During prior iterations of this program’s review cycle, the creation of an Advisory Board had been attempted, but was hampered by the fact that colleagues from other academic units were uncertain about having any service they perform for the Medieval Studies program recognized by their respective Chairs. The reviewers recognized this challenge and acknowledged that, as a consequence, fulsome participation from a sufficient number of interdisciplinary faculty members did not occur, and that early iterations of the Advisory Board had been set aside. These circumstances still prevail, and the reviewers, therefore, requested that the Faculty of Arts provide some guidance as to how to encourage participation in interdisciplinary program governance.

It would be similarly beneficial for the governance documents adopted for the Medieval Studies program to receive institutional approval at the departmental and faculty levels.

With regard to the Advisory Board, the intent is to have representation from each of the significant contributing departments and units, and to bring these representatives together twice a year through a roundtable lunch. This is the model adopted by Peace and Conflict Studies (PACS) and it has been proven effective over a number of years.

Dean of Arts: Comment (May 2021)

The best advice I can give on obtaining buy-in for recognition of service done to the Medieval Studies program is for the Co-Directors to meet regularly with the Chairs of the relevant departments, along with the instructors concerned. Often Chairs may simply need a reminder that
their Department also supports an interdisciplinary program, not only with teaching activity but also with some degree of service.

2. The program should develop a systematic mapping of the undergraduate curriculum indicating a clear progression of expectations for majors and minors and giving guidance about how to select and integrate courses from a variety of disciplines.

**Response:** The Co-Directors will seek the assistance of CTE for an interdisciplinary curriculum mapping exercise, drawing inspiration from existing curriculum maps from other interdisciplinary programs, such as Gender and Social Justice or Peace and Conflict Studies (PACS). The resulting map will be considered and modified at a future meeting of the Advisory Board discussed under Recommendation 1.

3. Full information on the program options and a timely account of offerings available in each academic term should be accessible on the program’s website, not only for the benefit of the current students, but equally to attract prospective students.

**Response:** There is both a short-term and a long-term response to this recommendation. The former involves establishing a regular schedule of Medieval Studies website updates that follows closely upon the release of course offering information in upcoming terms from the Registrar’s Office. This involves someone manually scanning through each contributing department’s upcoming course offerings and listing the Medieval Studies-relevant courses on our website. This short-term response needs to be reiterated during each upcoming term until the long-term response becomes active. In the longer term, and as recommended in previous program reviews, it is anticipated that the Registrar’s Office will enable the automatic aggregation of the relevant data on course offerings and send it to the Co-Directors for uploading to the Medieval Studies website.

4. The program website should also publicize the Medieval Studies students’ skills and achievements from traditional forms of research and writing, public outreach and the latest digital technologies.

**Response:** The Co-Directors will seek the assistance of Alumni Affairs and both Deans’ Offices (main-campus and SJU) to better understand how to obtain information about alumni as well as the opportunities for public outreach. Alumni profiles on the program’s website are a most likely outcome, and these will need to be refreshed and supplemented regularly as students graduate.

5. The entire chronology of the Middle Ages (c. 400 - c. 1500) should be covered in at least one of the MEDVL core courses. This scope should be clearly indicated in both the course title and its rubric.
**Response:** The course that already does this chronological coverage is HIST/MEDVL 260. The course’s title does not match the contents, as the reviewers have pointed out, so the Co-Directors are proposing to change the title to reflect the full chronological range of the material it covers.

6. With the History Department, the program should look for ways to offer regular sections of the capstone HIST 450 that are better suited to the inclusion of the Medieval Studies students.

**Response:** Over the course of discussions during Fall 2018, the History Department has agreed to provide annually either one HIST 450 (1.0 unit) or two HIST 422 (0.5 units each) that are medieval in content.

7. Diversify and then rotate entry-level courses on the Middle Ages with broad appeal to attract the attention of the larger campus community.

**Response:** Over the past two years, faculty members in Medieval Studies have developed collaboratively an online course, “Medieval Monsters” with the assistance of CEL (Bednarski leads). This course, which will be offered in Fall 2021, draws on approximately ten medievalists from different disciplines and areas of specialization and, through the use of a common theme (monsters), will expose students to interdisciplinary methodologies. It is hoped this course will attract a large number of students and, potentially, increase interest in majoring or minoring in Medieval Studies.

Additional possibilities are to be discussed at a future meeting of the Advisory Board.

8. Build alignment with the co-op program and further linkages to the EDGE initiative to stir attention and enhance experiential learning.

**Response:** In collaboration with the Department of Classical Studies, the program shall investigate the possibilities for online offerings of LAT 101 and 102, since the sequence of language class offerings has been identified as one of the principal obstacles to the greater integration of coop students in Medieval Studies (and Classical Studies as well). Along with the curriculum mapping exercise identified in the response to Recommendation 2 above, the program shall create a greater alignment of experiential learning outcomes that are already available through current study-abroad exchange programs, such as those identified for the Herstmonceux Castle exchange, to reflect EDGE outcomes.

9. Seek ways, informal and institutional, to encourage fuller participation and a greater sense of “ownership” of the program among faculty with medieval expertise. These would include more prominent presence on the website, more regular and rotating roles on the Advisory Board and some form of recognition by the administration of that service.

**Response:** See response to Recommendation 1 above.
10. To increase flexibility and provide opportunities to try out new courses, the reviewers support Medieval Studies’ plan to set up “Topics in Medieval Studies” offerings at several levels. Most ARTS programs allow for Special Topics course codes for these reasons and this would bring Medieval Studies in alignment with those other programs.

**Response:** Propose MEDVL 299, 399, and 499 as topics-based courses to Undergraduate Advisory Group (UGAG).
### Implementation Plan

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Proposed Actions</th>
<th>Responsibility for Leading and Resourcing (if applicable) the Actions</th>
<th>Timeline for addressing Recommendations</th>
</tr>
</thead>
</table>
| 1. The constitution of a solid governance structure, with clear terms of reference (membership rotation of representatives from the core disciplines of the program, regular meetings, etc.), to ensure the long-term sustainability of the Medieval Studies program. | a.) Create a Constitution for the Medieval Studies program at UW to align with SJU’s and create an “Advisory Board” of contributing faculty members  
* Constitution to define roles & responsibilities of  
→ Co-Directors  
→ Department of Classical Studies  
→ representation of faculty members from contributing departments  
b.) Need for Deans’ “note of recognition” that service to Medieval Studies counts as faculty-level or potentially departmental service  
c.) Implementation of twice-yearly roundtable lunches for all participating departments | David Porreca (lead)  
With support by:  
Steven Bednarski (SJU)  
Dean of Arts (UW)  
VPAD (SJU)  
Dean has advised the Co-Directors that they should liaise with Chairs of relevant Departments in order to discuss service recognition (see above, pp. 5-6). | a.) constitution circulated Spring 2021  
b.) Dean’s note in Fall 2021  
c.) First meeting of Advisory Board to approve Constitution: Fall 2021  
Re “Dean’s note”: the suggestion that the Dean write to Chairs of participating departments re service roles of participating faculty members was removed from the list of recommendations. |
| 2. The program should develop a systematic mapping of the undergraduate curriculum indicating a clear progression of expectations for majors and minors and giving guidance about how to select and integrate courses from a variety of disciplines. | a.) Seek assistance from CTE for interdisciplinary curriculum mapping  
b.) Investigate curriculum maps from other interdisciplinary programs (e.g., GSJ, PACS)  
* Curriculum map to be considered/modified by Advisory Board | -David Porreca & Steven Bednarski  
-With support from CTE | a.) consultation with CTE Winter-Spring 2021  
b.) Draft curriculum map ready for Fall 2021  
Advisory Board meeting discussion |
| 3. | Full information on the program options and a timely account of offerings available in each academic term should be accessible on the program’s website not only for the benefit of the current students, but equally to attract prospective students. | * (short-term): Establish regular schedule of website updates that follows closely upon release of course offering information for subsequent terms  
* (longer term): As recommended in previous program reviews, the Registrar’s Office should aggregate data and make it available to the Co-Directors | Lead: David Porreca  
Brigitte Schneebeli  
UW Registrar’s Office  
Each term by 15 May, 15 September, and 19 January to coincide with the course selection periods for each term  
On agenda for Fall 2021 Advisory Board meeting |
|---|---|---|---|
| 4. | The program website should also publicize the Medieval Studies students’ skills and achievements from traditional forms of research and writing, public outreach and the latest digital technologies. | * Seek assistance from Alumni Affairs and Deans’ Office (both main campus and SJU)  
* Contact alumni | David Porreca  
Steven Bednarski  
Brigitte Schneebeli  
Ongoing |
| 5. | The entire chronology of the Middle Ages (c. 400- c. 1500) should be covered in at least one of the MEDVL core courses. This scope should be clearly indicated in both the course title and its rubric. | * Adjust title of HIST/MEDVL 260 to reflect full date range of material actually considered in that class | Steven Bednarski  
History UGAG rep  
Done, approved, and to be integrated into the 2021-2022 Academic Calendar |
| 6. | With the History Department, the program should look for ways to offer regularly sections of the capstone HIST 450 that are better suited to the inclusion of the Medieval Studies students. | a.) SJU HIST has agreed to provide annually either one HIST 450 (1.0 credit) to Medieval Studies or two HIST 422 (0.5 credits each).  
b.) Plan must be modified to reflect these two options | Steven Bednarski  
Chair of History (UW)  
David Porreca  
Brigitte Schneebeli  
a.) Agreement-in-principle already reached with Chair of History  
b.) Plan changes were approved by UGAG in April 2019 |
| 7. | Diversify and then rotate entry-level courses on the Middle Ages with broad appeal to attract the attention of the larger campus community. | a.) “Monsters” team-taught online course in development with CEL  
b.) Discuss additional possibilities with Advisory Board | Steven Bednarski (lead)  
+ contributing colleagues  
David Porreca  
Anne-Marie Rasmussen  
Gabriel Niccoli  
a.) Course creation is ongoing,  
First offering is planned for Fall 2021  
b.) Fall 2021 |
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Description</th>
<th>Responsible Parties</th>
<th>Notes</th>
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<tr>
<td>8.</td>
<td>Build alignment with the co-op program and further linkages to the EDGE initiative to stir attention and enhance experiential learning.</td>
<td>Andrew Moore + others</td>
<td>Discussed at departmental meeting, April 2019 → Resources not available at the time; pandemic has forced all teaching to go online in any case.</td>
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<td>* Investigate possibilities for online offerings of LAT 101 &amp; 102 in alternating terms &lt;br&gt; * Align experiential learning outcomes available through current exchange programs (e.g., Herstmonceux) to reflect EDGE outcomes</td>
<td>David Porreca &amp; Department of Classical Studies</td>
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<td>9.</td>
<td>Seek ways, informal and institutional, to encourage fuller participation and a greater sense of “ownership” of the program among faculty with medieval expertise. These would include more prominent presence on the website, more regular and rotating roles on the advisory committee and some form of recognition by the administration of that service.</td>
<td>Andrew Moore + others</td>
<td>Done, approved, and to be integrated into the 2021-2022 Academic Calendar</td>
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<td>* See responses to Recommendation 1 above</td>
<td>David Porreca &amp; Department of Classical Studies</td>
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<td>10.</td>
<td>To increase flexibility and provide opportunities to try out new courses, the reviewers support Medieval Studies’ plan to set up open rubric, “Topics in Medieval Studies” offerings at several levels.</td>
<td>Andrew Moore + others</td>
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<td>* Propose MEDVL 291, 391, and 491 as topics-based courses to UGAG</td>
<td>David Porreca &amp; Department of Classical Studies</td>
<td>Done, approved, and to be integrated into the 2021-2022 Academic Calendar</td>
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.
<table>
<thead>
<tr>
<th>Date of next program review</th>
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**Signatures of Approval**

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<tr>
<th>AFIW Administrative Dean/Head (For AFIW programs only)</th>
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**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

<table>
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<th>Associate Vice-President, Academic (For undergraduate and augmented programs)</th>
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<tr>
<th>Associate Vice-President, Graduate Studies and Postdoctoral Affairs (For graduate and augmented programs)</th>
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Two-Year Progress Report
Mathematics/Business Administration, Mathematics/Chartered Professional Accountancy, Mathematics/Financial Analysis and Risk Management (BMath)
December 2020

Background

The Bachelor of Mathematics in Mathematics/Business Administration, Mathematics/Chartered Professional Accountancy (CPA), and Mathematics/Financial Analysis and Risk Management (FARM) delivered by the Faculty of Mathematics programs are commonly referred to as Math Business and Accounting Programs (MBAP).

Two arm's-length external reviewers were selected from Volume III of the self-study. Dr. Mahmoud Zarepour, Professor of Mathematics and Statistics, University of Ottawa and Dr. Mohammad Ahsanullah, Professor of Information Systems and Supply Chain Management, Rider University were selected by the Associate Vice-President, Academic, as well as one internal reviewer Dr. Anna Esselment, an Associate Professor in Political Science.

Reviewers appraised the self-study documentation (Volume I) for the programs that was submitted to the Associate Vice-President, Academic on July 1, 2016, and conducted a site visit to the University on December 1st and 2nd, 2016. The visit included interviews with the Associate Vice-President, Academic; Dean of Mathematics; Associate Dean Undergraduate of Mathematics; Chairs and Directors of the Departments supporting the programs being reviewed; faculty members; and staff. Meetings were also held with a group of current undergraduate students. The reviewers also met with a representative from the library, and Co-operative Education.

The Final Assessment Report was approved by Senate Undergraduate Council on September 10, 2019.

Progress on Implementation Plan

We describe here status of each recommendation made by the external reviewers to Math Business and Accounting Programs (MBAP).

**Recommendation 1:** It is highly recommended that the Faculty takes the matter pertaining to the Mathematics and Business administration programs into serious consideration. The Faculty must pursue formalizing the unit in some fashion. This could best be achieved by transforming it into its own academic unit or department, or perhaps as a division of another department. Considering
the uniqueness of these multidisciplinary programs, the Department of Mathematics and Business Administration could have an integrated complement of faculty members, some of whom would be dedicated to teaching (or teaching tenure track stream) and others who would both teach and research in the field of math and business. Hiring research-based professors (even as cross-appointed faculty) would elevate the stature of the program within the Faculty, but would also open opportunities to introduce graduate-level programs. The cross-appointed faculty will also link the unit with research faculty members and magnify the role this unit plays in the Faculty.

**Status:** In progress
**Details:** There have been ongoing discussions about the future of MBAP. There are many competing goals that the Faculty is attempting to simultaneously solve – providing better academic governance for faculty and staff in MBAP, better support for the undergraduate MBAP students, greater visibility to research activity in the areas of Mathematical Business, an opportunity for growth for activity (both teaching and research) within Math Business, etc. Five possible directions have been widely discussed at the Dean’s Advisory Committee but there are still challenges to be resolved. There was also a delay in the discussion process partly due to Covid and partly due to transition of Deans. The discussion with the new Dean and with the unit heads has already begun and will continue in the coming months and should be complete by May 2021.

**Recommendation 2:** If the Mathematics Business unit was more formalized, the opportunity to transform the definite-lecturer/continuing lecturer role into teaching tenure track appointments would present itself. This would provide employment security to those members of the Mathematics and Business programs, but in keeping with their primary roles as teaching faculty. This would also place more emphasis on the expectation that excellence in teaching is highly valued in the program.

**Status:** Completed
**Details:** This recommendation, as stated, is currently impossible to implement at Waterloo, since there is no such thing as "teaching tenure track" here. However, "Continuing Lecturer" is currently the University of Waterloo’s analogue of teaching tenure track appointments, and continuing status provides the same employment guarantees. Two out of six MBAP faculty members are already continuing lecturers and the rest hold definite-term contracts. The employment status of these lecturers is governed and restricted by Policies 76 (Faculty Appointments) and 77 (Tenure and Promotion of Faculty Members). The nature of lecturer appointments was recently reviewed at the university level as part of the update to Policy 76. The consultation plan for the new draft of Policy 76 is now being finalized and we expect to see the new draft Policy soon. The Dean’s Office has created a Continuing Lecturer Promotion Committee with the mandate of consideration and recommendation of definite term lecturers in the Dean’s Office to be put forward to the Faculty Tenure and Promotion Committee for a change of position to Continuing Lecturer. The process for the creation of this committee is going through nominations and elections across the three sub-units reporting directly to the Dean: the MBAP, the Center for Education in Mathematics and Computing, and the Mathematics Undergraduate Group. Only definite term lecturers whose appointment was reviewed at contract time by the University Appointment Review Committee are eligible to be promoted to continuing.
Recommendation 3: The Mathematics and Business Accounting programs should expand its advisory capacity within the unit, perhaps with full-time staff advisors to share the load with faculty advisors. Given that the students raised the issue of long lines to see their faculty advisor, then creating more capacity to assist students within the degree would also address some of those concerns that were brought up to our attention during the review.

Status: In progress
Details: A full-time staff member has been hired and the unit has made adjustments to improve the service we provide. However, because of the impressive growth of Math Business (and specifically FARM) enrolment in the recent years, an additional dedicated support was required for MBAP to make the programs better for the students. We are currently hiring a staff advisor to provide readily available administrative support in academic advising. Two advisors from the Math Undergraduate Office were brought on in winter 2021 to provide additional advising for FARM and students have been making appointments to see them.

Recommendation 4: Departments with courses taught within the Mathematics Business and Accounting unit must be more flexible about slight modification of course content that better suits the pedagogical requirements of the students receiving that content, and of the instructor who is delivering the material.

Status: Completed
Details: The programs have taken the reviewers’ advice into account, and implemented it where feasible. For other cases it was judged inadvisable at this time. There are a couple of STAT (STAT 371, STAT 372) courses designed for MBAP students only. Instructors in these courses started adding hands-on elements using Bloomberg and other data feeds. To increase student engagement, the instructors combine classroom theory with real and simulated market data to model real-world scenarios in these courses. In the meantime, many MBAP students want to do Statistics minors or Actuarial Science majors as part of Math Business programs. As Statistics or Actuarial Science majors, these students should be exposed to the same courses as other students doing the majors. By doing the major, they are indicating an interest that goes beyond other Math Business students. There are also problems with substitutions that create packages of courses that are not true to either degree. It is definitely worth discussing these courses with the eventual goal of enabling MBAP to create those courses and possibility offer above mentioned majors.

Recommendation 5: Where other departments are intractable about the opportunity for tailoring content within their owned courses for the Mathematics Business stream, the Mathematics and Business programs should be permitted to develop more of its own courses where pedagogical reasons are compelling.

Status: Completed
Details: MBAP has voting representation on the Undergraduate Affairs Committee of the Faculty of Mathematics and can bring motions to create courses. In consultation with Statistics and Actuarial Science Department, a MATBUS version of ACTSC 371/ACTSC 372 required for Math Business students has been developed. Effective Fall 2021, the new MATBUS 371 course will be
offered to MBAP. COMM 101 has been redesigned and taught as a replacement of BUS 111W offered by Wilfrid Laurier University for FARM students. For other cases it was judged unfeasible at this time.

**Recommendation 6:** Where possible, the Mathematics and Business programs should identify courses that could be offered online. This could provide assistance for scheduling purposes, and it would also provide an opportunity for students on co-op to more easily take one academic course (co-op students are permitted to take one academic course per work term without Faculty permission; more than one course requires the permission of the employer). The online course offerings may also help to have a conflict-free schedules in future for a possible error in scheduling. Moreover, some related financial glossaries can be considered in their communication courses which students are required to take in this unit.

**Status:** Completed  
**Details:** The Faculty of Mathematics is currently offering fully online degree program for Math/FARM students. This means that all courses required for launching the degree program are available online.

**Recommendation 7:** The Faculty of Mathematics should review how it markets and/or informs incoming international students about the co-op program so that all students who enter into Mathematics are fully apprised of the co-op opportunity.

**Status:** Completed  
**Details:** The MBAP Director meets regularly with the Undergraduate Recruitment and International teams in the Faculty to review the activities of the team and address any perceived needs. The university viewbook available for international students now provides a great overview of co-op, admission requirements, student life, finances and more. The programs are strongly committed to continuing these efforts to make sure that international students are aware of both co-op and experiential education.

**Recommendation 8:** The Faculty should review how it communicates to students (especially international students) regarding the required minimum academic averages to stay in their respective programs and plans.

**Status:** Completed  
**Details:** The University of Waterloo's Undergraduate Studies Academic Calendar specifies the rules that determine a student’s academic standing. In addition to that, some program directors have created a LEARN community for their students and all the program requirements are clearly explained there. The first-year requirements were also explained to students during orientation sessions and the materials have been posted on the web to inform international students who may have missed orientation programs.
Explain any circumstances that have altered the original implementation plan

Due to the impressive growth of Math Business (and specifically FARM) students in the last years, the Mathematics and Business Accounting programs should expand their advisory capacity within the unit as advised in Recommendation-3. So, the status of this recommendation has changed from 'completed' to 'in progress'.

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

The Professional Risk Managers’ International Association (PRMIA) has granted our Financial Analysis and Risk Management (FARM) Program (Risk Management Specialization) University Risk Accreditation Program status which means that the students upon completion of their Bachelor of Mathematics degree are eligible for exemptions for PRM Exams I and II. With this accreditation status, the FARM Program (Risk Management Specialization) joins an impressive list of risk management programs taught at leading universities in North America, Europe and throughout the world. In Canada, only the Université Laval has been previously accredited, though the FARM program is the first accredited Bachelor’s degree program in North America.
### Updated Implementation Plan

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Proposed Actions</th>
<th>Responsibility for Leading and Resourcing (if applicable) the Actions</th>
<th>Timeline for addressing Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Faculty must pursue formalizing the unit in some fashion.</td>
<td>The issue is still under discussions with the Dean and the senior administration within the Math Faculty.</td>
<td>Dean, Associate Deans, Unit Heads</td>
<td>May 2021</td>
</tr>
<tr>
<td>2. Transforming the definite-lecturer/continuing lecturer role into teaching tenure track appointments.</td>
<td>The Dean's Office has created a Continued Lecturer Promotion (CLP) Committee. The mandate of the committee is to recommend definite term lecturers to be put forward to the Faculty Tenure and Promotion Committee for a change of position to Continuing Lecturer.</td>
<td>Dean</td>
<td>Completed</td>
</tr>
<tr>
<td>3. The Mathematics Business and Accounting programs should expand their advisory capacity within the unit.</td>
<td>Hiring additional Staff advisors and Lecturers for MBAP</td>
<td>Dean, MBAP Director</td>
<td>May 2021</td>
</tr>
<tr>
<td>4. Departments with courses taught within MBAP must be more flexible about slight modification of course content that better suits the pedagogical requirements of the students receiving that content, and of the instructor who is delivering the material.</td>
<td>STAT 371 and STAT 372 are the courses offered by SAS that are designed for MBAP students.</td>
<td>SAS Department, MBAP Instructors</td>
<td>Completed</td>
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<td>5.</td>
<td>Where other departments are intractable about the opportunity for tailoring content within their owned courses for the Mathematics Business stream, the Mathematics and Business programs should be permitted to develop more of its own courses where pedagogical reasons are compelling.</td>
<td>With restructuring of some courses in SAS Department MBAP is allowed to create MATBUS versions of these courses.</td>
<td>SAS Department, MBAP Director, MBAP Instructors</td>
</tr>
<tr>
<td>6.</td>
<td>Where possible, the Mathematics and Business programs should identify courses that could be offered online.</td>
<td>Online version of courses required for FARM program have been developed and the program is offered fully online.</td>
<td>Assistant Dean Online</td>
</tr>
<tr>
<td>7.</td>
<td>The Faculty of Mathematics should review how it markets and/or informs incoming international students about the co-op program so that all students who enter into Mathematics are fully apprised of the co-op opportunity.</td>
<td>The University viewbook available for international students provides a great overview of co-op, admission requirements, student life, finances and more</td>
<td>MBAP Director, Undergraduate Recruitment and International teams</td>
</tr>
<tr>
<td>8.</td>
<td>The Faculty should review how it communicates to students (especially international students) regarding the required minimum academic averages to stay in their respective programs and plans.</td>
<td>The Undergraduate Studies Academic Calendar specifies the rules that determine a student's academic standing. Additionally, LEARN communities for some of programs have been created with all the program requirements.</td>
<td>MBAP Director, Program Directors</td>
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</table>

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.
Date of next program review: 2022-2023

Signatures of Approval:

Chair/Director  
Date  March 11, 2021

Faculty Dean  
Date  March 19, 2021

Associate Vice-President, Academic  
Date  April 12, 2021
Two Year Progress Report
Mathematical Studies (BMath)
MAY 2021

Background
In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), the Mathematical Studies program underwent an external review by Dr. Timothy Sibbald (Nipissing University) and Dr. Gerda de Vries (University of Alberta) on November 16th & 17th, 2017. The final assessment report for the program was completed in January 2019.

Progress on Implementation Plan

Recommendations

1. Recommendation: We strongly recommend the appointment of a Director for the Mathematical Studies program. The Director needs to be someone who has the time and authority to evolve the program, solve problems (for example, to work with departments to resolve simple course scheduling conflicts or to resolve course sequencing issues), and advocate for students in the program.

   Status: completed
   Details: In November 2018, a Mathematical Studies Committee was formed and the Associate Dean Undergraduate Studies was the Director of the program. In February 2021, a new Director of Mathematical Studies, with no other administrative duties, was appointed, and a new Mathematical Studies Committee was formed.

2. Recommendation: The stigmatization of students in this program and the program itself needs to be addressed. We recognize that this will be a challenge since the institution promotes high-performing students while many students in the Mathematical Studies program are there because of low averages or exceeding the maximum number of failed/excluded courses for departmental programs.

   Status: completed
   Details: We have undertaken several initiatives to reduce negative perceptions of the program.

As will be addressed in Recommendation 3, the program will attempt to remove some of the plan’s stigma by celebrating its graduates in a public setting.

After discussions with some Mathematical Studies students and analyzing results of a recent survey of Mathematical Studies students (see Recommendation 6), much of the negative perception of the program by students in the program are caused by:

- students enrolled in other Faculty of Mathematics baccalaureate plans being forced into
- Mathematical Studies once they earned more than four failures.
- students in the program feel that there is a lack of career direction.

To address the first concern, we are changing the messaging to students enrolled in other plans once they earn more than four failures. In particular, we will be providing students with their options and offer career and academic advice. We feel that this new messaging changes the focus from the student being punished for getting more than four failures to one of showing our goal of helping them succeed and of looking ahead to their future. We also believe that giving the students some agency in the decision will greatly increase the likelihood of them working hard to succeed in whatever option they choose.

To address the second concern, we have greatly increased the number of academic advisors for the Mathematical Studies plan and we have updated the Mathematical Studies webpage to include information from the Centre for Career Action. The Mathematical Studies committee will continue to work with the Centre for Career Action and with Co-operative Education so that we can provide Mathematical Studies students with help in career planning and co-op opportunities.

3. Recommendation: To aid with the removal of the stigma, we recommend that the Faculty reviews its Calendar entry and promotional material for the program to highlight the opportunities that students have to personalize this program (for example by adding the Business Specialization and/or Minor). Celebrating successful students in the program (especially those who may have struggled at the outset) should also help.

**Status:** ongoing  
**Details:** The Mathematical Studies Committee has revised some of the promotional material, the messaging for some students enrolling in the program (as in Recommendation 2), and the Mathematical Studies webpage. The MS committee intends to review all of these regularly.

To celebrate successful students who have graduated from Mathematical Studies, the program hosted a Mathematical Studies Career Panel discussion November 7, 2018. To do this, several graduates from the plan were invited to talk to students currently in the plan and answer their questions about career options for the future. The next career panel is being planned for July 2021.

4. Recommendation: The Faculty may wish to consider making the Mathematical Studies program the point of entry for all students, from which students can launch into departmental programs if they so desire.

**Status:** in progress  
**Details:** In November 2018, the Mathematics Undergraduate Affairs Committee (UAC) decided to form a committee that will discuss the possibility of having all BMath students start in a plan that is either Mathematical Studies or similar to Mathematical Studies. Unfortunately, due to other issues arising, a committee was never formed. This has been brought to the attention of the Associate Dean Undergraduate Studies who brought the issue back to UAC in April 2021. Further discussions will occur.
5. **Recommendation:** It will be a worthwhile endeavor for the Faculty to review the prerequisite structure of its courses. Are there unintended or outdated barriers to certain courses that can be removed? Perhaps some courses can have multiple entry points (for example, either a specific specialist course or a combination of non-specialist courses). Alternatively, a prerequisite waiver system (whereby students gain permission to take a certain course upon approval by the instructor and program Director) might address issues surrounding course sequencing.

**Status:** in progress  
**Details:** The Mathematical Studies Committee is working with the Associated Dean Undergraduate Studies and UAC to see if any prerequisites can be modified.

The University of Waterloo already has a course override procedure in place, so trying to introduce an additional waiver system has been determined to be unfeasible. However, it is likely that not all students are aware of the existing procedure or other options that are available to them. We intend to rectify this by providing information on the Mathematical Studies webpage and through academic advising.

Additionally, the Mathematical Studies Committee is looking into having tools created that will help students with academic planning so that they can much more easily see what courses are available to them and how taking a certain course might restrict or open up future courses. Additionally, we have added a graduation checklist to the Mathematical Studies website.

6. **Recommendation:** We recommend that the Faculty invests in getting to know the students in the Mathematical Studies program, and evolve its curriculum accordingly. How did the students arrive in the program? What needs to the different constituencies have? We expect that the needs of students who purposely choose the program for its flexibility are different than the needs of students who are forced into the program due to low averages or exceeding the maximum number of failed/excluded courses for departmental programs. Likewise, the needs of students in the program who started in the Faculty may be different than the needs of students who transferred from another Faculty. For students who were forced into the program, are there support systems that can be put in place to help them adjust and succeed?

**Status:** ongoing  
**Details:** The formation of the Mathematical Studies Committee has provided an opportunity for Mathematical Studies advisors and Mathematical Studies students to voice their concerns about Mathematical Studies and important issues going on with these students.

In March 2021, the Mathematical Studies students were surveyed to determine their feelings of the program and for their suggestions on how to improve the program. Analysis of the results have led to several new initiatives including forming a Mathematics Studies students’ community and looking at creating courses specifically designed for the Mathematical Studies program.

With the help of the Math Undergraduate Office and the Student Success Office, we are collecting and
analyzing data regarding the journey of Mathematical Studies students to better understand what factors have helped to contribute to their success but also to learn what we can do differently to better support our students.
### Updated Implementation Plan:

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</tr>
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<tbody>
<tr>
<td><strong>1.</strong> We strongly recommend the appointment of a Director for the Mathematical Studies (MS) plan.</td>
<td>1. Appoint a new director.</td>
<td>ADUG Director</td>
<td>Completed February 2021 Completed February 2021</td>
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<td></td>
<td>2. Form a Mathematical Studies Committee.</td>
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<tr>
<td><strong>2.</strong> The stigmatization of students in this plan and the plan itself needs to be addressed.</td>
<td>1. Celebrate MS success stories of previous graduates. See recommendation 3. 2. Change messaging for students enrolling in the program. 3. Increase amount of career, and academic support to students.</td>
<td>MS Committee MS Committee MS Committee</td>
<td>Completed November 2018. Next panel scheduled for July 2021 Completed April 2021 Completed April 2021</td>
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<td><strong>3.</strong> We recommend that the Faculty reviews its calendar entry and promotional materials for the plan to highlight the opportunities that students have to personalize this plan.</td>
<td>1. Update promotional materials, the MS website, the Mathematics Advisor website 2. Organize a MS Career Panel where alumni share their experiences and answer questions from the current students.</td>
<td>MS Committee MS Committee</td>
<td>Completed April 2021 and ongoing Completed November 2018 and ongoing</td>
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</table>
4. The Faculty may wish to consider making the Mathematical Studies plan the point of entry for all students.

   1. The Faculty’s Undergraduate Affairs Committee (UAC) will discuss the advantages and disadvantages of having direct entry of all Math students into UAC December 2021

5. Review the prerequisite structure of the Faculty’s courses or consider a perquisite waiver system.

   1. Look at modifying prerequisites of certain courses
   2. Increase student awareness of options regarding course overrides or retaking courses
   3. Create a graduation check-list to help MS students track their progress
   4. Create an online tool to help MS students navigate pre-req chains

      MS Committee and UAC December 2021

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   1. Look at modifying prerequisites of certain courses
   2. Increase student awareness of options regarding course overrides or retaking courses
   3. Create a graduation check-list to help MS students track their progress
   4. Create an online tool to help MS students navigate pre-req chains

      MS Committee June 2021

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   1. Look at modifying prerequisites of certain courses
   2. Increase student awareness of options regarding course overrides or retaking courses
   3. Create a graduation check-list to help MS students track their progress
   4. Create an online tool to help MS students navigate pre-req chains

      MS Committee Completed March 2021

6. We recommend that the Faculty invests in getting to know the students in the Mathematical Studies plan, and evolve its curriculum accordingly.

   1. Create a survey to get feedback from MS students on the program and courses.
   2. Gather data to look at the distribution of students in this plan to better understand how students end up in the plan and what factors most contribute to their success.

      MS Committee Completed March 2021

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: N/A
Date of next program review: 2021-22

Signatures of Approval:

Dan Wolczuk
Director of Math Studie
May 19, 2021
Chair/Director

AFIW Administrative Dean/Head (For AFIW programs only)
Mark Giesbrecht
Dean, Faculty of Mathematics
May 18, 2021
Faculty Dean

Associate Vice-President, Academic
(For undergraduate and augmented programs)
June, 2021

Associate Provost, Graduate Studies
(For Graduate and augmented programs)

Date
Final Assessment Report  
Speech Communication (BA, Minor) and Digital Arts Communication (Minor)  
October 2020

Executive Summary
External reviewers found that the Speech Communication (SPCOM) and Digital Arts Communications (DAC) programs delivered by the Department of Communication Arts were in good standing.

“The Speech Communication Major and Digital Arts Communication Minor in the Department of Communication Arts are impressive programs. Both programs are well led and well regarded—in fact, near uniformly praised—by the stakeholders with whom we met. They have developed exciting pathways to grow and support departmental innovations.”

A total of 8 recommendations were provided by the reviewers, regarding the maturation of the Department through degree innovations, formalization of Departmental processes and decision-making, balancing research and teaching commitments, and hiring with appropriate expertise and vision to align investments in Undergraduate Communication Outcomes Initiative (UCOI) with broader Departmental strategies. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2026-2027.

Total Number of Student Registrations in All Year Levels (Speech Communication)

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<tr>
<th></th>
<th>General</th>
<th>Honours</th>
<th>Co-op</th>
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<tbody>
<tr>
<td>Fall 2018</td>
<td>13</td>
<td>70</td>
<td>98</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>16</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>27</td>
<td>67</td>
<td>70</td>
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</tbody>
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Number of Students Graduating with a Minor

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<tr>
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<th>Minor in Speech Communication</th>
<th>Minor in Digital Arts Communication</th>
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<tbody>
<tr>
<td>2018</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>2017</td>
<td>15</td>
<td>16</td>
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<tr>
<td>2016</td>
<td>15</td>
<td>9</td>
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Background
In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Speech Communication and Digital Arts Communications programs delivered by the Department of Communication Arts. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on July 12, 2019. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

The Associate Vice-President, Academic selected the following arm’s-length external reviewers from Volume III: Dr. Chris Russill, Professor of Communication and Media Studies, Carleton University, and Dr. Christian Lundberg, Professor of Communication Studies, University of North Carolina – Chapel Hill.

Reviewers appraised the self-study documentation and conducted a site visit to the University on March 11-12, 2020. An internal reviewer from the University of Waterloo, Dr. Maria Strack Professor in the Department of Geography and Environmental Management, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Arts; Arts Associate Dean of Undergraduate Studies; Chair of the Department of Speech Communication, as well as faculty members, staff and current undergraduate students. The Review Team also had an opportunity to visit the program’s space and meet with representatives from the Library.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. The program then prepared a response to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean responded to the external reviewers’ recommendations, and endorsed the plans outlined by the program.

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

Program Characteristics

Speech Communication (BA, Minor): The Speech Communication program allows students to explore how everyday forms of communication create meaning and shape our perspective of the world. Meaning making occurs in a variety of settings, including interpersonal, organizational, and public; through a range of channels and forums (textual, visual, digital, etc.); and in relation
to both micro-level and macro-level interactions (such as within the family and workplace; in regard to large structures; and through social norms). Students in the Speech Communication program study the dynamics of communication in organizations and the workplace; the construction and significance of communicative messages; and the psychological and social aspects of the processes of making meaning. The four-year honours and four-year general programs each require 16 total courses; the honours program can be combined with Arts & Business (either co-op or regular) or with any other major in Arts. The three-year general program requires a total of 12 courses.

Beginning in 2013, the Speech Communication program was deeply involved in a set of recommendations that required all undergraduate students at the University to take at least one communication course before graduating. This university-wide commitment is now known as the Undergraduate Communication Outcomes Initiative (UCOI), and Speech Communication now offers around 100 sections per year of these courses and is involved with a number of service initiatives related to the design and delivery of these courses.

Digital Arts Communication (Minor): In the Digital Arts Communication Minor, students learn how to design with digital images, text, sound, and video. And most importantly, they learn to design, develop, and test media for both public and private sector organizations, ranging from the high-tech sector, to corporate communications, to the creative industries. The minor requires total of 8 courses.

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

- This is a theoretical, critical, and practical program that consistently encourages students to investigate their own communicative assumptions and behaviors, and empowers them to make real change to their own understandings and behaviors, and to envision how to make changes in their communities.
- There is a strong emphasis on social justice and the public good throughout the curriculum.
- The program and classes combine theory and practice.
- Small classes allow for deep engagement from the students.
- Faculty members view teaching as central to their jobs, and think carefully about the design and delivery of courses.
- The program has a dynamic and energetic faculty.
- The major plan offers training in the full scope of areas in communication studies.
Challenges

- Undergraduate Communication Outcomes Initiative (UCOI) – balancing the needs from UCOI and from other units with the program needs, managing the size and complexity of UCOI, staffing the number of sections of UCOI courses with quality instructors, and maintaining positive relationships with many external units at the university.
- Protracted uncertainty around the delivery and resources for UCOI courses has continued to create challenges. Continuing to manage the demands of the UCOI initiative, while maintaining current standards of teaching and securing necessary resources will continue to be a challenge.
- There are space issues related to classrooms and offices, in particular getting good classrooms for the kinds of active, experiential learning that we do in our courses.
- Creating a sense of community with the students is a persistent challenge. Co-op means that students spend time away from campus working and this kind of inconsistent presence (as well as Waterloo’s more general reputation as a Science/Technology/Engineering/Math university) make building community difficult.
- The relatively small department means that it is a challenge to maintain and run a vibrant program with the existing faculty complement.
- Advertising to incoming students is a persistent challenge. The name “Speech Communication” is confusing and anachronistic.
- Incorporating DAC more clearly into SPCOM is a challenge.

Weaknesses

- The program name creates problems for recruitment of faculty and students.
- There is a misalignment between student expectations and course content, sometimes magnified by Waterloo’s ethos and the Arts & Business undergraduate program. Also, course descriptions do not always align with the courses that are taught.
- The ever-shifting dynamic between number of faculty, number of sessionals, and UCOI often means that it is a relatively futile task to offer concrete 5 year plans for faculty teaching assignments and general expectations regarding course enrolment in the major.
- Sessionals are not represented at unit or department meetings, and reliance on sessionals to teach many courses creates potential and actual inequities.
- Students are not able to specialize in specific areas of communication studies. Other comparable programs in Canada and the U.S. have specialized streams in media studies or rhetoric or intercultural communication, but because of the number of faculty, the program cannot make those kinds of specialized streams available to students.
Summary of Key Findings from the External Reviewers
The external reviewers found that the Speech Communication and Digital Arts Communication programs were impressive. These programs have collectively managed changes in the evolving identity of the Department and retained their distinctive curricular and pedagogical strengths while expanding their influence within the University and the scholarly fields in which they are situated. Both programs are well led and well regarded—in fact, near uniformly praised—by the stakeholders with whom the reviewers met. Speech Communication has developed exciting pathways to grow and support Departmental innovations.

The programs are well prepared to address the challenges of operating in a larger department during a period of transition. There have been exciting new hires, new program development, expanding service obligations, and shifts toward a more coherent and inclusive department-level identity. This includes efforts to adopt the administrative processes and procedures that are necessary for departments of this scale, a process of transition that the reviewers encourage through their recommendations. However, the reviewers noted that the programs and broader Department are clearly constrained by their current allocation of space, teaching facilities, and service classes for the University.

The externals reviewers’ recommendations are to support the maturation of the Department by continuing with the proposed name change, degree innovations, formalization of Departmental processes and decision-making, current balance between research and teaching commitments, and a hire with appropriate expertise and vision to align investments in Undergraduate Communication Outcomes Initiative (UCOI) with broader Departmental strategies.

Response to External Reviewers’ Recommendations
1. Our main recommendation is that the unit hire a tenure-line faculty in fulfilment of a resourcing commitment that was made with the Department’s agreement to support and help administer UCOI. While we understand that UCOI is not part of this program review, and while we feel confident that the current process of negotiating expectations and practices for UCOI will resolve many of the current anxieties and challenges, it is very clear that UCOI represents an immense commitment of administrative and teaching capacity for the Department Chair, faculty, and staff.

UCOI also represents opportunity for the program, the Department, and the University as a whole. With an intellectual leader and specialist driving pedagogical best outcomes around oral communication, UCOI could realize both an aspiration—and a powerful differentiator—for Waterloo: to produce innovators who have both the technical and communicative capacity to thrive in the marketplace.
Program Response
The Department of Communication Arts had requested a tenure line hire in 2018/19 in “Communication Across the Curriculum” to help support UCOI. The Dean had approved the hiring for this position, but the Provost did not approve. That position was not to be an addition to the Faculty of Arts complement (it was to be a replacement for a faculty member that we had lost). This final hire was also the last in what had been approved for the Department’s agreement to deliver UCOI courses for the Faculties of Math, Engineering, and Science. Communication Arts believes it is imperative that this position be approved and filled so that the original commitments made by the Dean of Arts and Provost’s office to UCOI be faithfully met. We are prepared to advertise for this position and conduct this search immediately. We will request that it be advertised in 2020/21. However, the existing hiring freeze related to the COVID-19 pandemic may prevent this request from being met.

Dean’s Response
While sympathetic to the Department’s needs and cognizant of prior agreements that may have been made, as well as the Department’s extensive contributions to the UCOI, creating a new tenure line is not feasible at this time. We are still in a hiring freeze for the foreseeable future. Moreover, there have been significant developments in the patterns of delivery of the UCOI courses since the initiative began, and a decision on a tenure line in this area will need to take these developments into account. We are currently actively working on structuring a sustainable financial model for the UCOI, and the role of Communication Arts will form part of that discussion.

2. We recommend that the Department housing Speech Communication and DAC retain its current balance between research-intensive and teaching-intensive faculty.

Program Response
The Department of Communication Arts currently has 15 ½ tenure line faculty and 7 Lecturers. Six of the Lecturers support UCOI courses. Our goal as a Department is to maintain a ratio of better than 2:1 tenure line faculty to lecturers so as to ensure that the Department remains a research-intensive unit. Once the recommendation from #1 is fulfilled, we can turn our attention to this recommendation. The Department of Communication Arts produces internationally recognized research and scholarship and intends to remain an internationally recognized research department.

Dean’s Response
No further comment.

3. We recommend changing the program name from speech communication to communication studies.

October 2020
Program Response
This past year, the Department brought a motion to the Faculty of Arts and Senate Undergraduate Council to change the name of the program from “Speech Communication” to “Communication Studies.” That motion passed. Effective in the 2021/22 Undergraduate Calendar, “Communication Studies” will be the program name. This change will bring our program in line with other programs in Canada and clear up any confusion around the use of the word “Speech” in the current name.

Dean’s Response
No further comment.

4. We recommend that the speech communication program proceed with its plans for incremental and managed growth, and agree that recent changes to the program’s name and curriculum (especially the inclusion of media studies content) will facilitate such growth.

Program Response
The Speech Communication program remains comparatively small relative to comparative BA programs in Ontario. We believe this is, in part, due the name of the program. We anticipate some modest growth once the program name change is complete given the trends in enrollment numbers for Communication programs in Ontario and in North America more broadly. In order to facilitate that modest growth, we hope to improve our Department’s visibility in Canada. Students that currently chose to major in Speech Communication only do so once they have arrived on campus and after having taken a Speech Communication class. We are not yet a first-choice, destination program for students coming out of high school. Some additional visibility for the program will attract more students directly into the program.

Dean’s Response
No further comment, though I agree that the name change may be of some assistance here.

5. We recommend the Department continue to develop more formal and explicit rules, processes, and procedures for decision-making that are transparent to and inclusive of all program faculty and their concerns.

Program Response
We are presently reviewing our Annual Performance Review (APR) guidelines and processes in the Department. We also introduced new policies for teaching assignments and special topics courses. The aim of these changes was to make Department culture more transparent and to address equity concerns. In addition, curriculum changes will go through a more formal decision-making process starting in Fall 2020 whereby specific curriculum committees will...
make recommendations to be voted on at Department meetings. In Fall 2020, we will continue an ongoing conversation about equity in the Department and consider other policy and process changes that we might make to explicitly formalize Departmental decision-making. All of these efforts are attempts to foster a transparent and inclusive Departmental culture.

**Dean’s Response**
The Dean’s Office is happy to provide any support we can in achieving these goals.

6. We recommend the Department consider developing a formal mentoring process for junior faculty (especially those new to the University) to help them navigate program, Department, and University contexts.

**Program Response**
We intend to strike a committee in Fall 2020 to propose a formal mentoring process. To date, mentorship in the Department has been informal. Given the number of younger faculty, we agree that it is important to make this process more formal so that junior faculty can navigate multiple professional contexts.

**Dean’s Response**
Agreed. I would like to see junior faculty mentoring embedded more securely in the culture of the entire Faculty, so I am pleased to see Communication Arts taking this initiative.

7. We recommend that more attention be paid to room allocations for teaching, and that appropriate spaces and technology be made available to instructors in Speech Communication and Digital Arts Communication.

**Program Response**
Room allocation remains a major problem. We requested a renovation of ML-117 so that digital arts and design courses could more easily be taught in that room, but the COVID-19 pandemic has put that renovation on hold. We will request the renovation again in the next fiscal year, and we hope to be able to renovate that room so that better space is available for some of our classes. For other classes we remain at the mercy of the scheduling system and the existing resources of the Faculty of Arts.

**Dean’s Response**
The current financial situation means that a number of renovations throughout the Faculty (and the University) have been temporarily frozen; the renovation of ML 117 will take its place in the queue as soon as the financial situation becomes more clearly viable. The scheduling system controls all room assignments in the Faculty, not just Communication Arts.
The process includes provisos for requesting specific classroom needs, so if Communication Arts is not having its requirements met, this needs to be addressed centrally.

8. We recommend that future cyclical program reviews incorporate each of the Department’s programs into a single self-study and external review. While the Department was constituted by combining previously separate units, it is now capable of operating as a more cohesive, inclusive, and well-organized academic Department, and subsequent program reviews will benefit from incorporating the all program perspectives into its evaluation and recommendations.

Program Response
We enthusiastically support this recommendation. We would prefer to see all programs reviewed together. We will make this request of the Provost’s office and the Associate Vice-President, Academic moving forward.

Dean’s Response
Agreed. This should also include any future graduate programming as it is developed.

Recommendations Not Selected for Implementation

Dean’s Response: Recommendation #1 and the renovation of ML 117 (Recommendation #7) have not been selected for implementation at this time, but they remain on the record as desiderata moving forward.
<table>
<thead>
<tr>
<th>Recommendations</th>
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<tbody>
<tr>
<td>1. That the unit hire a tenure-line faculty in fulfilment of a resourcing commitment that was made with the Department’s agreement to support and help administer UCOI.</td>
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<tr>
<td>Proposed Actions</td>
</tr>
<tr>
<td>Request the tenure line position in Communication Across the Curriculum be approved and advertised.</td>
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<tr>
<td>Responsibility for Leading and Resourcing (if applicable) the Actions</td>
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<tr>
<td>Dean of Arts and Provost need to approve.</td>
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<tr>
<td>Timeline for addressing Recommendations</td>
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<tr>
<td>Dean’s Response: see above under #1 Request to be made in academic year 2020-21</td>
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<tr>
<td>2. The Department housing Speech Communication and DAC retain its current balance between research-intensive and teaching-intensive faculty</td>
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<tr>
<td>Proposed Actions</td>
</tr>
<tr>
<td>Suspend hiring Definite Term Lecturer positions unless allowed to hire tenure line positions</td>
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<tr>
<td>Responsibility for Leading and Resourcing (if applicable) the Actions</td>
</tr>
<tr>
<td>Department Chair will continue to prioritize tenure line hiring.</td>
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<tr>
<td>Timeline for addressing Recommendations</td>
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<tr>
<td>Ongoing.</td>
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<tr>
<td>3. Changing the program name from Speech Communication to Communication Studies.</td>
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<tr>
<td>Proposed Actions</td>
</tr>
<tr>
<td>name change approved in 2019/20, awaiting undergraduate calendar change for 2021/22</td>
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<tr>
<td>Responsibility for Leading and Resourcing (if applicable) the Actions</td>
</tr>
<tr>
<td>Submitted by Undergraduate Advisor for Speech Communication</td>
</tr>
<tr>
<td>Timeline for addressing Recommendations</td>
</tr>
<tr>
<td>Implementation in 2021/22</td>
</tr>
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<td>4. The Speech Communication program proceed with its plans for incremental and managed growth, and agree that recent changes to the program’s name and curriculum (especially the inclusion of media studies content) will facilitate such growth.</td>
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<tr>
<td>Proposed Actions</td>
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<tr>
<td>Once program name change is complete, engage in outreach and recruitment efforts to improve visibility of program. This includes redoing the recruitment material used at open houses.</td>
</tr>
<tr>
<td>Responsibility for Leading and Resourcing (if applicable) the Actions</td>
</tr>
<tr>
<td>Undergraduate Advisor for Speech Communication will be responsible for an outreach plan.</td>
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<tr>
<td>Timeline for addressing Recommendations</td>
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<tr>
<td>Leading up to 2021/22 and then ongoing after.</td>
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<tr>
<td>5. The Department continue to develop more formal and explicit</td>
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<tr>
<td>Proposed Actions</td>
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<tr>
<td>Currently in process of revising Annual Performance Review (APR) guidelines and</td>
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<tr>
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<tr>
<td>Department Chair responsible for</td>
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<tr>
<td>Timeline for addressing Recommendations</td>
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<tr>
<td>Some changes made for 2020/21</td>
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<tr>
<td><strong>rules, processes, and procedures for decision-making that are transparent to and inclusive of all program faculty and their concerns</strong></td>
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<td><strong>6. The Department consider developing a formal mentoring process for junior faculty (especially those new to the University) to help them navigate program, Department, and University contexts.</strong></td>
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<tr>
<td><strong>7. That more attention be paid to room allocations for teaching, and that appropriate spaces and technology be made available to instructors in Speech Communication and Digital Arts Communication.</strong></td>
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.
Date of next program review
2026-2027

Signatures of Approval

December 15, 2020
Chair/Director

AFIW Administrative Dean/Head (For AFIW programs only)
Sheila Ager
16 December 2020

Faculty Dean
Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

December 11, 2020
Associate Vice-President, Academic
(For undergraduate and augmented programs)

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)
Two-Year Progress Report
Philosophy (BA, MA, PhD)
October 2020

Background

The most recent review of the Philosophy programs took place during the academic year 2016-2017. Philosophy offers degrees at the undergraduate and graduate levels.

At the undergraduate level, there is an Honours, Joint Honours, Four-Year General, and a Three-Year General degree, along with a Minor. Philosophy is also home to the Cognitive Science program, which offers a Minor, and the Women's Studies program, which offers the same range of degrees as the Philosophy program. Both the Cognitive Science program and the Women's Studies program are currently reviewed separately from the Philosophy programs.

At the graduate level, there is an MA degree in Philosophy, a PhD in Philosophy, and (as of Fall 2016), a PhD in Applied Philosophy. Philosophy is also responsible for two graduate diplomas: Cognitive Science and Theoretical Neuroscience, which are currently reviewed separately from the Philosophy programs. Approved fields offered for graduate programs are (1) Ethics and Political Philosophy, (2) Language, Logic and Metaphysics, (3) Philosophy of Mind and Cognitive Science, and (4) Philosophy of Science and Mathematics.

Overall, the review was positive. The reviewers praised faculty members' research as "internationally recognized" and contributing "new content and methodology to the discipline." They describe the undergraduate and graduate programs as offering "a well-designed curriculum of high academic quality that meets the university's strategic direction for outstanding academic programming" and note that "graduate students in this Department learn from leading edge researchers and are exposed to the latest findings, philosophical positions, and methods in the field."

A number of challenges and opportunities were mentioned, some relating to structural issues, like graduate student funding, and others relating to student experience and sense of community. The particular recommendations of the reviewers are addressed below.

Progress on Implementation Plan

Recommendations
1. To maintain its strengths in Philosophy and Cognitive Science, the external reviewers recommended that the university proceed with a replacement position for Prof. Thagard upon his retirement.

**Status:** Incomplete

**Details:** As our response to the reviewers' report says, decisions about faculty replacement cannot be made in isolation from broader strategic considerations, and there are many financial pressures on the Faculty of Arts and the University of Waterloo. It is worth noting that the Department has just hired a very accomplished senior philosopher, Jenny Saul, into the position of Waterloo Chair in Social and Political Philosophy of Language. While this does not address the particular issue of Cognitive Science, it will add substantially to our overall faculty profile and is thus worth mentioning here. Philosophy will continue to investigate possibilities for hiring in areas related to cognitive science that would be financially feasible and facilitate broader goals.

2. The current graduate funding model is insufficient and the university should address this problem to ensure the continued health of the graduate programs.

**Status:** Incomplete

**Details:** Philosophy agrees with the assessment that increased funding for graduate students is urgently needed. In the Faculty of Arts, it is not the norm for supervisors to hold external funding to support graduate students (as it may be in the natural sciences), and with the rising cost of living in the KW region, many students find themselves unable to make ends meet with the standard funding package from Arts. The Faculty of Arts and the Department are exploring all options internal to the Faculty and with central support to identify ways in which student funding can be enhanced, including ways to rationally include the grant money received by some faculty members in our original offers to students in a reasonable way (which is complicated because of the low success rates, short duration, and unpredictable renewability of grants from most funding sources in the humanities).

3. The Department should investigate the possibility of finding tutorial space for one or more of its first year courses.

**Status:** Completed

**Details:** To investigate this possibility, the Department formed a small working group comprised of several faculty members in the Fall of 2017. This working group investigated the possibility of tutorials by consulting with faculty members about the benefits and challenges associated with tutorials and gathered information on practices in other Arts departments at UW. The working group concluded that the substantive challenges associated with formalized scheduled tutorials
outweighed the benefits, and that the benefits could largely be gained through a more informal system. Ultimately, they concluded that "the faculty members who would like to incorporate more small group teaching activities into their large classes should be encouraged to (a) collaborate with interested colleagues in the department (e.g., form a teaching group) or (b) explore informal options for tutorial group sessions that do not involve changes to the Undergraduate Calendar or use of the centralized scheduling system."

Among the challenges are constraints on classroom space at the University of Waterloo, the pedagogical sophistication needed to run a discussion effectively, and the rule that TAs work no more than an average of ten hours per week. With respect to the last: students running tutorials must also attend class; if a TA runs two sections per week that is five hours per week, leaving insufficient time for the other tasks our TAs must complete, such as helping to grade essays and tests, helping students in office hours, and keeping up with the reading and course material. The potential benefits were seen as small group experience for students and additional teaching mentorship for TAs. These benefits, the working group proposed, could be gained by individual instructors setting up small group discussions and mentoring their TAs in facilitating these discussions.

4. Given increased attention to the value of experiential learning, the Department should consider modest developments in experiential education at the upper-year undergraduate level. Relationships that emerge from the new PhD in Applied Philosophy may be useful in supporting experiential learning opportunities at the undergraduate level. The Department might also consider whether a new course in the area of applied philosophy might be added to the undergraduate curriculum: graduate students in the Applied Philosophy program will be well-positioned to teach (or perhaps team-teach) a course in this area.

Status: In Progress
Details: Department members Dave DeVidi and Greg Andres consulted in 2017-2018 to generate ideas for this, and Dr. Andres met several times with members of the on-campus EDGE team. One initial idea was to draw on our contacts for the Applied Philosophy program to create opportunities for undergraduates. This was deemed to be unfeasible, due to the relatively small number of contacts relative to the number of undergraduates and also to the complexity of creating these arrangements. The Department will explore new ideas for experiential learning in the coming year. It is also worth noting that beginning in 2020 students will be able to combine co-op and Honours Philosophy; currently, students are only able to do co-op by combining Honours Philosophy with an Arts and Business major. This change will also give our students more opportunities for experiential learning.
5. UW and the Department should consider alternatives to the current arrangement whereby the Waterloo Philosophy Department supports St. Jerome’s Philosophy Department when its enrolments decline. This arrangement does not clearly support the health of either program. More mutually beneficial arrangements should be explored.

Status: **Complete**
Details: As noted in our response to the report, the issue here is the expected balance, negotiated many years ago, between teaching activity in UW departments with analogue departments in AFIW (Affiliated and Federated Institutions of Waterloo). One way this expected balance creates challenges is that if enrollments are growing in one department, steps have to be taken to increase enrollments in the other (e.g., the growing department may have to "hand over" some courses). This can create unfortunate incentives, especially as Faculty budgets are increasingly tied to teaching activity.

As noted in our response as well, this is not a recommendation that can be carried out by the Department acting alone, as these issues are tied up with inter-institutional agreements between the University of Waterloo and the AFIW. We have done what we can do to call attention to these issues and seek avenues for renegotiating these longstanding agreements.

6. The Department should review the processes it has in place for ensuring that Teaching Assistants have a clear understanding of their work responsibilities and the character of the employment agreement they have. It appears that there are currently some misunderstandings between graduate students and the Department about the terms of employment (e.g., whether, or the sense in which, teaching assistants are party to a contract) and about how problems concerning the interpretation and adherence to the terms of employment are to be resolved.

Status: **Completed**
Details: As noted in our response to the initial report, our Department has long had a number of structures in place to address the issue of TA expectations: Instructors and TAs work together at the start of term to fill out a detailed agreement specifying which tasks the TA will perform and showing how those tasks fit into the hours the TA is expected to work. We also have a TA Handbook that talks in some detail about expectations for TA work in the Department, and during the annual graduate student orientation sessions we do our best to make clear that the doors of the Chair and the Associate Chair for Graduate Studies are always open to TAs with concerns.

Sometimes advanced graduate students or recent PhDs teach as sessionals in our Department and, in this capacity, work with TAs. Over the year 2018-2019 we have put into practice a new initiative in which all such sessional instructors are assigned a "teaching mentor" from among the
permanent faculty. Among other things, the teaching mentor is encouraged to review the TA agreement and to help these instructors coordinate expectations with their TA.

7. The Department should explore the possibility of helping the Undergraduate Philosophy Student Society create an annual student conference. There are many universities nearby so it should be possible to attract participation from students and faculty (as keynotes) from outside UW. The effort might help build the sense of community the Department seeks to cultivate and a modest one-day conference can be mounted relatively inexpensively.

Status: Completed
Details: As a Department, we aim to help our undergraduate student societies (the Philosophy Society and the Women’s Studies Society) thrive while also allowing them to maintain a significant degree of autonomy from the Department. To this end, each year the Department assigns a faculty advisor to the each society; the advisor helps foster the Societies' activities and create connections with faculty and graduate students, while encouraging the Societies' leadership teams and membership to make decisions about their direction and activities.

Over the past few years, and with the help of the faculty advisor, both societies have been doing generally well, with well-attended social events. Over the course of the academic year 2017-2018, the advisor and leadership team of the Philosophy Society explored the idea of an annual student conference or undergraduate philosophy journal, and decided in both cases that the work involved outweighed the benefit. As a result, the Department has been supporting other initiatives instead. For example, toward the aim of building community, Philosophy has initiated a new series of "social hours" -- these are events held once a month and before our colloquium talks, where everyone is welcome and refreshments are provided. At these events, undergraduates are encouraged to mingle with and meet not only one another, but also graduate students, faculty, and occasionally alums and visitors.
Updated Implementation Plan:
Note: since recommendations 1 and 2 are items the Department cannot implement on its own, and since recommendations 3, 5, 6, and 7 are listed here as "complete," the table below lists only recommendation 4, related to experiential learning.

<table>
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<tr>
<th>Recommendations</th>
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<th>Responsibility for Leading and Resourcing (if applicable) the Actions</th>
<th>Timeline for addressing Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given increased attention to the value of experiential learning, the Department should consider modest developments in experiential education at the upper-year undergraduate level.</td>
<td>In September 2021, the Undergraduate Committee with meet to consider what options exist and how they might be implemented (due to COVID, the Committee expects to be busy with other matters this academic year).</td>
<td>Department Chair</td>
<td>Fall 2021</td>
</tr>
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</table>

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.
Date of next program review: ___________________________ 2023-2024
                      Date

Signatures of Approval:

May 12, 2021
Chair/Director       Date

AFIW Administrative Dean/Head (For AFIW programs only)       Date
Sheila Ager
Faculty Dean      24/06/2021

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

September 29, 2020
Associate Vice-President, Academic
(For undergraduate and augmented programs)

September 29, 2020
Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

October 2020
Two-Year Progress Report
Architectural Studies (BAS), Master of Architecture (MArch, MArch Co-op, MArch Water)
October 2020

Background

The last review process began in 2016 and covered the Honours Bachelor of Architectural Studies (BAS), Master of Architecture (MArch), Master of Architecture (MArch Co-op), and Master of Architecture (MArch Water), all programs delivered by the School of Architecture. The School of Architecture submitted a Self-Study to the Associate Vice-President, Academic and the Associate Vice-President, Graduate Studies and Postdoctoral Affairs on September 21, 2016, and the external review as per our IQAP requirements was combined with the accreditation visit by the Canadian Architectural Certification Board (CACB). Given that the University would receive the Visiting Team Report (VTR) from the CACB, only one additional arm’s-length external reviewer was selected to represent our institutional interests and provide a report. This external reviewer accompanied the CACB Visiting Team in an extensive site visit that took place over four days in February 2017.

The Reviewer’s Report was received on June 14, 2017. The School of Architecture submitted a Program Response, endorsed by the Dean of Engineering, on September 21, 2017. The Final Assessment Report, received on 22 June 2018, was based on information extracted from the Self-Study, the Reviewer’s Report, and the Program’s Response. After review by the School of Architecture and Faculty of Engineering, the Final Assessment Report was approved by Senate Undergraduate Council in May 2019 and Senate in June 2019. This Two-Year Progress Report offers an update on our implementation progress.

The review highlighted the strength of the national and international reputation of the School of Architecture, the considerable success of some of our Architecture faculty members through prominent exhibitions and publications, as well as the high desirability and employability of graduates from both the BAS and MArch programs. The review also contained a number of recommendations that are listed below, together with an update on our progress on implementation.
Progress on Implementation Plan and Recommendations

1. Detailed auditing of faculty loads (teaching and administrative) over five year spans

   **Status:** completed / in progress.
   *(Teaching load audit completed; administrative load audit in progress).*

   **Details:** We have now been tracking teaching assignments over the past two years, based on a framework we developed and approved in March 2018. This assessment, which is ongoing, is tracked annually and an average is computed over three years. The calculation of faculty teaching load also accounts for graduate supervision.

   The administrative load is not yet formally categorized, nor tracked as clearly. While we have completed our addendum to faculty performance and evaluation, and clarified expectations for architecture faculty seeking tenure and promotion, we are still in the process of developing a clearer approach to the tracking and accounting of internal and external service.

2. Limiting the MArch Thesis to one or two terms with set deadlines and prominent external examiners

   **Status:** in progress.

   **Details:** While the reviewer recommended limiting the MArch Thesis to one to two terms, it would in fact be detrimental to the program both financially and in relation to the dynamism of the student body. It would also be in contradiction with the current model. The Waterloo Architecture Thesis is set to be flexible and take between a minimum of three terms to a maximum of six terms. The School intends to maintain this flexibility, which enables their students to yield very strong work and engage in field research both in Canada and abroad. Instead, the School has focused on improving the structure of the graduate degree and establishing additional benchmarks to ensure that the majority of students can complete their thesis in a maximum of six terms.

   Over the past two years, the Graduate Office has developed clear communication to faculty and students about program lengths and limits to extension. We no longer grant extensions beyond six terms, unless there are extenuating circumstances that justify an exception to this rule. The number of extensions granted to students beyond term six decreased by nearly 70% over the past two years, going from 29 petitions submitted in Fall 2018, down to 9 in Winter 2020. To better support students towards completion, we have established additional benchmarks (interim reviews or presentation). We have also introduced a final thesis presentation in the form of final thesis reviews, to provide an option other than the formal thesis defense. The reviews might be more suitable to students who have artefact-based...
thesis, thus helping them to complete within four to six terms. In December 2019, we had the highest number of students presenting in those reviews (18 students), and the expectation is that students electing to present in term four will complete within the six terms. Still, the School must continue to improve the structure of the graduate degree so that unless there are exceptional circumstances, all students complete within six terms.

3. Limiting the number of Thesis students supervised by one Faculty member (e.g. three students)

**Status: completed.**

**Details:** We have implemented a balloting system that ensures a more even distribution of the supervisory load, while still maintaining good fit between students and faculty members. First tested in Fall 2017, the system resulted in a balanced distribution of students amongst faculty for the past three academic years (2017-2018, 2018-2019 and 2019-2020). While the number of students supervised by faculty members ranged quite broadly until 2016, every faculty member is now assigned a minimum of two students and a maximum of five, based on the outcome of the balloting system (the median in 2018 was 3, with an average of 2.83; and 4 in 2019, with an average of 3.21). With the limit of six terms to the MArch, this means a maximum of six to eight graduate students per faculty member at any given time. For students, this structured and transparent approach to the allocation of supervisors has also been beneficial. There is a clear two-week period when all students are invited to meet potential supervisors, and the confirmation of supervisor is based on preferences expressed both by the students and supervising faculty members. All in all, the students seem to have been rather appreciative of this new approach.

4. Setting minimum enrolment in graduate electives

**Status: completed.**

**Details:** Architecture aims for enrolments of 12 to 15 students in graduate elective courses. As of Winter 2017, graduate electives which do not meet an enrolment of 10 students within two weeks of the beginning of the term are normally either not offered, or not counted as part of a faculty member’s teaching load. A course with lower enrolment may be offered under exceptional circumstances, so long as the average enrolment in graduate electives during that term remains above 10 overall.

5. Auditing and re-distributing credit load for cultural history and technology courses in the undergraduate program to better reflect course demands

**Status: completed.**
Details: In May 2018, the School of Architecture faculty voted to reduce the total credit count from 29.5 credits to 28 credits, eliminating one course in the 1A term and 2 courses in upper years, while integrating a greater proportion of elective courses. This change took effect for the incoming first year cohort in September 2019. This was achieved by eliminating some redundancies in the technology stream, and revisiting the content and delivery in some of the cultural history courses. While the School continues to monitor the outcome of this change on the cultural history and technology stream, we consider that we have addressed this concern.

6. Achieving greater alignment with the University’s strategic direction toward transformative research and entrepreneurship; encouraging and emphasis on architectural innovation that stems from interdisciplinary research; supporting new ideas and initiatives with informal and formal events that cross communities; offering structured mentoring and grant-writing support

Status: completed/in progress

Details: In September 2018, we created a position of Associate Director, Research, to promote the awareness of current interdisciplinary research as well as its growth, working to better support funding applications, motivate additional publications and ensure greater dissemination. Over the past two years, there has been an increasing number of faculty members applying for and being successful in obtaining Tri-Council funding. Our strategic plan, completed in Fall 2019, aligns with the University in the focus on developing disciplinary and inter-disciplinary potentials of architecture research within the University, as well as the creation of programs and facilities that foster innovative and interdisciplinary research.

7. Careful auditing resources (human, equipment, space) when implementing new programs and initiatives in light of the new budget model

Status: completed/in progress

Details:
The School of Architecture and the Faculty of Engineering have been monitoring closely the impact of the Waterloo Budget Model on recent projects and potential initiatives. We re-visited the hiring schedule of new faculty members for the collaborative program in Architectural Engineering and reviewed the required number of net new staff and faculty positions. As part of this analysis, the School is in the process of updating the roles and responsibilities in the different staff positions in Cambridge so as to create efficiencies and a new position in advancement and communication. This is a direct response to the fundraising plan drafted by Engineering Advancement that indicated the need to have a fundraising
professional work directly to support advancement in Architecture. We have also carefully considering our space and equipment needs in light of our recent and projected growth (design-build collaboration with First Nations, growth in the graduate program, collaborative program in Architectural Engineering, and new faculty research in materials and fabrication). We have just completed a space audit for the School that reveals a current need for an additional 20,000 square feet. We are now looking at the next steps and drafting a project to expand our existing facilities and provide faculty and graduate students with more adequate research and fabrication space. While we have undertaken this careful auditing of human resources, space and equipment, this process will necessarily be ongoing as we continue to grow and engage in new projects.

8. **Revisiting the name and vision statement of the Faculty of Engineering to be more inclusive of the School of Architecture.** The main vision statement “to become a truly world-class school of engineering,” does not accommodate the aims of the School of Architecture, the only non-engineering unit in the Faculty

**Status:** completed.

**Details:**
The Faculty of Engineering completed its strategic plan, which now includes direct references to Architecture and Design. The vision specifically refers to architects (“Above all, our engineers and architects are committed to serving society, and building a better future for generations to come”), and some of its aspiration likewise include references to architecture either explicitly (e.g. "Become the world leader in work-integrated graduate studies in engineering and architecture"), or implicitly (“Offer the single best engineering and design education experience in Canada”).
# Updated Implementation Plan

<table>
<thead>
<tr>
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<tr>
<td>1. Detailed auditing of faculty loads (teaching and administrative) over five-year spans;</td>
<td>Develop clearer guidelines for administrative load; Continue to track teaching load.</td>
<td>Director, with Administrative Officer (no resource required)</td>
<td>Completed and ongoing since 2018 for teaching load; to be completed by December 2020 for service.</td>
</tr>
<tr>
<td>2. Limiting the MArch Thesis to one or two terms with set deadlines and prominent external examiners;</td>
<td>Limiting the thesis to one or two terms is not feasible, and thus, the School will focus on limiting the thesis to a maximum of six terms. Continue to clarify and clearly communicate expectations; explore directed thesis and thematic research options.</td>
<td>Director, Architecture Graduate Office and Graduate committee (no resource required)</td>
<td>Ongoing – proportion of students above six terms to be reduced under 10% by January 2021.</td>
</tr>
<tr>
<td>3. Limiting the number of thesis students supervised by one faculty member (e.g. three students);</td>
<td>Continue to use balloting system.</td>
<td>Graduate Office (no resource required)</td>
<td>Completed</td>
</tr>
<tr>
<td>4. Setting minimum enrolments in graduate electives;</td>
<td>Completed – continue to maintain minimum enrolment is 10 in graduate elective, unless exceptional circumstances dictate otherwise.</td>
<td>Director</td>
<td>Completed</td>
</tr>
<tr>
<td>5. Auditing and re-distributing credit load for cultural history and technology courses in the undergraduate program to better reflect course demands</td>
<td>Continue to review and implement changes as necessary</td>
<td>Director, Undergraduate officer and Undergraduate Committee continue to monitor (no resource required)</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Achieving greater alignment with the University’s strategic direction toward transformative research and entrepreneurship; encouraging and emphasis on architectural innovation that stems from interdisciplinary research; supporting new ideas and initiatives with informal and formal events that cross communities; offering structured mentoring and grant-writing support;</td>
<td>Strengthen support for multidisciplinary and architecture research.</td>
<td>Director &amp; Associate Director, Research, in collaboration with Associate Dean, Research and Office of Research.</td>
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<tr>
<td>6</td>
<td>Careful auditing resources (human, equipment, space) when implementing new programs and initiatives in light of the new budget model;</td>
<td>Conducted audit; continue to monitor.</td>
<td>Director, Administrative Officer, Financial Officer, Faculty Finance Officer, and Plant Operations</td>
</tr>
<tr>
<td>7</td>
<td>Revisiting the name and vision statement of the Faculty of Engineering to be more inclusive of the School of Architecture. The main vision statement “to become a truly world-class school of engineering,” does not accommodate the aims of the School of Architecture, the only non-engineering unit in the Faculty.</td>
<td>Completed: new Engineering Strategic Plan and vision refer more explicitly to architecture (“revisiting the name” of the Faculty of Engineering does not appear to be an option!).</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.
Date of next program review: 2023/24

Signatures of Approval:

[Signature]
October 1st, 2020
Chair/Director

[Signature]
May 4, 2021
AFIW Administrative Dean/Head (For AFIW programs only)

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

[Signature]
November 1, 2020
Associate Vice-President, Academic
(For undergraduate and augmented programs)

[Signature]
November 1, 2020
Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

October 2020
Two-Year Progress Report  
Classical Studies (BA, Minors)  
April 2020

**Background**
The self-study report for Classical Studies (BA Minors) was submitted in August 2017 and the site visit conducted by external reviewers on November 6-7, 2017. The reviewers made an extremely positive assessment of the program and offered some recommendations for the future. The Department made an initial response to these in the Final Assessment Report. The current report outlines the action taken in the past two years in response to these recommendations.

**Progress on Implementation Plan**

**Recommendations**

1. The Department should make every effort to ensure that Ron Kroeker's position is converted from a Definite-Term to a continuing Lecturer Appointment. His continued teaching contribution is indispensable to sustaining the courses and programs the Department offers.

   **Status:** Completed  
   **Details:** The Dean of Arts, Douglas Peers, gave permission to convert Dr. Kroeker's position to a Continuing Lecturer Appointment in Summer 2017. This was approved by the Classical Studies Department Tenure and Promotion Committee, Faculty of Arts Faculty Tenure and Promotion Committee in December 2017, and approved by the Provost in January 2018.

2. The Chair should coordinate with other chairs in the Faculty of Arts who have concerns about meeting teaching demands in order to make a case to the Dean for a more flexible model of calculating enrolment. Calculating enrolment per instructor, rather than on a course-by-course basis, for example, would help the Department to meet the demands of its diverse constituencies and to preserve the core intellectual commitment to the ancient languages while servicing a broad spectrum of non-specialists.

   **Status:** Completed  
   **Details:** Through careful review of our course offerings, we have taken all possible steps to reduce the number of low enrolment courses we offer, especially by combining upper-
division courses where possible. The Department undertakes a lot of interdivisional teaching in high enrolment courses, such as CLAS 104 (Classical Mythology), which regularly fills to a maximum capacity of 675 students. Our average undergraduate class size is therefore over 80, despite lower enrolments in our upper-division language courses. The Dean of Arts currently does take into consideration the overall enrolments of the Department, rather than purely on a course-by-course basis.

3. The Department should solicit further financial support for study abroad, the Canadian Institute in Greece (CIG) internship program, and student attendance at conferences. In addition to external funding, it should continue to seek funding from the Faculty of Arts and the University for these activities.

**Status:** In Progress

**Details:** The Department maintains commitment to experiential learning and study abroad opportunities. This year we again offered our study abroad CLAS 390 course, while our students continue to take part in a variety of other opportunities abroad (such as archaeological fieldwork). We continue to work with fundraisers in the Faculty of Arts and the [Waterloo Institute for Hellenistic Studies](http://www.wlhstudies.ca) to secure funding for such student opportunities. Through faculty grants, we have also been able to support students to attend conferences and workshops. Our efforts in these areas are ongoing.

4. The Department should request Faculty of Arts funding for a year-round work-study Research Assistant to help with conference and events organization and to maintain the Department’s social media presence.

**Status:** In Progress

**Details:** The Faculty is not able at this time to provide funding for a year-round work-study Research Assistant for the Department, due to budget constraints. Nonetheless, since the review, the Department has continued to hire work-study students to assist with faculty research and departmental initiatives. We have been able to do so through standard university programs and several successes in obtaining external research funding. We will continue to make every effort to find funding for work-study students moving forward.

5. The Department should request a new tenure-track faculty hire in ancient material culture. This new colleague would enrich the Department’s contribution to experiential learning and would meet student demand for courses in material culture. She would also, ideally, help to redress the gender imbalance in the existing faculty.

**Status:** Incomplete
Details: Following the implementation plan in the Final Assessment Report, the Chair consulted with other departments and proposed a new tenure-track hire in the field of ancient archaeology to the Dean of Arts in 2018. Due to budgetary constraints at the time in the Arts Faculty, this proposal was not approved. Current budgetary constraints also preclude the possibility of a new tenure-track hire. The Chair will continue to consult with the Dean in future, should an opportunity arise for such a hire.
## Updated Implementation Plan

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<tbody>
<tr>
<td>1. Convert Dr. Ronald Kroeker’s Definite Term position to a Continuing Lecturer appointment.</td>
<td>N/A</td>
<td>N/A</td>
<td>Completed</td>
</tr>
<tr>
<td>2. Make a case to the Dean of Arts for a model in which small enrolment courses taught by faculty are counterbalanced by larger lecturer courses (note: counterbalancing of enrolments across annual departmental offerings is already current practice).</td>
<td>Continuation of current practice.</td>
<td>Department Chair</td>
<td>Completed</td>
</tr>
<tr>
<td>3. Solicit further funding for study abroad and international student opportunities.</td>
<td>Continuation of current fundraising efforts.</td>
<td>Department Chair</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4. Request funding for a year-long student RA for departmental activities.</td>
<td>Continuation of current budget practice.</td>
<td>Department Chair</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5. Request a new tenure-track line in material culture.</td>
<td>Continued consultation with the Dean of Arts.</td>
<td>Department Chair</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.
Date of next program review: 2024-2025

Signatures of Approval:

Chair/Director 12.05.2021

AFIW Administrative Dean/Head (For AFIW programs only) 25/06/2021

Faculty Dean 4 April 2020

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

Associate Vice-President, Academic 4 April 2020
(For undergraduate and augmented programs)
Two-Year Progress Report
English Language and Literature (BA, MA, PhD)
August 2020

Background

The Department of English Language and Literature submitted a self-study (Volume I, II, III) to the Associate Vice-President, Academic and the Associate Vice-President, Graduate Studies and Postdoctoral Affairs on October 24, 2017. On February 5-6, 2018, two arm’s-length external reviewers, Dr. Martin Kreiswirth (Professor of English, McGill University) and Dr. Tania Smith (Associate Professor of Communication, Media and Film, University of Calgary), visited the Department for two days to review the quality of the BA, MA, and PhD programs:

- English Language and Literature (BA)
- English—Literature (BA)
- English—Literature and Rhetoric (BA)
- English—Rhetoric, Media and Professional Communication (BA)
- Technical Writing (minor)
- English (minor)
- Literary Studies (MA)
- Rhetoric and Communication Design (MA)
- Experimental Digital Media (MA)
- English (PhD)

In addition, there are bachelor specializations in the following: Technical Writing; Global Literatures; Digital Media Studies and an Intensive Specialization. A Creative Writing Specialization came onstream in Fall 2019.

The external reviewers issued a written report on February 26, 2018. The Final Assessment Report (FAR) summarizing the self-study report, the external reviewer’s recommendations, and the Department's responses to the recommendations was approved by the University’s Senate Undergraduate Council on December 10, 2019, and went to Senate for information at its January 2020 meeting.

This two-year progress report is a required part of the University's cyclical program review process. The report outlines what progress has been achieved to date with the implementation of recommendations from the last program review.

Progress on implementation plan
In this report, we describe each of the recommendations from the external review which resulted in action items listed in the Implementation Plan of the FAR.

**Recommendations**

**Recommendation 1: Maintain the uniqueness of the Department**

Status: ongoing

The reviewers wrote that “the humanities fields must innovate and adapt in order to assert their value and relevance to today’s culture and society. The English Department at Waterloo demonstrates strength on both its literature side and its rhetoric side and we see neither as more important than the other as a foundation for its future success. However, the challenge will be to continue to collaborate, maintain morale, support one another’s development (of programs, of research areas), and to permit each undergraduate and graduate plan to express sufficiently distinctive characteristics while sharing core values and resources.”

The English Department is committed to innovation and adaptation, which inform the actions it has taken in response to the reviewers’ targeted recommendations. A recent program addition—a new required methods course for the growing number of graduate students who pursue studies in Rhetoric and Communication Design—provides a general example of initiatives the Department has taken in order to maintain its uniqueness and program strengths. The new requirement will offer students in this area a much-needed introduction to the mixed and interdisciplinary research methodologies that are crucial in this field. At the undergraduate level, the Department will shortly propose a new undergraduate major plan in creative and professional writing.

**Recommendation 2: service teaching initiatives**

The reviewers wrote that “the increasing number of service courses taught by English (as seen in the current Math Initiative and upcoming undergraduate communications outcomes initiative [or UCOI]) needs to be closely monitored to ensure that there remain enough resources to maintain the department's core responsibilities to English studies.” They suggested “that the Department and University have discussions with the lecturers regarding such issues as ‘definite term’ versus ‘continuing ‘lecturers, course loads over several years, TA assignments, and other relevant issues.”

Status: ongoing

In 2019-20, English instructors taught 67 sections of communications courses reserved for Mathematics and Computing, Science, and Engineering students. English faculty also taught several sections of Arts First courses, the UCOI course in the Faculty of Arts. In 2020-21, faculty
will begin to deliver a required communications course (ENGL 109) to Nanotechnology students in addition to the communications course sections it delivered in other faculties during the previous academic year. The Department continues to monitor the resources required for UCOI course delivery. In addition, in 2020-21 it will teach at least double the number of ENGL 109 sections for Mathematics and Computing, owing to the sudden sharp increase in the Mathematics incoming cohort scheduled to arrive in Fall 2020. English Language and Literature regularly engages in conversations with stakeholders and university administration about how best to support the initiative through such potential mechanisms as centralized funding and administrative support.

In 2019-20, lecturers taught 31 of the 67 sections of communications courses taught in the Faculties of Mathematics, Science, and Engineering. The Chair and the Department Tenure and Promotion Committee have followed up with the Dean and Provost on the matter of contract term length for the Department’s Definite-Term Lecturers. The Chair has met with lecturers both one-on-one and as a group to provide answers to questions concerning reappointment, teaching loads, and conversion to continuing lecturer status. Further meetings have been scheduled for Spring and Fall 2020.

The expectation for future years is that these regular meetings will continue.

**Recommendation 3: program communication**

**3.1 Make detailed course outlines more readily available publicly online.**

Status: in progress

Beginning in Fall 2020, syllabi for all courses (including sections of large, multi-section courses) taught in a given semester will be uploaded to the English Language and Literature website.

**3.2 Encourage instructors to collaborate on “master syllabi” for core required courses**

Status: in progress

A sub-committee has been struck to examine the syllabi for ENGL 251 Criticism, a course required in all major plans that students have anecdotally identified as the most varied across the different sections taught each year. The sub-committee will draft a master syllabus to guide individual instructors of ENGL 251. The Department plans to strike a second sub-committee to examine syllabi for the other two core courses required in all major plans, ENGL 200A British Literature I and 200B British Literature II.

Instructors of large, multi-section courses in English (109, 191,192/ARTS 190, 193) already collaborate on their syllabi.
3.3 Promote experiential, applied and innovative pedagogy (especially those involving the use of communication technologies)

Status: ongoing

The reviewers wrote that “Faculty in English may be able to meet several challenging objectives at once by encouraging course-based learning methods and/or assessment types that are both 1) experiential and/or applied in nature and 2) require students to build proficiency in their use of communication technologies.”

In 2020/21 the Department will address this recommendation in three ways:

a) An inventory of experiential learning activities in the classroom: Using the examples of experiential learning available from the Centre for Teaching Excellence web page on experiential learning (https://uwaterloo.ca/centre-for-teaching-excellence/support/integrative-learning/experiential-learning), instructors will send a list of experiential learning activities used in their classes to the Associate Chair, Undergraduate. The aim of this exercise will be to identify the variety of experiential learning activities operational in English classes and to share them more broadly with Department members;

b) Better messaging to students: Anecdotal evidence from alumni who return to the Department to speak about the value of an English degree suggests that graduates of the English program recognize the experiential component of their learning only post-graduation and once they are working. The Department is looking at ways to point out more clearly to current students the experiential components that inform their coursework;

c) Using the inventory of activities described in (a), encourage Department instructors to implement these activities more frequently and to identify their experiential-learning component to students.

Recommendation 4: Undergraduate Curriculum

4.1 Consider bolstering the role that 100-level courses play in developing students’ interest in and building a foundation for the three academic plans in English.

The reviewers ask: “Should certain 100-level courses be required as prerequisites for future courses in the field, and should certain 100-level courses be required or recommended in each of the three academic plans?” They assert that other university English degree “programs offer more advice, even online and in the calendar, about which first year courses to take if a student is interested in a future English degree.”
The structure of Arts degrees at the University of Waterloo encourages students to take a broad, interdisciplinary range of courses in their first year of university. Students do not declare a major until their second year and instead enrol in a variety of subjects in order to complete their Arts Breadth requirements. Simultaneously, first-year students receive very robust advising about courses they can take to prepare for the majors they consider pursuing. The Faculty frequently polls departments about course recommendations for first-year students, which first-year advisors in the Faculty of Arts then share with the students. These advisors therefore provide incoming Arts students with guidance as to the courses they should take if they wish to declare an English major at the end of their first year.

Within the Department of English, we ask that students who hope to major in one of our three English major plans complete two 100-level courses in English in their first year. It is true that students could take two of a high number of distinct English courses in their first year in order to major in the field. However, if first-year students identify a particular English major plan such as Literature and Rhetoric or Rhetoric, Media, and Professional Communication as the plan they would like to follow, English Department advisors will encourage them to enroll in a 100-level course that provides a preliminary introduction to that subject area. For instance, a student who expresses an interest in the Rhetoric, Media, and Professional Communication major plan will be encouraged to enroll in the ENGL 101B Introduction to Rhetoric.

Since a significant number—approximately 30%—of Arts majors switch their majors during their undergraduate degrees, we have found that first-year courses do not necessarily play a role in preparing students for the specific degree major plan that they ultimately complete. A student in Rhetoric, Media, and Professional Communication may switch in second or third year to the Literature and Rhetoric major plan, or to the Literature plan. We have found that our students appreciate having flexibility in the major plans to be able to change their minds as they move into the midpoint of their programs.

In these departmental and Arts Faculty contexts, the English Department believes that offering a variety of English courses that showcase the strengths of the English undergraduate program in one of Literature, Rhetoric, Professional Writing, or Media serves to acquaint incoming students with the wide range of different specializations and foci available to them should they choose to major in English, without requiring them to take additional courses should they choose to switch their major.

4.2 Consider focusing the list of 100-level courses.
The reviewers wrote that reducing the number of 100 level courses may, among other things, “build community among instructors who teach the same 100 level course and promote fruitful pedagogical conversations about how these courses inspire students to become English majors.”

Regarding the suggestion that instructors of the same 100-level course may build community via pedagogical conversations, the Department has found this to be true in its largest 100-level course, ENGL 109, which many instructors teach every term. Instructors share course outlines, teaching strategies, information about helpful resources, and pedagogical strategies.

Many 100-level courses serve students in programs other than English as electives or breadth requirements. These students’ interests in the subject are as diverse as the English offerings at the first-year level. That said, the Associate Chair, Undergraduate and the Undergraduate Committee are taking steps to prune the course listings to reflect courses that are taught regularly.

As to whether mounting fewer 100-level courses would facilitate more conversations about how courses inspire students to become English majors, this may be the case and is a question under discussion in the Undergraduate Committee.

4.3 Consider balancing literature and rhetoric course offerings at the 200 level in order to more fully represent the English Department’s range of academic plans and course offerings at the 300 level and beyond.

Status: in progress

The Department has introduced two new 200-level courses, ENGL 242 Literature, Rhetoric, and the Visual Arts and ENGL 343 Literature, Rhetoric, and Music that focus on both literature and rhetoric. These two courses will complement ENGL 292 Rhetorical Theory and Criticism as preparation for advanced rhetorical study.

The Associate Chair, Undergraduate and the Undergraduate Committee are presently examining the role and focus of ENGL 200A/B Survey of British Literature, two core required courses that the reviewers named as potentially “incorporat[ing] both rhetorical and literary studies” and perhaps becoming survey courses that do “not just focus on British texts.” Changes to the survey courses were on the agenda for discussion at the Department’s April 2020 retreat, which was cancelled owing to COVID-19. The Associate Chair plans to bring changes to the survey courses to the Department for discussion in the coming year preparatory to moving specific changes to the courses.
4.4 Consider permitting more room for RMPC students, especially those in Honours degrees, to focus more on their interests within English by reducing their literature course requirements beyond the core.

Status: complete

In 2018-19, the Department approved changes to the Honours and Four-Year General Rhetoric, Media, and Professional Communication (RMPC) degree plan to increase the number of electives within the plan from 0 to 2.

4.4.1 Consider whether the 100 and 200 level requirements for RMPC students are adequately preparing them for their third and fourth years.

Status: in progress

In 2018-19 the Department approved a change to the RMPC Honours, Four-Year, and Three-Year plans to reduce the number of required 200-level courses by one. The reduction means that students in these major plans are now required to take three literature courses rather than four and have an additional English elective course available to them.

Discussions in the Undergraduate Committee with respect to other 100- and 200-level requirements for RMPC students are ongoing.

4.4.2 Consider that an existing or reworked rhetorical theory course could be an alternative to ENGL 251 for RMPC students.

Status: in progress

A sub-committee is currently tasked with assessing the content and assignments across 251 sections and will make recommendations concerning a master syllabus for this course. It is expected that this sub-committee will discuss core content and possibly recommend changes to it. Depending on these recommendations, the Department may consider an alternative requirement to ENGL 251 for RMPC students. A challenge to instituting a rhetoric alternative to ENGL 251 is that 251 functions as a cohort builder and bridge between different sides of the English program and thus helps to maintain the uniqueness of the Department and the undergraduate degrees that it offers.

4.4.3 Consider the purpose of requiring the introduction to linguistics course, ENGL 306A, for RMPC students when this course is neither required for Honours literature students nor for literature and rhetoric students.

Status: complete
In 2018-19 the Department eliminated ENGL 306A as a requirement for RMPC students. As a result of this reduction, RMPC students have an additional elective English course available to them in their plan.

4.4.4 Consider whether it is necessary to require RMPC students to take two upper-level courses in literature.

Status: in progress

The reviewers wrote that “Students in this plan, like students in the Literature plan, desire and deserve freedom to take advanced courses in their declared area of interest.”

The Undergraduate Committee is presently reviewing major requirements in the Department’s three undergraduate major plans. While the Committee has not, to date, recommended a reduction in the number of upper-level literature courses RMPC students are required to take for their major, the elimination of ENGL 306A from the RMPC plan has resulted in the addition of an elective to that plan, which students may fulfil by taking an ENGL course in any of the Department’s areas (literature, rhetoric, media, professional communication, creative writing).

4.5 Consider the role of other Arts course offerings in degree requirements.

Status: complete

UW’s Faculty of Arts is deeply committed to multidisciplinarity. Arts academic regulations stipulate that Arts students must fulfil significant breadth requirements: 5 units (10 semester-length courses) of the 20-unit Honours Bachelor degree must be completed via courses in Fine, Performing, and Communication Arts (0.5 unit); Humanities (1.0 unit); Languages and Cultures (1.0 unit); Social Sciences (2.0 units); and Interdisciplinary Studies (0.5 unit). These breadth requirements ensure that all students complete courses across the full range of disciplines in UW Arts. Students access additional opportunities for interdisciplinary study by pursuing double majors, minors, and electives, all of which are enabled by the Faculty’s plan standardization, which mandates that each major plan in Arts require 8.0 units (16 semester-length courses) in the major subject.

Several courses in English are cross-listed with courses in Digital Arts Communication, Gender and Social Justice, History, Legal Studies, Speech Communication, Studies in Islam, and Theatre and Performance. The Department regularly engages in conversations with other Arts departments about courses that may satisfy major requirements across academic units. Students also have the option to ask the Associate Chair, Undergraduate to substitute a course in another discipline for one of the courses required in their English major plan.
4.6 Consider a 400-level academic plan capstone course for each stream.

Status: complete

Students in all three major plans are required to take at least one 400-level Special Topics course in their major field. There is considerable variety in these courses, which differentiates them from the “capstone” course, where “capstone” means a common course that all students in the major must take in fulfilment of their major plan requirements. However, as a means of offering students in the final year of their programs a seminar experience and/or to facilitate their transition into the next stage of their academic or professional careers, we believe the Special Topics courses fulfil the mandate typically attached to a “capstone” course.

5. Graduate program

5.1 Continue to carefully track graduate student recruitment and admission, funding packages (and their components), and supervision (with a view towards dispersion throughout the Department) to try to attract the best and brightest novice scholars from Canada and beyond and match them with the full range of the Department's strengths.

Status: ongoing

5.2 Consider measures to recruit diverse, high quality graduate students.

Status: ongoing and complete

Discussion of the Department’s actions concerning items listed in 5.1 and 5.2 appear under the recommendations in 5.2.1, 5.2.2, and 5.2.3.

5.2.1 Consider changing the wording of admission requirements so that students who have very high grades and relevant coursework are not discouraged to apply despite lacking an “honours” designation on their BA degree.

Status: complete

“The University of Waterloo, Senate Graduate and Research Council (SGRC) establishes the minimum academic admission requirements common to all graduate students” (https://uwaterloo.ca/graduate-studies-postdoctoral-affairs/future-students/before-you-apply/admission-and-english-language-proficiency-requirements).

A 75% overall standing in the last two years, or equivalent, in a four-year Honours Bachelor's degree or equivalent is the minimum requirement that the Senate Graduate and Research Council sets for admission to a Master's program. The Department is therefore unable to admit
applicants to our MA programs, even strong ones, with three-year General degrees. Instead, it accepts these students to a qualifying year of undergraduate courses, during which they reapply to the MA program for the following year. In cases where a strong candidate has a three-year degree and extra credits that fall short of a full four-year Honours program, the Department has succeeded in making a sufficiently strong argument to admit the student. However, the Faculty and University reject applicants who hold a three-year degree only.

5.2.2 Make active efforts to research and recruit from specific Canadian and international programs that are likely to produce eligible and strong graduate students.

Status: ongoing

The Graduate Studies Committee will discuss this item in Fall 2020.

A note on international students: The reviewers’ recommendation refers to international programs rather than international students. However, since the first implies the second, it is important to point out that the Faculty severely restricts the number of international graduate students English is allowed to accept. The Faculty of Arts has recently announced that until further notice, it will not accept international PhD applications unless they are fully funded via external sources. (Being fully self-funded, as distinct from being funded by external sources, does not make applicants eligible for admission.) Full external funding is a rare occurrence for potential international English graduate students. Moreover, success rates for SSHRC grants, especially those sufficiently large to fully fund an international graduate student, are very low. Therefore, the Department is generally unable to admit international students whom the Faculty is not willing to fund.

In previous admission cycles, the Department has been permitted to accept just one international graduate student to its MA and PhD programs. In rare years, it has received permission to admit two international students in the same cycle. Thus, while the Department gladly corresponds with all international students who express an interest in our graduate programs, it cannot recruit more actively until it is allowed to admit more of these applicants.

5.2.3 Consider the value of recruiting students not only from English literature programs but closely related programs in other disciplines.

Status: complete

A significant number of MA and PhD candidates in the Department have completed undergraduate degrees in fields other than English literature. Current students in these programs hold Honours BAs in: Comparative Religion and Philosophy; Creative Writing; Economics; Education; Film and Communication; Gender Studies, History; Interdisciplinary
Studies; Political Science; Public Administration; Sociology; Theology. One student holds a BSc in Biochemistry.

The reviewers write that such recruitment “may be especially appropriate when recruiting students for the media and rhetoric MA and PhD.” A number of students in the MA and PhD programs hold undergraduate or graduate degrees in media, rhetoric, and closely related fields such as: Graphic Design and Illustration; Journalism; Literature and Linguistics; Media, Information and Technoculture; Public Texts.

The Department regards recruitment from students from related programs in other disciplines as important, ongoing work that will continue in the future.

5.3 **Continue to implement the excellent systems developed to shepherd graduate students smoothly through their programs**, such as checklists and TA mentoring and training.

Status: ongoing

The Department’s TA Coordinator, Dr. Bruce Dadey, completed a TA Time Tracking Report (interim report submitted in Winter 2019; final report submitted June 2020) that examined the distribution of teaching assistant responsibilities across the thirteen-week term. Carried out over the Winter 2018 and Fall 2018 terms, the report involved a representative sample of 18 teaching assistants who kept careful records of the time they took to complete their assigned tasks according to the instructions Dr. Dadey gave them. Further details regarding the report findings appear in the Department’s response to the external reviewers’ Recommendation 5.4 in this report.

After tracking the time that TAs spent to perform their assigned tasks, Dr. Dadey presented his findings and summarized actions taken since 2018 to continue to ensure a reasonable TA workload:

- During the teaching orientation incoming students are introduced to strategies for balancing coursework and teaching, such as planning for the whole term by creating a list that includes both coursework- and teaching-related deadlines and choosing presentation and other assignment dates so they don’t overlap with heavy marking weeks.
- The fall teaching orientation for incoming students includes a workshop on effective, efficient marking, in which students are instructed on how to mark efficiently while giving their students quality feedback.
- At the beginning of both ENGL 109 and ENGL 210F, all course coordinators distribute a detailed marking schedule that includes assignment due dates, marking due dates, and estimated marking times for each assignment based on the average times in these time tracking studies. Having these times lets students know when they are taking too much
time marking and need to contact their coordinators for strategies to increase efficiency.

- Since the TA Time-Tracking Report was undertaken, marking rubrics for ENGL 210F were revised so they are clearer and more concise, which should facilitate marking. ENGL 109, which previously didn’t have rubrics, is undergoing revision.
- Both the TA Coordinator and course coordinators meet with students who are having trouble handling their marking loads in order to offer marking coaching. In their weekly meetings with TAs, all course coordinators also provide marking regularization sessions for each major assignment in their weekly meetings.

Other actions planned to enhance the Department’s management of the TA experience include revising the TA manuals for ENGL 210F and ENGL 109 to include information from the time-tracking study and creating Course Coordinator manuals for both courses.

5.4 Ensure that graduate students’ teaching and academic workloads are reasonable.

Status: ongoing

The reviewers wrote that “it is essential to continue maintaining small class sizes per TA and to provide TA training and support. Departments must not only account for the labour involved in students’ teaching duties but also their professional development as instructors while they are progressing through their graduate program.”

The TA Time Tracking Report described in 5.3 looked at how much time graduate students spend on their teaching duties in ENGL 109 (Introduction to Academic Writing) and ENGL 210F (Genres of Business Communication), the Department’s two largest undergraduate courses and the courses to which most Department teaching assistants are assigned.

The report found that “the total number of hours over the term spent by individual TAs on the courses” was almost always well below 140, the number of hours for which TAs are paid over the term. Not surprisingly, more experienced TAs took less time to finish their assigned duties than first-time assistants. Dr. Dadey concluded that “through the TA manuals, weekly meetings, and peer mentoring, there is an extensive support network for first-time TAs in the courses, but it would be worth exploring if other forms of support might help to bring the overall times of first-time TAs closer to those of experienced TAs.”

5.5 The Department and University should consider adjusting program length expectations and advertising to account for the wide variation in time to completion. The reviewers added, however, that “the university’s program evaluation standards and statistical measures should not be too demanding in regard to this metric, which can be skewed by a few individuals. Delays often have unavoidable causes such as health and family responsibilities that should be
accommodated.”

Status: ongoing

At the Master’s level, the Department maintains its one-year MA.

Efforts to re-design milestones in ways that could reduce students’ time to completion are led by the Associate Chair, Graduate Studies, and the Graduate Studies Committee. In 2018-19, redesigned area examinations were introduced. These are intended to improve completion rates by (among other things) increasing early contact between the candidates and their dissertation committees. In advance of the examinations, candidates must assemble their dissertation committees and work with them to generate both a reading list and a dissertation proposal, which they defend in the oral component of the examination in their area of concentration. This new process is intended to help students: streamline the process of assembling the dissertation committee; determine a dissertation topic; complete the reading necessary to begin drafting dissertation chapters. The new examination procedure means that these activities now happen during doctoral candidates’ second year in the program. Two cohorts have now had dissertation proposals approved during their second year. As these cohorts enter the later years of the PhD, the Department will compare their completion times to those of students who completed under the older area examination process.

The Department will work with the Faculty of Arts and University on messaging around program length expectations.

5.6 The University administration should applaud this department for its ability to adapt with such sensitivity to individual graduate students’ situational challenges and to foster their academic strengths. Their respect for graduate students’ experience is well in line with the university’s strategic plan -- its desire for “a vibrant student experience” and its value for “Integrity, equity, diversity and a balanced life for students, faculty and staff.”

5.7 Consider occasionally offering opportunities for PhD students to teach a higher-level course in their own research area, not just a first-year course.

Status: ongoing

Under the past two Chairs and the current Chair, established practice has been to try to assign all students nearing the completion of the PhD a course either in their research area or in an area closely related to their field of specialization. In certain years, when a high number of doctoral candidates have defended in the same semester, this has not been possible. In this situation, every effort is made to offer all students teaching that will diversify their experience and increase their competencies ahead of their entrance onto the job market.
5.8 Support and collaborate with the graduate students’ organization in their efforts to provide peer support and mentoring for PhD students after their coursework is complete, when students feel most isolated and challenged.

Status: ongoing

Starting in Fall 2019, the Associate Chair, Graduate Studies has collaborated with the Student Association for Graduates in English (SAGE) to co-deliver SSHRC and area examination workshops. The aim of these workshops is to ensure more effective support for graduate students and a more consistent focus on scholarships.

The high success rate that English graduate student applicants had in the 2019/20 SSHRC Doctoral Fellowship and OGS competitions suggests that the SSHRC workshops attracted a high number of students, increased student awareness of external funding opportunities, and improved their preparedness to compete for this funding.

Presently the Associate Chair, Graduate Studies, with the Chair, is working with SAGE and senior graduate students on anti-racism initiatives within the Department. Graduate students have spearheaded these efforts, two aims of which are to increase awareness of institutional racism and to work to address it. As racism exacerbates feelings of isolation and challenge, it is hoped that this work will help address this recommendation. The Department notes that the University has also introduced a PhD Candidate workshop to help celebrate, prepare and support students in this phase of their academics.

5.8.1 A “graduate student handbook,” if not already in existence, could be co-developed by the student society and the graduate officer, perhaps with appendices customized to each unique stream.

Status: in progress

The current and incoming SAGE executive are in discussions about a handbook, which will take shape as updateable web pages rather than a paper document. The Associate Chair, Graduate Studies will work with the incoming executive once these discussions are complete, and will coordinate with the Faculty and GSPA to ensure the handbook is complementary to existing student support resources.

5.9 Carefully look into the distribution of graduate supervision through a task force, working group, or committee with representation across the Department based on supervisory activity.

Status: in progress
The reviewers felt that PhD supervision is “very unevenly distributed across the Department.” Among other things, it wondered whether the Department should look for ways to spread supervisory activities more evenly among faculty. The reviewers suggested a task force made up of Department members with a range of supervisory loads, from zero to the maximum number allowed by the Department, to look into the distribution of doctoral supervision.

At present, two faculty members are supervising the maximum number of PhD candidates (5) permitted by the Department. Three faculty members supervise 4 students. Other faculty supervise 0-3 doctoral candidates. The 2019 loss of a faculty member in two highly-subscribed areas of the graduate program, Experimental Digital Media (XDM) and Rhetoric and Communication Design (RCD), increases the urgency of addressing this issue.

The Graduate Studies Committee will constitute this task force, which the Associate Chair, Graduate Studies will lead. In 2020-21, Graduate Studies Committee membership includes faculty with supervisory loads ranging from zero to the maximum number. In consultation with the Graduate Studies Committee, the Associate Chair will formulate the questions that the task force will answer, taking into account the three questions that the external reviewers put forward as suggestions for the task force to consider.
## Implementation Plan

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Proposed Actions</th>
<th>Responsibility for Leading and Resourcing (if applicable) the Actions</th>
<th>Timeline for addressing Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain the uniqueness of the department: The Department demonstrates strength on both its literature side and its rhetoric side; however, the challenge will be to continue to collaborate, maintain morale, support one another’s development (of programs, of research areas), and to permit each undergraduate and graduate plan to express sufficiently distinctive characteristics while sharing core values and resources.</td>
<td>Faculty in English agree that these elements—continuing collaboration, mutual support, maintaining morale, and carefully considering possible degree plan development—are essential for sustaining the uniqueness and strength of the Department. Changes have been made to the Rhetoric, Media, and Professional Communication (RMPC) undergraduate major plan. The Undergraduate Committee (UGC) will consider the other undergraduate plan requirements. A new undergraduate major plan in creative and professional writing is planned. The Graduate Studies Committee (GSC) will continue to review requirements, milestones, and recruitment efforts in its graduate degree programs.</td>
<td>Chair; SJU Chair</td>
<td>Ongoing 2018-20 academic years: Motions to change the BA Honours Rhetoric, Media, and Professional Communication (RMPC) major plan were passed. 2020-22 academic years: The UGC will consider further changes to the undergraduate major plans. At the graduate level: Changes made to the area examination committees have been implemented; the area examination process has been revised to include a defense of the PhD dissertation proposal by the dissertation committee; a new required methods course for graduate students in Rhetoric and Communication Design (RCD) has been introduced. Fall 2020: the GSC will review the Department’s graduate recruitment efforts per Recommendation 5.2.2 below.</td>
</tr>
<tr>
<td>2. Service teaching initiatives: 2.1 The increasing number of service courses taught by English (as seen in the current Math Initiative and upcoming English Language</td>
<td>The careful development of and planning for the new UCOI communication courses and the hiring of excellent new faculty members has ensured the success of the new UCOI service teaching initiatives for the Faculties of Science and Engineering. We believe they will</td>
<td>Chair; UCOI Associate Chair; SJU Chair</td>
<td>2.1 Ongoing - The UCOI Advisory Committee meets monthly and provides reports to the Department at its regular meetings. Members of the UCOI Committee have organized several events to bring together instructors from Arts,</td>
</tr>
</tbody>
</table>
Competency Initiative) needs to be closely monitored.

2.2 The department and university should have discussions with the lecturers regarding such issues as “definite term” vs. “continuing” lecturers, course loads over several years, TA assignments, and other relevant issues.

be as successful as the on-going communication course delivery for the Faculties of Math and Environment (GEM).

To manage current service teaching obligations, the Chair will appoint a UCOI Associate Chair; any new service teaching requests will need to be carefully considered in light of current course offerings.

The Chair and the new Associate Chair will be fully involved in the UCOI advisory process. Assessment of the overall UCOI initiative and of the place of English within that initiative will be important future markers of success.

Science, and Engineering to discuss diverse kinds of teaching and learning in the different Faculties.

In 2018-19 delegates from the UCOI Advisory Committee met with Samantha St. Amand (Science) to discuss methods of assessing the impact of first-year Science UCOI courses. UCOI Committee delegates explored similar assessment measures with Co-op.

2.2 Ongoing - 2020-21: Regular meetings between the Chair and Definite-Term Lecturers have been scheduled for Fall and planned for Winter. These will continue the Chair’s practice in 2018-19 of meeting with DTLs to discuss subjects such as process and timelines to lecturer reappointment; policy language re. continuing lecturer applications; the “1-in-6.”

2020-21: The UCOI Associate Chair and the Chair will continue to work with colleagues across campus and in administration on best ways to support the initiative.

3. Program communication

3.1 Make detailed course outlines more readily available publicly online

3.2 Encourage instructors to collaborate on “master syllabi” for core required courses.

3.3 Promote experiential, applied and innovative pedagogy (especially those involving the use of communication technologies).

These program communication recommendations are referred to the Undergraduate and Graduate Studies Committees for discussion and possible recommendations.

Note: 3.3. may require new communication resource technologies from the Faculty of Arts (e.g. licenses for products such as Adobe Creative Suite; student labs to access these tools, etc.)

Undergraduate Associate Chair; Graduate Associate Chair; Chair; Dean

Undergraduate

3.1 In progress - 2020-21: Beginning in Fall 2020, Department course outlines will be archived in an online repository by the Department’s Support Services Coordinator.

3.2 In progress - 2020-21: The instructors of ENGL 251, a course required in all undergraduate major plans, are meeting to discuss a “master syllabus.” The UGC will review two other core requirements, ENGL 200 A/B.
### 4. Undergraduate Curriculum

<table>
<thead>
<tr>
<th>Item</th>
<th>Status</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Consider bolstering the role that 100-level courses play</td>
<td>In progress</td>
<td>4.1 In progress - In 2018-19 the Department approved changes to the Honours and Four-Year General Rhetoric, Media, and Professional Communication (RMPC) degree plan to increase the number of electives within the plan from 0 to 2.</td>
</tr>
<tr>
<td>4.2 Consider focusing the list of 100-level courses.</td>
<td>Complete</td>
<td>4.4 Complete - In 2018-19 the Department approved changes to the Honours and Four-Year General Rhetoric, Media, and Professional Communication (RMPC) degree plan to increase the number of electives within the plan from 0 to 2.</td>
</tr>
<tr>
<td>4.3 Consider balancing literature and rhetoric course offerings at the 200 level.</td>
<td>In progress</td>
<td>4.4.2 In progress - The Undergraduate Committee (UGC) continues to evaluate the plan requirements in RMPC and its other degree plans.</td>
</tr>
<tr>
<td>4.4 Consider permitting more room for RMPC students, especially those in Honours degrees, to focus more on their interests within English.</td>
<td>Complete</td>
<td>4.4.3 Complete - In 2018-19 the Department approved the elimination of 306A as a requirement for RMPC students. 306A is now one of two courses that they can take in fulfilment of plan requirements.</td>
</tr>
<tr>
<td>4.4.1 Consider whether the 100- and 200-level requirements for RMPC students are adequately preparing them for their third and fourth years.</td>
<td>In progress</td>
<td>4.4.4 In progress - Degree plan requirements for all three undergraduate Honours degrees are presently under discussion.</td>
</tr>
<tr>
<td>4.4.2 Consider that an existing or reworked rhetorical theory course could be an alternative to ENGL 251 for RMPC students.</td>
<td>In progress</td>
<td>4.5 Complete</td>
</tr>
<tr>
<td>4.4.3 Consider the purpose of requiring the Introduction to Linguistics course, ENGL 306A, for RMPC students.</td>
<td>Complete</td>
<td>4.6 Complete</td>
</tr>
<tr>
<td>4.4.4 Consider whether it is necessary to require RMPC students to take two upper level courses in literature.</td>
<td>Complete</td>
<td></td>
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<tr>
<td>4.5 Consider the role of other Arts course offerings in degree requirements.</td>
<td>Complete</td>
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</tbody>
</table>

The UGC is reviewing these undergraduate curriculum recommendations and have made, or are considering making, recommendations to the Department as a whole.

**Note:**

4.4.1-4. would create a more distinctive RMPC degree stream. The benefits of these proposed curricular changes must be weighed against the strengths of the existing structure of collaboration and common degree elements.

4.5. Other Arts courses already play a crucial role in all undergraduate degree programs. English majors can request to substitute a non-English course for a required course in their plan.

4.6. Our degrees do have 400-level capstone courses relevant to each stream. These are called “Special Topics” courses in the degree plans. Students have some choice in the capstone course they take, and so there is no “one” capstone course per degree plan. The exigencies of a large Co-op program, in which students must fit their degree requirements into their study terms, demands a flexibility that discourages the introduction of a capstone course, where “capstone” means a specific required course that must be taken in the student’s final semester of study.

**Undergraduate Associate Chair**

4.1- 4.3 In progress
4.4 Complete - In 2018-19 the Department approved changes to the Honours and Four-Year General Rhetoric, Media, and Professional Communication (RMPC) degree plan to increase the number of electives within the plan from 0 to 2.
4.4.1 In progress - In 2018-19 the Department approved a change to the RMPC Honours, Four-Year, and Three-Year plans to reduce the number of required 200-level courses by one.
4.4.2 In progress - The Undergraduate Committee (UGC) continues to evaluate the plan requirements in RMPC and its other degree plans.
4.4.3 Complete - In 2018-19 the Department approved the elimination of 306A as a requirement for RMPC students. 306A is now one of two courses that they can take in fulfilment of plan requirements.
4.4.4 In progress - Degree plan requirements for all three undergraduate Honours degrees are presently under discussion.
4.5 Complete
4.6 Complete
4.6 Consider a 400-level academic plan capstone course for each stream.

<table>
<thead>
<tr>
<th>5. <strong>Graduate matters</strong></th>
<th>5.1 and 5.3. Effective tracking and mentoring will continue to be managed by the Graduate Associate Chair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Continue to carefully track graduate student recruitment and admission, funding packages (and their components), and supervision</td>
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<tr>
<td>5.2 Consider measures to recruit diverse, high quality graduate students.</td>
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<tr>
<td>5.2.1 Consider changing the wording of admission requirements</td>
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<tr>
<td>5.2.2 Make active efforts to research and recruit from specific Canadian and international programs</td>
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<tr>
<td>5.2.3 Consider the value of recruiting students not only from English literature programs but closely related programs in other disciplines.</td>
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<tr>
<td>5.3 Continue to implement the excellent systems developed to shepherd graduate students smoothly through their programs.</td>
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<tr>
<td>5.4 Ensure that graduate students’ teaching and academic workloads are reasonable.</td>
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<td>5.5 The department and university should consider adjusting program length expectations and advertising</td>
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<td>5.1 and 5.3. Effective tracking and mentoring will continue to be managed by the Graduate Associate Chair.</td>
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<tr>
<td>5.2 Recruitment and admissions: recruiting diverse, high quality graduate students has been and will continue to be a key consideration.</td>
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<tr>
<td>5.2.1. Recommended changes to graduate admission criteria are referred to GSPA; Changes to admission wording to make it clearer will be considered by the Graduate Studies Committee.</td>
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<tr>
<td>5.2.2. This item is referred to the Faculty of Arts; it controls the admission of international students.</td>
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<tr>
<td>5.4. Reasonable workloads for students will be discussed by the Graduate Studies Committee and is also referred to the Faculty of Arts; it controls the 2-course/year teaching load of graduate students.</td>
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<tr>
<td>5.5. Adjusting program length expectations and advertising will be discussed by the Graduate Studies Committee and are also referred to the Faculty of Arts.</td>
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<tr>
<td>5.6. We hope that the university administration will applaud our efforts to support and respect graduate student aspirations and strengths. We believe we offer “a vibrant student experience” and that we value and support “Integrity, equity, diversity and a balanced life for students, faculty and staff.”</td>
<td></td>
</tr>
<tr>
<td>5.1 Ongoing - The introduction in 2018-19 of an oral defense of the dissertation proposal as part of doctoral candidates’ area examinations now enables the Associate Chair, Graduate Studies to track PhD supervision at a relatively early stage of students’ progress through the program. Efforts to find new ways to track supervision at later stages are ongoing.</td>
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<tr>
<td>5.2 Ongoing - For the 2019-20 recruitment cycle, the Department requested and received an increase to the number of international graduate students it was allowed to admit (it went from 1 to a maximum of 4). For the PhD program, the Department has successfully recruited award-winning students from other universities. The Department will continue its active efforts to recruit diverse, high-quality graduate students.</td>
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<tr>
<td>5.2.1 Complete</td>
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<tr>
<td>5.2.2 Ongoing - The Graduate Studies Committee will discuss this item in Fall 2020.</td>
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<tr>
<td>5.2.3 Complete - In the 2018-19 recruitment cycle, the Department accepted XDM and RCD students from communications, environmental science, and accounting as well as English literature programs.</td>
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<tr>
<td>5.3 Ongoing - Implemented in 2018-19, the new design of PhD area examinations puts students in closer contact with their dissertation committees as they draft their dissertation proposals.</td>
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<tr>
<td>5.4. Ongoing - In 2018-19 the Department’s TA Coordinator completed an audit of students to compile data on their teaching workload and address possible differences in hours worked.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Associate Chair</th>
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</thead>
<tbody>
<tr>
<td>Dean; Associate V-P, Graduate Studies and Postdoctoral Affairs (5.2, 5.2.1, 5.6); Provost</td>
</tr>
<tr>
<td>Student Association of Graduate English (SAGE) Executive</td>
</tr>
<tr>
<td>Task</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>5.7 Consider occasionally offering opportunities for PhD students to teach a higher-level.</td>
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<tr>
<td>5.8 Support and collaborate with the graduate students’ organization</td>
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<tr>
<td>5.9 Carefully look into the distribution of graduate supervision</td>
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</table>

For graduate students’ experience is well in line with the university’s strategic plan -- its desire for “a vibrant student experience” and its value for “Integrity, equity, diversity and a balanced life for students, faculty and staff.”

5.7 Graduate student teaching assignments are based on student expertise and Departmental need. The Chair will determine if upper-level courses can be offered to graduate students.

5.8 The Department is pleased to work with the Student Association of Graduate English (SAGE). SAGE has indicated an interest in collaborating on a graduate student handbook. The Department will consult with SAGE on creating an updateable resource to aid graduate students in navigating their degree programs.

5.9 The distribution of graduate supervision will be investigated by the Associate Chair, Graduate Studies and the Chair. Recommendations will be made to the Graduate Studies Committee and the Department.

One result of the audit is that students now fill out a contract for teaching to safeguard equity in the teaching assignments. The TA Coordinator subsequently completed a time-tracking report, with recommendations, on student hours spent performing TA duties. The Department is implementing those recommendations.

5.5 Ongoing - At the Master’s level, the Department maintains its one-year MA. At the PhD level, the revamped area examinations rolled out in 2018-19 are designed to improve completion rates by (among other things) increasing early contact between the candidates and their dissertation committees.

5.6 Ongoing - The Department continues to highlight graduate student experience, achievements, and organization on its web pages and in its blog.

5.7 Ongoing - Teaching opportunities for graduate students continue to be determined by Departmental need. While the Chair tries to offer students this kind of valuable teaching experience, such courses are not always available for graduate students to teach.

5.8 Ongoing - The Associate Chair, Graduate Studies has collaborated with SAGE to co-deliver SSHRC and area examination workshops, starting in Fall 2019. This has ensured more effective support for graduate students and a more consistent focus on scholarships.

5.8.1 In progress

5.9 In progress - The 2019 loss of a faculty member in two highly-subscribed areas of the graduate program, Experimental Digital Media (XDM) and Rhetoric and Communication Design...
### Graduate student funding

6.1 A five-year funding package should be projected for each admitted PhD student, consisting of a combination of teaching remuneration and fellowships. Since the times to completion in English are empirically something over 5 years, in order to make satisfactory progress towards the degree (and not be distracted by external employment) students should be supported for this time period; as well, 5 years of funding is common at many competing English PhD programs.

6.2 This package should be clearly communicated to prospective students so that they understand exactly how they can support themselves throughout the degree and the means by which this support is provided.

6.3 We recommend that no more than half of the terms during 5 years should be spent in teaching.

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| 6.1-3 | Because these recommendations are beyond the scope of the Department of English, they are referred to GSPA and the Faculty of Arts. The Department agrees that a five-year funding package is ideal for all new PhD students. While the Department is taking various steps to ensure timely PhD completion (e.g., a new comprehensive exam structure), a five-year funding package will significantly assist students and assist recruitment. |
| Dean; Conversations with GSPA | 6.1 Complete - In 2018-19 the Dean and Acting Associate Dean, Graduate Studies, of the Faculty of Arts advocated unsuccessfully at GSPA for a five-year funding package for doctoral students in the Faculty.  
6.2 Complete - The Department’s Graduate Coordinator and Graduate Studies Associate Chair provide guidance to students on the interpretation of their letters of offer and explain the means by which the support described in these letters is provided. In particular, they explain the roles that teaching assistantships and graduate teaching play in that support over the duration of their funding packages.  
6.3 Ongoing - The Associate Chair, Graduate Studies will continue to advocate for a reduction in the teaching currently expected of PhD students. |

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1 This was not identified as a formal recommendation in the external reviewers’ report and is being put forward at the suggestion of the program. It is not required to be included in the implementation plan.
**Staffing**

Increasing the number of support staff and honoring and rewarding them appropriately, especially in light of the complexity and necessity of their current roles and the increased logistical workload accompanying the expansion of the writing service courses.

Given the unavoidable increase in workload with the introduction of the writing initiative, we feel it would be opportune at this time to reassess the workload and position designations of the entire support staff and include the Department’s human resource needs in the writing initiative planning.

The Department agrees that increasing the number of support staff, giving them appropriate job titles, and reviewing workload and job descriptions are important in order to retain the excellent staff members that we have. These items are referred to the Faculty of Arts.

Chair, Dean

Ongoing

In 2018-19 the Chair asked Department staff to keep detailed lists of their activities and to note new tasks they begin to perform, especially in connection with the rollout of UCOI courses in several Faculties. She highlighted these tasks in staff evaluations for 2018-19 and will continue to do so in 2019-20 with the intention of reviewing workload, job titles, and job descriptions.

For 2020-21, the Chair has asked Department staff to track time spent on UCOI-related tasks such as scheduling, grad funding management, Provost funds tracking and analysis, and contract preparation. These activities have demanded considerably more time in 2020 owing to the sudden, exponential growth of the Mathematics and Computing first-year class.

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

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2 This was not identified as a formal recommendation in the external reviewers' report and is being put forward at the suggestion of the program. It is not required to be included in the implementation plan.
Date of next program review: 2024-25

Signatures of Approval:

Chair/Director

24 June 2021

AFIW Administrative Dean/Head (For AFIW programs only)

Sheila Ager

25/06/2021

Faculty Dean

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

4 January 2021

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

4 January 2021

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)