Please convey regrets to Diana Goncalves at d3goncalves@uwaterloo.ca

<table>
<thead>
<tr>
<th>Time</th>
<th>MEETING</th>
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<th>Action</th>
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<tbody>
<tr>
<td>1:30</td>
<td>OPEN SESSION</td>
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<tr>
<td>1. Conflict of Interest</td>
<td>Oral</td>
<td>Declaration</td>
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<tr>
<td>2. Remarks from the Chair</td>
<td>Oral</td>
<td>Information</td>
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<tr>
<td>3. Agenda/Additional Agenda Items</td>
<td>Oral</td>
<td>Input</td>
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<tr>
<td>1:40</td>
<td>Consent Agenda</td>
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<tr>
<td>Motion: To approve or receive for information by consent items 4-8 below.</td>
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<tr>
<td>4. Minutes of the 26 October 2021 Meeting</td>
<td>3</td>
<td>Decision</td>
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<td>5. Report of the President</td>
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<tr>
<td>a. Sabbatical and Administrative Leaves/Administrative Appointments</td>
<td>9</td>
<td>Decision/Information</td>
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<tr>
<td>6. Report of the Vice-President, Administration &amp; Finance</td>
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<tr>
<td>a. Incidental Fee Changes</td>
<td>16</td>
<td>Decision</td>
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<tr>
<td>b. Residence Fees – 2022-23</td>
<td>17</td>
<td>Decision</td>
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<tr>
<td>7. Reports from Committees</td>
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<tr>
<td>a. Building &amp; Properties</td>
<td>19</td>
<td>Information</td>
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<td>b. Audit &amp; Risk</td>
<td>21</td>
<td>Information</td>
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<td>c. Executive Committee</td>
<td>23</td>
<td>Information</td>
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<td>d. Finance &amp; Investment Committee</td>
<td>25</td>
<td>Information</td>
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<td>e. Pension &amp; Benefits Committee</td>
<td>29</td>
<td>Information</td>
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<td>8. Accountability Status Reports</td>
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<tr>
<td>a. Consolidated Undergraduate and Graduate Academic Reviews</td>
<td>31</td>
<td>Information</td>
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<tr>
<td>1:45</td>
<td>Regular Agenda</td>
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<tr>
<td>9. Business Arising from the Minutes</td>
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<td>1:50</td>
<td>Report of the President</td>
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<tr>
<td>a. President’s Update</td>
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<tr>
<td>i. Revisions to Policy 42 – Prevention of and Response to Sexual Violence</td>
<td>37</td>
<td>Decision/Information</td>
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<tr>
<td>ii. General Update</td>
<td>Oral</td>
<td>Information/Discussion</td>
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<tr>
<td>iii. Strategic Plan Update – Talent</td>
<td>39</td>
<td>Information/Discussion</td>
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<td>Time</td>
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<td>3:10</td>
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<td><strong>10 MINUTE BREAK</strong></td>
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<td>a. Operating Budget – Update and Planning</td>
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<td>b. Tuition Fee Setting</td>
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<td>3:40</td>
<td>55</td>
<td>12. Reports from Committees</td>
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<td></td>
<td>59</td>
<td>a. Finance &amp; Investment Committee</td>
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<td>61</td>
<td>b. Pension &amp; Benefits Committee</td>
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<td></td>
<td>c. Governance</td>
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<td>3:55</td>
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<td>13. Other Business</td>
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<td>4:00</td>
<td></td>
<td>CONFIDENTIAL SESSION</td>
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<td>4:05</td>
<td>6</td>
<td>14. Conflict of Interest</td>
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<td>4:10</td>
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<td>Regular Agenda</td>
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<tr>
<td>4:15</td>
<td>63</td>
<td>15. Minutes of the 26 October 2021 Meeting</td>
<td></td>
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<tr>
<td>4:25</td>
<td>65</td>
<td>16. Business Arising from the Minutes</td>
<td></td>
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<tr>
<td>4:25</td>
<td>67</td>
<td>17. Report of the President</td>
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<tr>
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<td></td>
<td>a. New Appointments with Tenure</td>
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<tr>
<td>4:35</td>
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<td>18. Reports from Committees</td>
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<td>5:15</td>
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<td>19. Other Business</td>
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<td>5:15</td>
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<td>20. Next Meeting: Tuesday 5 April 2022 at 1:30 p.m.</td>
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<tr>
<td>4:40</td>
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<td>IN-CAMERA SESSION</td>
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<tr>
<td>4:40</td>
<td></td>
<td>21. Conflict of Interest</td>
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<tr>
<td>4:45</td>
<td>8</td>
<td>22. Minutes of the 26 October 2021 Meeting</td>
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<tr>
<td>4:50</td>
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<td>23. Business Arising from the Minutes</td>
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<tr>
<td>4:55</td>
<td></td>
<td>24. Reflections</td>
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<tr>
<td>5:15</td>
<td></td>
<td>25. Other Business</td>
<td></td>
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<tr>
<td>26.</td>
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<td>Adjournment</td>
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</table>

KJJ/dg
6 January 2022

Karen Jack
University Secretary
OPEN SESSION

1. **CONFLICT OF INTEREST**
   Governors were asked to declare any conflicts they may have in relation to the items on the agenda; no conflicts were declared.

2. **REMARKS FROM THE CHAIR**
   **Governors’ First Meeting.** Following a warm welcome to President Goel, the chair welcomed other governors attending their first meeting: Catherine Dong, Michael Eubanks, Kevin Strain, and Dan Weber.

3. **AGENDA/ADDITIONAL AGENDA ITEMS**
   The Board heard a motion to approve the agenda as distributed.

   Giovinazzo and Easton. Carried unanimously.

   **Consent Agenda**

   The Board heard a motion to approve and/or receive for information by consent items 4-7 below.

   Barr and Hiscock.

4. **MINUTES OF THE 1 JUNE 2021 MEETING**
   The Board approved the minutes of the meeting as distributed.

5. **REPORT OF THE PRESIDENT**
   **Sabbatical and Administrative Leaves and Administrative Appointments**
   The Board received the report for information.

6. **REPORT OF THE VICE-PRESIDENT, ADMINISTRATION & FINANCE**
   **Incidental Fees.**
   The Board received the report for information.
7. REPORTS FROM COMMITTEES
   Executive Committee.
   The Board received the report for information.

Finance & Investment Committee
The Board received the report for information.

Governance Committee
The Board received the report for information.

Pension & Benefits Committee
The Board received the report for information.

The question was called and the motion carried unanimously.

Regular Agenda

8. BUSINESS ARISING FROM THE MINUTES
There was no business arising from the minutes.

9. REPORT OF THE PRESIDENT
Goel spoke to his delight at being at his first meeting of the Board. He extended a welcome to other new members and he thanked all governors for their excellent service to the University. Walking members through his presentation, he provided: an overview of his priorities; an update on the Strategic Plan, including details on some activities in all themes; details about future strategic discussions and orientations for Board members; some comments about December’s Board Retreat.

In response to questions, he spoke to work being done on performance indicators, and about his positive early impressions including the community’s evident strong support for the University, a common desire across constituencies to work together, and his impressions about the University’s interdisciplinary strengths.

Goel introduced Sandra Banks, vice-president, university relations who provided governors with an update on the University’s communication and marketing strategy. Members heard about: the University’s integrated marketing and communications activities; key audiences; the Global Impact Report; the coming year’s global impact themes and stories; an ongoing brand awareness campaign and key performance indicators from 2018-2021; the top performing stories in the “You + Waterloo” campaign, and what is lined up for the second phase; the Waterloo Innovation Summit; next steps.

In discussion, members heard about some of the targeted marketing being done for undergraduate and graduate student recruitment, and, in response to a question, assurance that the institution is paying attention to the employability of its graduates.

10. REPORTS FROM COMMITTEES
   Audit & Risk Committee
   The Board heard a motion to reappoint Ernst & Young as the University’s external auditors for the fiscal year ending 30 April 2022.

Hiscock and Barr. Carried unanimously. The remaining items in the report were received for information.

Hiscock introduced Jason Testart, director, information security services, who spoke to the Board about the University’s cybersecurity efforts. Governors heard about: the nature of cyber risks; how they are evaluated; the variety of threat sources; some security incidents at Waterloo in 2021;
prevention and detection done through network monitoring; training and awareness initiatives; the Information Security Services Team; top risks; work being done to reduce residual risks.

In discussion: kudos for the work being done to minimize the risks; some details about the University’s breach response procedures and who is involved; the merits of simulation, testing, and engagement with an external resource for incident response. Hiscock confirmed that cybersecurity will remain an ongoing subject of conversation at Audit & Risk meetings and that the committee will report back to the Board about it regularly.

Building & Properties Committee
Following a review of the report by George, the Board heard a motion to approve a revised $22.14 million budget ($4.64 million increase) for renovations to the 3rd floor of the Earth Sciences & Chemistry Building.

George and Hiscock. Carried unanimously.

The Board heard a motion to approve a revised budget of $34.4 million for the renovation of UW’s warehouse building on the Health Sciences Campus in downtown Kitchener.

George and Heide. Carried unanimously. The remaining items in the report were received for information.

Finance & Investment Committee
Following Schlegel’s introduction of the report, the Board heard a motion approve the listed investment managers for the IQC Trust, the revised ranges for asset classes and new target allocations for the IQC Trust, and amendments to the IQC Trust Statement of Investment Guidelines.

Schlegel and Giovinazzo. Carried unanimously.

11. OTHER BUSINESS
There was no other business.

The Board convened in confidential session.
CONFIDENTIAL SESSION

The confidential session minutes have been removed.
The Board convened in *in-camera* session.

15 November 2021

Karen Jack

University Secretary
IN-CAMERA SESSION

The In-Camera Session minutes have been removed.

15 November 2021
Karen Jack
University Secretary
The report on Sabbatical and Other Leaves and the report on Administrative Appointments come to the Board of Governors at each meeting as leave requests and appointments occur throughout the year. The report on Sabbatical and Administrative Leaves requires the approval of the Board of Governors whereas the report on Administrative Appointments comes to the Board for information.

FOR APPROVAL

SABBATICAL AND OTHER LEAVES

The University of Waterloo Policy 3 – Sabbatical and Other Leaves for Faculty Members sets out the purpose of leaves for faculty members as well as the requirements/responsibilities of faculty who are granted such leave.

The purpose of a sabbatical leave is to contribute to professional development, enabling members to keep abreast of emerging developments in their particular fields and enhancing their effectiveness as teachers, researchers and scholars. Such leaves also help to prevent the development of closed or parochial environments by making it possible for faculty members to travel to differing locales where special research equipment may be available or specific discipline advances have been accomplished. Sabbaticals provide an opportunity for intellectual growth and enrichment as well as for scholarly renewal and reassessment.

It should be clearly understood that the granting of sabbatical leave is contingent upon the faculty member's department being able to make the necessary arrangements to accommodate such an absence, and also upon the financial resources of the University in any given year. Should problems arise in any of the above, it may be necessary to postpone individual requests until such time as all the conditions can be satisfied. Normally, the University will not consider granting two leaves to a faculty member such that one immediately follows the other.

Application for leave must be made in writing to the Department Chair and approved by the Department Chair, Faculty Dean and the Vice-President, Academic & Provost based on their consistency with the criteria laid out in Policy 3. Application for sabbatical leave should include the faculty member’s plans for scholarly activities while on leave. After the above processes and approvals are in place, sabbatical and special leaves further require the approval of the Board of Governors.

Faculty members are eligible to apply for a regular sabbatical leave (either a half-year leave at full salary or a full-year leave at 85% salary) to be taken after six years, full-time (including 12 terms teaching) in the professorial ranks. An "early sabbatical" leave may be awarded after a minimum of three years, full-time (including six terms teaching) in the professorial ranks. Early sabbaticals are half-year leaves at 85% salary and consume credit for three years of service.

A faculty member who is granted a sabbatical or other leave is expected to return to duties in the University for at least one year and upon return will be expected to submit a brief report to the Department Chair regarding scholarly activities while on leave.
**Report Summary**

Sabbatical Leaves: 17  
Sabbatical Cancellations: 2  
Administrative Leaves: 1

**Sabbatical**

**Faculty of Environment**

**Andrey, Jean**, Dean of Environment/Geography, July 1, 2022 to December 31, 2022 at 100% salary  
My research program focuses on transportation planning with a particular focus on weather-related travel risks, and sustainable modes of travel. I will dedicate this time to complete two research projects. The expected outcome is two publications, one in the leading international journal of road safety and the other in the leading international journal of transport geography.

**Law, Jane**, Planning, March 1, 2022 to August 31, 2022 at 85% salary  
My area of research covers Bayesian spatial analysis (BSA) in planning and public health. I plan to conduct BSA, including rich/big data analytics for my NSERC and other projects. I also plan to contribute to the Public Health Analytics Lab that we received funding from the Canada Foundation for Innovation for its establishment. Expected outcomes include publications and the lab.

**Faculty of Health**

**Butt, Zahid**, Public Health Sciences, July 1, 2022 to December 31, 2022 at 100% salary  
My research area focuses on syndemics of infectious diseases like HIV, hepatitis C, and COVID-19. My research aims to evaluate the determinants of syndemics, extend the syndemic framework to non-communicable diseases and cancers, and design and evaluate prevention strategies to address syndemics. I will be working on current research projects, applying for grants and producing publications.

**Mock, Steven**, Recreation and Leisure Studies, May 1, 2022 to October 31, 2022 at 100% salary  
I study adult development and aging with a focus on sexual orientation, well-being, coping, and leisure. Recently, I have examined the intersections of class, culture, and leisure informed by psychological and sociological theories (e.g., class as culture, cultural omnivore). I plan to study the potential determinants and characteristics of gay male culture, culminating in a SSHRC grant.

**Mourtzakis, Marina**, Kinesiology and Health Sciences, May 1, 2022 to April 30, 2023 at 100% salary  
My research program focuses on developing body composition techniques in muscle wasting syndromes. I will complete existing projects, renew my NSERC and submit two CIHR project grants. I will visit Dr. Carrie Earthman (University of Delaware) to learn new techniques (i.e. Bioelectrical Impedance Spectroscopy) and plan a grant. I will also work with Dr. Helena Furberg (Memorial Sloan Kettering, New York) to analyze current NIH-funded data and plan our next NIH grant.
Faculty of Math

**Baranoski, Gladimir**, Computer Science, July 1, 2022 to December 31, 2022 at 100% salary
*The main purpose of this leave is to conduct collaborative research projects on light and matter interactions aiming at applications in computer graphics, biomedical optics and remote sensing. These projects will involve activities at Canadian institutions and, if possible, with the due authorizations, Foreign institutions. It will also involve the planning and writing of a book on the scientific methodology associated with this area of research.*

**D'Alessio, Serge**, Centre for Education in Mathematics and Computing, September 1, 2022 to August 31, 2023 at 100% salary
*My research blends the use of applied mathematical techniques to derive approximate analytical solutions and to construct mathematical-physical models, computational methods to provide numerical simulations, and comparisons with experiments, observations and/or analytical results whenever possible to provide model validation. My area of interest is fluid mechanics and includes the following topics: interfacial flows, hydrodynamic stability, and heat transfer.*

**Labahn, George**, Computer Science, September 1, 2022 to August 31, 2023 at 92.6% salary
*My field of research is Computer Algebra. My plans are to travel to France and continue my research first with Bernd Beckermann from University of Lille in Lille, and later with Vincent Neiger, Sorbonne University in Paris. In the first case we plan to work on problems with sparse interpolation while in the second setting the plan is to work on matrix normal forms in the area of Symbolic Linear Algebra.*

**Miskovic, Zoran**, Applied Mathematics, May 1, 2022 to April 30, 2023 at 100% salary
*Area of research: Mathematical Physics with applications to Nanotechnology. I plan to expand my research to mathematical modeling of the recently discovered exciting new two-dimensional materials, making use of the state-of-the-art ab initio computational techniques to explain their properties and predict possible applications in Nanotechnology.*

**Qin, Yingli**, Statistics and Actuarial Science, September 1, 2022 to August 31, 2023 at 85% salary
*We are encountering challenges and opportunities due to high-dimensional data emerging from bioinformatics, social network, genomics, etc. My research is focused on developing statistical theory and methods for high-dimensional data in the areas of hypothesis testing, estimation and classification.*

**Schonlau, Matthias**, Statistics and Actuarial Science, September 1, 2022 to August 31, 2023 at 85% salary
*My research area is survey methodology, and in particular the analysis of open-ended questions using natural language processing. My sabbatical is planned at half at GESIS, a pre-eminent research institute for survey research in Germany, and the University of Mannheim, Department of Computer Science. My goal is to advance survey methodology motivated by practical problems arising at GESIS.*

**Steiner, Stefan**, Statistics and Actuarial Science, September 1, 2022 to August 31, 2023 at 99.6% salary and January 1, 2024 to August 31, 2024 at 100% salary
*I plan to continue and expand my existing research in the area of Industrial Statistics. More specifically, I will work on developing new approaches for designing and analyzing experiments on networks and monitoring streaming data.*
Faculty of Engineering

MacVicar, Bruce, Civil and Environmental Engineering, May 1, 2022 to October 31, 2022 at 85% salary
Area of research: River morphology and restoration. Plan for leave: three to four months working with post-doctoral fellow David Adams and Professor Marwan Hassan at University of British Columbia, two to three months working with Professor Jay Lacey at Université de Sherbrooke. Expected outcomes: two to three academic research papers and one to two conference presentations.

Pham, Anh, Civil and Environmental Engineering, May 1, 2022 to October 31, 2022 at 100% salary
My research focuses on environmental contaminants. Since joining Waterloo, I have been researching per- and polyfluoroalkyl substances, which are emerging contaminants that have attracted significant attentions around the world. I plan to finish several papers, and work with my HPQ on newly funded projects. If the condition permits, I will visit my collaborators in the US.

Smith, Stephen, Electrical and Computer Engineering, May 1, 2022 to April 30, 2023 at 100% salary
I will further my research into the interaction between robot motion planning and perception. The main application of this research is developing motion planners for autonomous robots with safety guarantees. Travel restrictions permitting, I will visit colleagues at University of California, San Diego, and National Research Council Canada in St. John's Newfoundland.

Tam, Michael, Chemical Engineering, March 1, 2022 to August 31, 2022 at 85% salary
I plan to expand my research into new applications using sustainable nanomaterials. I will visit Professor Orlando Rojas, CERC in Bioproducts and Scientific Director of the Bioproducts Institute at UBC, to develop a strong collaboration in sustainable chemistry and engineering with a specific focus on the development of sustainable filtration media for air purification systems in building and construction.

Faculty of Science

Leung, Tong, Chemistry, September 1, 2022 to August 31, 2023 at 100% salary
I’ll work on my Discovery Grant renewal (on the use of materials defects for new applications), commission new XPS, SIMS, and XRF tools in the funded CFI project, complete projects on nanoclusters and 2D materials, and do work at the ALS (Berkeley, CA).

Sabbatical Cancellations

Faculty of Environment

Li, Jonathan, Geography and Environmental Management, January 1, 2022 to June 30, 2022 at 85% salary

Faculty of Engineering

Gorbet, Maud, Systems Design Engineering, March 1, 2022 to August 31, 2022 at 100% salary
Administrative Leaves

Faculty of Math

Steiner, Stefan, Statistics and Actuarial Science, September 1, 2023 to December 31, 2023 at 100% salary
I plan to continue and expand my existing research in the area of Industrial Statistics. More specifically, I will work on developing new approaches for designing and analyzing experiments on networks and monitoring streaming data.

FOR INFORMATION

ADMINISTRATIVE APPOINTMENTS

Report Summary
Administrative Appointments: 15
Administrative Appointment Changes: 3

Administrative Appointments

Faculty of Arts

Acheson, Katherine, appointment as Associate Dean, Undergraduate Programs, Faculty of Arts, effective January 1, 2023 to June 30, 2025.

Cooke, Martin, appointment as Associate Dean, Undergraduate Programs, Faculty of Arts, January 1, 2022 to December 31, 2022.

Cooke, Martin, appointment as Associate Dean, Undergraduate Students, Faculty of Arts, January 1, 2023 to August 31, 2023.

Ferrer, Ana, re-appointment as Associate Dean, Research, Faculty of Arts, January 1, 2022 to December 31, 2024.

Liebscher, Grit, appointment as Interim Chair, Communication Arts, Faculty of Arts, January 1, 2022 to June 30, 2022.

Park, Robert, appointment as Associate Dean, Co-operative Education and Planning, Faculty of Arts, July 1, 2022 to June 30, 2025.

Porreca, David, appointment as Chair, Classical Studies, Faculty of Arts, January 1, 2022 to December 31, 2025.
Vester, Christina, appointment as Associate Dean, Undergraduate Students, Faculty of Arts, January 1, 2022 to December 31, 2022.

Faculty of Math

Charbonneau, Benoit, re-appointment as Associate Dean, Undergraduate Studies, Faculty of Mathematics, July 1, 2022 to June 30, 2023.

Stastna, Marek, appointment as Associate Dean, Computing, Faculty of Mathematics, January 1, 2022 to December 31, 2024.

Faculty of Engineering

Bhattacharya, Kankar, appointment as Chair, Electrical and Computer Engineering, Faculty of Engineering, May 1, 2022 to April 30, 2026.

Sachdev, Manoj, re-appointment as Interim Chair, Electrical and Computer Engineering, Faculty of Engineering, January 1, 2022 to April 30, 2022.

Weber, Mark, re-appointment as Director, Conrad School of Entrepreneurship and Business, Faculty of Engineering, January 1, 2022 to December 31, 2025.

Faculty of Science

Deakin, Laura, appointment as Associate Dean, Student Relations, Faculty of Science, May 1, 2022 to April 30, 2025.

Moffatt, Barbara, re-appointment as Associate Dean, Student Relations, Faculty of Science, January 1, 2022 to April 30, 2022.

Administrative Appointment Changes

Faculty of Arts

Cooke, Martin, appointment as Associate Dean, Undergraduate Students, Faculty of Arts, September 1, 2019 to August 31, 2023 changed to September 1, 2019 to December 31, 2021.

Faulkner, Andrew, appointment as Chair, Classical Studies, Faculty of Arts, July 1, 2019 to June 30, 2022 changed to July 1, 2019 to December 31, 2021.

Faculty of Math

Lysy, Martin, appointment as Associate Dean, Computing, Faculty of Mathematics, January 1, 2021 to June 30, 2024 changed to January 1, 2021 to December 31, 2021.
FOR APPROVAL

Motion: To approve the student services fees as provided on Attachment #1 for all full-time and part-time undergraduate and graduate students, effective 1 May 2022.

Details: The fee is developed in accordance with the Student Services Protocol approved by the Board of Governors in 1994. At its 14 January 2022 meeting, the Student Services Advisory Committee approved these fee changes.

Motion: To approve campus housing 2022/23 residence fee rates, effective Fall 2022 term as provided on Attachment #2.

Details: The increase is set at 2%; and the family residence increase is set at 1.2%. Consultations with student representatives regarding the residence fee rates took place in Fall of 2021.

Dennis Huber
Vice-President, Administration & Finance
FOR APPROVAL

Student Services Fee

It is recommended that the compulsory Student Services Fee, assessed and collected each term from all full-time and part-time undergraduate and graduate students, be changed effective Spring term (May) 2022.

Undergraduate Full-time

<table>
<thead>
<tr>
<th>Service</th>
<th>Proposed 22/23 Fee Per Term *</th>
<th>21/22 Fee Per Term *</th>
<th>Increase/ (Decrease)</th>
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<tbody>
<tr>
<td>Wellness</td>
<td>$ 55.14</td>
<td>$ 54.60</td>
<td>1.0%</td>
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<tr>
<td>Student Success Office</td>
<td>$ 17.18</td>
<td>$ 16.92</td>
<td>1.5%</td>
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<tr>
<td>Writing Centre</td>
<td>$ 2.27</td>
<td>$ 2.32</td>
<td>(2.2%)</td>
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<td>Athletics &amp; Recreational Services</td>
<td>$ 100.48</td>
<td>$ 105.07</td>
<td>(4.4%)</td>
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<tr>
<td>Centre for Career Action</td>
<td>$ 21.21</td>
<td>$ 22.03</td>
<td>(3.7%)</td>
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<tr>
<td>Student Buildings</td>
<td>$ 6.69</td>
<td>$ 5.71</td>
<td>17.2%</td>
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<tr>
<td>Total</td>
<td>$ 202.97</td>
<td>$ 206.65</td>
<td>(1.8%)</td>
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Graduate Full-time

<table>
<thead>
<tr>
<th>Service</th>
<th>Proposed 22/23 Fee Per Term *</th>
<th>21/22 Fee Per Term *</th>
<th>Increase/ (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness</td>
<td>$ 55.14</td>
<td>$ 54.60</td>
<td>1.0%</td>
</tr>
<tr>
<td>Student Success Office</td>
<td>$ 13.17</td>
<td>$ 13.23</td>
<td>(0.5%)</td>
</tr>
<tr>
<td>Writing Centre</td>
<td>$ 12.77</td>
<td>$ 14.10</td>
<td>(9.4%)</td>
</tr>
<tr>
<td>Athletics &amp; Recreational Services</td>
<td>$ 64.78</td>
<td>$ 61.82</td>
<td>4.8%</td>
</tr>
<tr>
<td>Centre for Career Action</td>
<td>$ 21.21</td>
<td>$ 22.03</td>
<td>(3.7%)</td>
</tr>
<tr>
<td>Student Buildings</td>
<td>$ 6.69</td>
<td>$ 5.71</td>
<td>17.2%</td>
</tr>
<tr>
<td>Total</td>
<td>$ 173.76</td>
<td>$ 171.49</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

* Part-time fee is 30% of the full-time fee

Comments:

- The fee is developed in accordance with the Student Services Protocol approved by the Board of Governors in April 1994.
- Most members on the Student Services Advisory Committee are students.

Dennis Huber
Vice-President, Administration & Finance
### Student Villages
(includes Village 1, Ron Eydt Village & Mackenzie King Village)

<table>
<thead>
<tr>
<th>Student Villages (Two-term fee)</th>
<th>2021/22 $</th>
<th>2022/23 $</th>
<th>Increase %</th>
<th>Monthly $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dorm Style:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>6,697</td>
<td>6,831</td>
<td>2.0</td>
<td>854</td>
</tr>
<tr>
<td>Interconnecting</td>
<td>6,392</td>
<td>6,520</td>
<td>2.0</td>
<td>815</td>
</tr>
<tr>
<td>Double</td>
<td>6,008</td>
<td>6,128</td>
<td>2.0</td>
<td>766</td>
</tr>
<tr>
<td>Triple</td>
<td>4,806</td>
<td>4,902</td>
<td>2.0</td>
<td>613</td>
</tr>
<tr>
<td>Quad</td>
<td>3,905</td>
<td>3,983</td>
<td>2.0</td>
<td>498</td>
</tr>
<tr>
<td><strong>Suite-Style:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single room (4-bedroom suite style)</td>
<td>7,995</td>
<td>8,155</td>
<td>2.0</td>
<td>1020</td>
</tr>
</tbody>
</table>

### UW Place

<table>
<thead>
<tr>
<th>UW Place (Two-term fee)</th>
<th>2021/22 $</th>
<th>2022/23 $</th>
<th>Increase %</th>
<th>Monthly $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suite Style:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Room (Beck Hall)</td>
<td>6,310</td>
<td>6,436</td>
<td>2.0</td>
<td>805</td>
</tr>
<tr>
<td>Triple Room (Beck Hall)</td>
<td>5,048</td>
<td>5,149</td>
<td>2.0</td>
<td>644</td>
</tr>
<tr>
<td>Quad Room (Beck Hall)</td>
<td>4,101</td>
<td>4,183</td>
<td>2.0</td>
<td>523</td>
</tr>
<tr>
<td>Single Room (2-bedroom suite style)</td>
<td>7,224</td>
<td>7,367</td>
<td>2.0</td>
<td>921</td>
</tr>
<tr>
<td>Single Room (3- or 4-bedroom suite style)</td>
<td>6,837</td>
<td>6,974</td>
<td>2.0</td>
<td>872</td>
</tr>
<tr>
<td><strong>Hybrid Dorm Style:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claudette Millar Hall - Single Room</td>
<td>7,346</td>
<td>7,493</td>
<td>2.0</td>
<td>937</td>
</tr>
<tr>
<td>Claudette Millar Hall - Double Room</td>
<td>7,001</td>
<td>7,141</td>
<td>2.0</td>
<td>893</td>
</tr>
<tr>
<td>Claudette Millar Hall - Triple Room</td>
<td>5,602</td>
<td>5,714</td>
<td>2.0</td>
<td>715</td>
</tr>
<tr>
<td>Claudette Millar Hall - Quad Room</td>
<td>4,551</td>
<td>4,642</td>
<td>2.0</td>
<td>581</td>
</tr>
</tbody>
</table>

### Columbia Lake Village

<table>
<thead>
<tr>
<th>Columbia Lake Village (Two-term fee)</th>
<th>2021/22 $</th>
<th>2022/23 $</th>
<th>Increase %</th>
<th>Monthly $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single room (4-bedroom townhouse)</td>
<td>6,386</td>
<td>6,514</td>
<td>2.0</td>
<td>815</td>
</tr>
</tbody>
</table>

### Minota Hagey

<table>
<thead>
<tr>
<th>Minota Hagey (One-term fee)</th>
<th>2021/22 $</th>
<th>2022/23 $</th>
<th>Increase %</th>
<th>Monthly $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single room</td>
<td>3,492</td>
<td>3,561</td>
<td>2.0</td>
<td>891</td>
</tr>
</tbody>
</table>

### Columbia Lake Village

<table>
<thead>
<tr>
<th>Columbia Lake Village (One-term fee)</th>
<th>2021/22 $</th>
<th>2022/23 $</th>
<th>Increase %</th>
<th>Monthly $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single room (2-bedroom townhouse)</td>
<td>3,192</td>
<td>3,256</td>
<td>2.0</td>
<td>814</td>
</tr>
</tbody>
</table>

### Columbia Lake Village

<table>
<thead>
<tr>
<th>Columbia Lake Village (Townhouse style – Rent per Month)</th>
<th>2021/22 $</th>
<th>2022/23 $</th>
<th>Increase %</th>
<th>Monthly $</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-bedroom</td>
<td>1,306</td>
<td>1,322</td>
<td>1.2</td>
<td>1322</td>
</tr>
</tbody>
</table>

**Recommendation:**
Campus Housing 2022/23 Residence Fee Rates be approved, effective Fall 2022 term. Increase set at 2%. Family Residence increase at 1.2%
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This report is submitted following its 12 January 2022 meeting. The agenda package of the open session is available here: Building and Properties Committee - agenda and minutes | Secretariat | University of Waterloo (uwaterloo.ca)

FOR INFORMATION

1. General Oversight

The committee reviewed and accepted for information:

- the capital financing commitments associated with capital projects, and advises that these commitments fall within the University of Waterloo’s board-approved debt policy;
- a construction status report;
- a major capital projects report;
- the work plan of the committee;
- a university real estate holdings report.

Governors are encouraged to review the open agenda linked above for these reports’ details.

/ar

Martha George
Chair
This report is submitted following the committee’s meeting of 13 January 2022.

FOR INFORMATION

1. UNIVERSITY RISK MANAGEMENT PROJECT UPDATE
The committee received a status report on the university risk management program, as well as an updated risk assessment report under Policy 11 – University Risk Management. Over the coming months, staff will be providing information sessions on university risk management to members of senior administration, and the next round of reporting to the committee will occur at the committee’s July meeting. Staff also agreed to review and revise some of the structure and content of the eventual report taking into consideration committee feedback.

2. GENERAL OVERSIGHT
In addition to the committee’s annual responsibilities under the committee work plan, the committee receives regular updates from management on issues of interest and importance to the committee.
During the reporting period, committee received reports on cyber risk and remediation strategies, and university planning for the future of work.

Russell Hiscock
Chair

/rmw
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This report is submitted following the committee’s deliberations during November 2021 and January 2022.

FOR INFORMATION

On 23 November 2021 and 10 January 2022, the following two resolutions were passed on behalf of the Board of Governors.

1. **Lieutenant Governor in Council on Building & Properties Committee**
   That the Board Executive Committee approve the appointment of Michael Eubanks, Lieutenant Governor in Council member, term to 30 April 2024 to the Building & Properties Committee.

2. **Non-Board external member on the Finance & Investment Committee**
   That the Board Executive Committee approve the appointment of Aubrey Basdeo as a non-Board external member, term to 30 April 2025 to the Finance & Investment Committee.

Cindy Forbes
Chair, Executive Committee
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This report is submitted following the committee meeting of 13 January 2022. This report is recommended for inclusion in the consent agenda.

**FOR INFORMATION**

1. General Oversight

**Update on 2021-22 Operating Budget.** The committee received an update from the Vice-President, Academic & Provost on performance against the 2021-22 operating budget to date (see Attachment #1 to this report), and preliminary planning for the 2022-23 operating budget.

**Endorsement of Statement of Investment Policies and Procedures (SIPP), and Fund Implementation Procedures (FIP).** Toward the development of the revised SIPP and the new companion document FIP, the committee reviewed updated versions of the documents which were approved by the Pension Investment Committee and the Pension & Benefits Committee in Fall 2021. The committee’s terms of reference provide for a role to input/recommend through P+B all pension fund investment policies and guidelines, and the committee has been consulted throughout the development of these documents. The recommendation for the amended SIPP and FIP is located in the report of the Pension & Benefits Committee.

**Asset Mix Changes for IQC Trust.** In September 2021, the committee recommended updates to the IQC Trust investment guidelines which included the addition of Canadian Equity and Alternative asset classes, and adjusted benchmarks and permitted ranges for each asset class; the investment guidelines were subsequently approved by the Board of Governors at the October 2021 meeting, along with the approval of the investment managers/funds which were approved for the pension plan and endowment fund.

At the January 2022 meeting the committee approved investment of $37.5 million of the IQC Trust Fund in the TD Emerald Canadian Equity Index Fund, funded through the allocation of $11.5 million of cash and the remainder through partial sales of existing positions in fixed income and global equity investments. These asset mix changes will migrate the asset mix of the IQC fund toward the recommended benchmark allocations within the permitted ranges.

/mg

James Schlegel
Chair
## UNIVERSITY OF WATERLOO
### 2021/22 Operating Income Budget

**Board of Governors**
**February 1, 2022**

<table>
<thead>
<tr>
<th></th>
<th>Estimated 2021/22</th>
<th>Increase / Decrease</th>
<th>Estimated 2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As at April 6, 2021</strong></td>
<td>$000</td>
<td>$000</td>
<td>$000</td>
</tr>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolment</td>
<td>162,703</td>
<td>-</td>
<td>162,703</td>
</tr>
<tr>
<td>SMA3 Performance Outcomes</td>
<td>87,920</td>
<td>-</td>
<td>87,920</td>
</tr>
<tr>
<td>Special Purpose</td>
<td>5,389</td>
<td>216</td>
<td>5,605</td>
</tr>
<tr>
<td>International Student Recovery</td>
<td>(5,676)</td>
<td>(222)</td>
<td>(5,898)</td>
</tr>
<tr>
<td>Transfers to AFIW</td>
<td>(12,804)</td>
<td>-</td>
<td>(12,804)</td>
</tr>
<tr>
<td></td>
<td>237,532</td>
<td>(6)</td>
<td>237,526</td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic - Undergraduate</td>
<td>232,229</td>
<td>7,679</td>
<td>239,908 Note 1</td>
</tr>
<tr>
<td>Domestic - Graduate</td>
<td>29,611</td>
<td>(543)</td>
<td>29,068</td>
</tr>
<tr>
<td>International - Undergraduate</td>
<td>261,933</td>
<td>(12,921)</td>
<td>249,012 Note 2</td>
</tr>
<tr>
<td>International - Graduate</td>
<td>48,150</td>
<td>5,381</td>
<td>53,531 Note 3</td>
</tr>
<tr>
<td>Transfers to AFIW</td>
<td>(20,522)</td>
<td>(307)</td>
<td>(20,829)</td>
</tr>
<tr>
<td></td>
<td>551,401</td>
<td>(711)</td>
<td>550,690</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-op Recovery</td>
<td>24,516</td>
<td>1,067</td>
<td>25,583 Note 4</td>
</tr>
<tr>
<td>Student Services Fees</td>
<td>15,625</td>
<td>(1,900)</td>
<td>13,725 Note 5</td>
</tr>
<tr>
<td>Research Overhead</td>
<td>10,607</td>
<td>-</td>
<td>10,607</td>
</tr>
<tr>
<td>Interest</td>
<td>9,600</td>
<td>-</td>
<td>9,600</td>
</tr>
<tr>
<td>Services to AFIW</td>
<td>3,909</td>
<td>36</td>
<td>3,945</td>
</tr>
<tr>
<td>Miscellaneous Income</td>
<td>9,670</td>
<td>-</td>
<td>9,670</td>
</tr>
<tr>
<td></td>
<td>73,927</td>
<td>(797)</td>
<td>73,130</td>
</tr>
<tr>
<td>Total Income</td>
<td>862,860</td>
<td>(1,514)</td>
<td>861,346</td>
</tr>
</tbody>
</table>

**Note 1:** The increase in Domestic Undergraduate tuition is due to new students exceeding forecasts.

**Note 2:** The decrease in International Undergraduate tuition is due to new students lower than forecasts.

**Note 3:** The increase in International Graduate tuition is due to new students in Master's exceeding forecasts.

**Note 4:** The increase in Co-op Recovery Fees is primarily driven by undergraduate new students exceeding forecasts.

**Note 5:** The decrease in Student Services Fees is due to the pandemic related Spring 2021 waiver of the Athletics and Recreation fee.

**Note 6:** The investment income earned on operational funds is based on current and forecasted cash management and investment plans.

**Note 7:** Miscellaneous income includes application fees, rental income and various other fees such as transcripts, verification letters, etc.
### UNIVERSITY OF WATERLOO

#### 2021/22 Operating Expense Budget

<table>
<thead>
<tr>
<th></th>
<th>Estimated 2021/22 As at April 6, 2021 $000</th>
<th>Increase / (Decrease)</th>
<th>Estimated 2021/22 As at February 1, 2022 $000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary and Wages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current salaries and wages</td>
<td>491,577</td>
<td>-</td>
<td>491,577</td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current benefits</td>
<td>114,300</td>
<td>-</td>
<td>114,300</td>
</tr>
<tr>
<td>Faculty professional expense reimbursement plan</td>
<td>2,792</td>
<td>-</td>
<td>2,792</td>
</tr>
<tr>
<td>Parental leave supplement</td>
<td>2,500</td>
<td>-</td>
<td>2,500</td>
</tr>
<tr>
<td>Total benefits</td>
<td>119,592</td>
<td>-</td>
<td>119,592</td>
</tr>
<tr>
<td>Total salaries and benefits</td>
<td>611,169</td>
<td>-</td>
<td>611,169</td>
</tr>
<tr>
<td>Student Support</td>
<td>56,467</td>
<td>-</td>
<td>56,467</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Project Financing</td>
<td>2,000</td>
<td>-</td>
<td>2,000</td>
</tr>
<tr>
<td>Insurance</td>
<td>3,000</td>
<td>-</td>
<td>3,000</td>
</tr>
<tr>
<td>Library acquisitions</td>
<td>8,519</td>
<td>-</td>
<td>8,519</td>
</tr>
<tr>
<td>Municipal taxes</td>
<td>3,050</td>
<td>-</td>
<td>3,050</td>
</tr>
<tr>
<td>University Fund</td>
<td>43,100</td>
<td>-</td>
<td>43,100 Note 1</td>
</tr>
<tr>
<td>Utilities</td>
<td>22,925</td>
<td>-</td>
<td>22,925</td>
</tr>
<tr>
<td>Total other</td>
<td>82,594</td>
<td>-</td>
<td>82,594</td>
</tr>
<tr>
<td>Supplies and expenses</td>
<td>124,849</td>
<td>(1,650)</td>
<td>123,199 Note 2</td>
</tr>
<tr>
<td>Gross expenses</td>
<td>875,079</td>
<td>(1,650)</td>
<td>873,429</td>
</tr>
<tr>
<td>Cost recoveries</td>
<td>(11,520)</td>
<td>-</td>
<td>(11,520) Note 3</td>
</tr>
<tr>
<td>Estimated net expenses</td>
<td>863,559</td>
<td>(1,650)</td>
<td>861,909</td>
</tr>
<tr>
<td>Estimated income</td>
<td>862,860</td>
<td></td>
<td>861,346</td>
</tr>
<tr>
<td>Surplus (Unfunded deficit)</td>
<td>(699)</td>
<td></td>
<td>(563)</td>
</tr>
<tr>
<td>% of income</td>
<td>-0.08%</td>
<td></td>
<td>-0.07%</td>
</tr>
</tbody>
</table>

**General:** Opening 'Estimated 2021/22' budget balances have been regrouped for consistency with the current year presentation.

**Note 1:** The University Fund is used strategically for funding the University's strategic priorities and managing risk.

**Note 2:** Supplies and expenses reflects the budget for a variety of non-salary operating expenses of the Faculties and Academic Support Units such as supplies, enterprise software, maintenance, professional services, etc. The decrease in supplies and expenses is a result of updated business plans and expense management.

**Note 3:** Chargeouts and cost recoveries primarily include recoveries from Ancillary Enterprises (Housing, Food Services, Print & Retail Solutions, Watcard and Parking) for space charges and administrative support.
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FOR INFORMATION

1. Responsible Investment Policy. The Pension Investment Committee (PIC) reviewed the most recent draft of the Responsible Investment Policy (RIP) in conjunction with the most recent drafts of the Statement of Investment Policies & Procedures (SIPP) and Fund Implementation Procedures (FIP). PIC agreed to forward the SIPP and FIP to Pension & Benefits Committee (P+B) for consideration and recommendation to the Board (please see this committee’s report in the regular agenda). With respect to the RIP, PIC is seeking a legal opinion as part of its due diligence on the policy. This opinion will be supplementary to the legal advice sought on the Responsible Investment Advisory Group report which recommended the development of the policy. Once PIC has completed its review and made any necessary revisions, it will bring the policy back to the Finance & Investment Committee for further input, followed by final consideration and approvals through PIC, P+B, and the Board.

2. Pension Fund Investment Reporting. The committee received a report from PIC re: total fund and investment manager performance for the third quarter of 2021. The fund returned 1.32% (gross of fees) for the quarter, which trailed the actuarial benchmark by 0.64%. However, the fund outperformed the benchmark for the one, four and ten year periods. PIC also reported on its annual meetings with active global investment managers, two of which, RBC and Mirova, were funded during the quarter following approval by the Board. All of the global managers outperformed the benchmark for the quarter. For the one year period, Walter Scott returned 20.06% (-2.24% vs. benchmark), RBC returned 25.19% (+4.26% vs. benchmark), and Mirova returned 22.12% (+1.19 vs. benchmark). Beyond performance, PIC reviewed material events at the firms; investment processes; drivers of performance; portfolio turnover; impact of and responses to inflationary pressures, the shifting pandemic, and other macro events affecting markets; and policies and processes related to environmental, social and governance factors.

PIC also reported on progress with the infrastructure investment manager search, noting that the search committee met to develop a long list of potential candidates, identified a medium list for in-depth due diligence, and will consider the short list and interview candidates in the new year. Preferred candidates will be forwarded to F+I for information, and PIC and P+B for consideration before being brought to the Board for approval.

3. Indexation of Pension Benefit and Contribution Limits. The maximum pension benefits payable through the Registered Pension Plan (RPP) is governed by the Income Tax Act. Each year, the limit is adjusted based on the Average Industrial Wage (AIW) increase. With adjustment for the 5.37% increase in the AIW, the maximum annual pension per year of pensionable service that can be paid under the registered pension plan will be $3,420 and the maximum annual contribution will be $22,126, for 2022. In compliance with the Board’s decision effective 1 January 2021, the hard dollar cap in the RPP was adjusted by one-third of the percentage increase in the AIW from $3,400 to ~$3,461. The increases in the AIW for 2021 and 2022 exceed those seen in previous years due to the impacts of the COVID-19 pandemic and the resulting shifts in employment activity.

4. Indexing of Health and Dental Plan Maxima and Retiree Life Insurance Coverage. The committee agreed to adjust the benefits plan maxima and caps effective 1 January 2022 based on one year of inflation. The incremental annual cost of the increase is estimated at $99,300. Retiree life insurance coverage was increased to $5,900, based on the calculation of inflation in the past year with rounding to the nearest $100 increment of benefit.
5. **General Oversight.** In addition to the committee’s annual responsibilities under the committee work plan, the committee receives regular reports from the consulting actuary on legislative and policy changes anticipated and in force that impact public sector pensions, as well as changes implemented by other public sector pension plans. The committee discusses implications for the University’s pension plan and takes the information into account when making decisions on matters including plan design, funding and administration. During the reporting period, the actuary reported on activity with respect to the University Pension Plan (UPP) and the institutions joining the plan. The committee plans to schedule a presentation from the UPP in early to mid 2022.

/rmw

Peter Barr
Chair
BACKGROUND

The Ontario University Council on Quality Assurance (the Quality Council) was established in 2010 as an organization at arm’s length from both the Provincial Government and Ontario Universities to oversee the quality of all degree and diploma programs at Ontario Universities. As part of this oversight process, each University establishes an Institutional Quality Assurance Process (IQAP) setting out its own processes for approving and reviewing such programs, subject to the rules established by the Quality Council’s Quality Assurance Framework.

The Vice-President Academic is responsible for overseeing and upholding and maintaining the intellectual quality of the University’s academic programming. They delegate oversight of the IQAP process to the Associate Vice-President, Academic (AVPA) and Associate Vice-President, Graduate Studies and Postdoctoral Affairs (AVPGSPA). The day-to-day operation of this cyclical review process and the approval of new programs are supported by the Quality Assurance (QA) Office, a unit with 1.5 FTE staff housed in the AVPA Office.

All degree and graduate diplomas are required to undergo an academic program review at least once in eight years. During this process those involved in delivery of the program produce a thorough self-study including a number of mandated components such as a mapping of curriculum elements to desired learning outcomes, reports on progress on important strategic priorities of the university such as equity and diversity, and the like. For degree programs, external experts in the relevant field receive and review the program’s self-study; subsequently, these experts conduct a site visit to meet with (instructors, graduate supervisors, students, administrators and staff) to discuss strengths, weaknesses, challenges and opportunities of the program. The result of that site visit is a report from the externals that contains advice and recommendations.

Both the program and the relevant Faculty Dean respond to recommendations, preparing action plans for those recommendations that are adopted and justifications when recommendations are not adopted. This response is summarized in a Final Assessment Report (FAR). To evaluate the program’s progress on these action plans, a follow-up Two Year Report is produced by the program. The FARs and Two-Year Reports are subject to consideration and eventual approval by the Senate Undergraduate Committee or the Senate Graduate and Research Committee (chaired by the respective AVPs), on behalf of the University Senate. The approved reports are then forwarded to the full Senate for information.

The Quality Council requires that there be an annual report both to it and to the University’s Board of Governors on the results of academic reviews of existing programs (i.e., a list of the Final Assessment Reports and Two-Year reports received by Senate). In addition, the Quality Council mandates reporting on both new degree programs established and major modifications to existing degree programs. (“Major modifications” are substantive changes to existing programs...
that do not constitute a new program, where the QAF specifies criteria for distinguishing what sorts of changes count as substantive and the degree of change that would constitute the launch of a whole new program.)

STATUS OF UNDERGRADUATE & GRADUATE ACADEMIC PROGRAMMING

Academic Program Reviews

The following are Final Assessment Reports that were received by Senate during the September 2020 – August 2021 reporting period:

- Religious Studies (BA) with Jewish Studies (Minor), Religious Studies (PhD) joint with Wilfrid Laurier University
- History (BA)
- Studies in Islam (Minor, Diploma)
- Science and Business (BSc), Biotechnology-CPA (BSc) joint with SAF, and Biotechnology/Economics (BSc) joint with Economics
- Chemical Engineering (MASc, MEng, PhD)
- Psychology (BA, MA, MASc, PhD) and BSc with Science
- Master of Theological Studies (MTS)
- Global Governance (MA)
- Digital Experience Innovation (MDEI) + Global Business and Digital Arts (GBDA) (pdf)
- Liberal Studies (BA)
- Sexuality, Marriage and Family Studies (BA)

All approved Final Assessment Reports are published on the Academic Program Reviews website, as required by the Quality Council.

The following are the Two-Year Progress Reports that were received by Senate during the September 2020– August 2021 reporting period:

- Studio Art (BA, MFA), Art History & Visual Culture (BA), Film Studies & Visual Culture (BA)
- Pharmacy (MSc, PhD)
- Applied Mathematics, Computational Mathematics, Combinatorics and Optimization, Pure Mathematics (BMath)
- Systems Design Engineering (MASc, MEng, PhD)
- Applied Philosophy (PhD)
- Geography and Geomatics (BES), Master of Climate Change (MCC) and Master of Tourism (MA)
- Chemistry (BSc)
- Mathematics/Teaching (BMath)
All approved Two-Year Progress Reports are published on the Academic Program Reviews website, as required by the Quality Council.

New Programs

The following New Program Proposals were received by Senate during the September 2020 – August 2021 reporting period:

- Bachelor of Sustainability and Financial Management (BSFM). Joint Degree between Arts (School of Accounting and Finance) and Faculty of Environment - approved by the Quality Council August 2021. It is awaiting approval from the Ministry of Colleges and Universities, and has an intended start date in Fall 2022.

- Bachelor of Science in Climate and Environmental Change in the Faculty of Environment (BSc) - approved by the Quality Council July 2021 and Ministry of Colleges and Universities October 2021. Starts Fall 2022.

- Type 3 Graduate Diploma in Data Analytics hosted by the Management Sciences Department in the Faculty of Engineering - approved by the Quality Council June 2021 and Ministry of Colleges and Universities October 2021. Starts Spring or Fall 2022.

- PhD in Political Science in the Faculty of Arts- approved by the Quality Council April 2021 and has yet to be approved by the Ministry of Colleges and Universities. Starts Fall 2022.

Major Modifications

The annual report of Major Modifications to existing undergraduate and graduate programs was submitted to the Quality Council in August 2021. It is a lengthy list (over 50 entries) that the Quality Council does not require to be a public document, and consists primarily of changes designed to maintain currency of curriculum in changing fields, to meet changing demand from students or employers (e.g., by facilitating combining programs), and the like.

COMMENTARY ON THIS REPORT, AND PLANS FOR FUTURE REPORTS

A review of the lists above reveals progress towards some priorities identified in the Strategic Plan. For example, the new programs include examples of new interdisciplinary programs, some of which cross Faculty Boundaries (e.g., the BSFM) and some housed in a single Faculty but collaborating across disciplinary lines (e.g., the BSc in Climate and Environmental Change). The FARs and two-year reports include possibly surprising examples of programs that include Work Integrated Learning at the Graduate Level (e.g., the PhD in Applied Philosophy).

In future years, the QA Office intends to provide a more substantial summary of trends and lessons from the FARs, Two Year Reports, New Programs, and Major Modifications in its reports to the Board to support their role in monitoring the University’s progress towards its strategic priorities.
The AVPs acknowledge that to date the cyclical review process has faced administrative challenges. As noted, the process is a large and complex operation administered by a small unit; the potential sources of delay in the process are many. In some instances, the development of the self-study is not prioritized by the programs, resulting in the cyclical review process falling behind schedule at its outset. Sometimes information the programs need to complete parts of the self-study does not arrive on schedule. Processes within the QA office – reviewing the draft self-study, compiling CVs, and selecting external reviewers – often compete for attention from the AVPs. Perhaps most challenging has been the administration of the review, assessment and approvals of these reports through the governance bodies, where long delays have been observed. As a result, reviews were often behind schedule or approved only years after self-studies were completed.

Considerable progress has been made on this in the past three or four years, but considerable work remains to be done, including considering steps that can be taken to streamline processes and address pain points. For instance, if AVP capacity slows the process, the University should consider whether there are some steps that do not require AVP attention (e.g. some that are handled by suitably qualified professional staff at other universities).

The AVPs also consider Waterloo’s program review processes as an underutilized resource. The data and reflections contained in the self-study have tremendous value in articulating the strengths of Waterloo’s academic programming, experiential learning, and research. Moreover, currently the University responds to recommendations from external experts program-by-program, but investigating the recommendations included in all the FARs over time can identify themes and patterns useful to Faculties and the University.

These facts combine with other factors to make a restructuring of the QA Office and its processes an important step for the University:

- The QA Office should lead an effort to shift the perception of the cyclical review processes so they are regarded as an opportunity to:
  - Document and celebrate programs’ ongoing success and accomplishments;
  - Receive input from external experts to accelerate the evolution of the programs, realizing short- and long-term goals through a continuous improvement process.
- The QA Office can coordinate a process ensuring that expertise from partner units expertise is made available in an appropriate and timely way to those conducting self-studies so the review process can accelerate progress towards the University’s strategic goals. As examples:
  - Discussions are underway with Cooperative and Experiential Education, Faculty representatives at the Undergraduate and Graduate Operations Committees, and the QA Office about making use of the abundant information available in CEE to support curriculum design and renewal
  - The Centre for Teaching Excellence has hired expertise in Indigenous Knowledges and Anti-Racist Pedagogies in order that this expertise be available to all units on campus in their efforts to decolonize their curricula and to advance equity in the
classroom. The cyclical review process is an important mechanism for providing access to that expertise to programs.

- The University is moving towards offering many new sorts of credit and non-credit credentials, beyond traditional degrees and diplomas. While these are not required to be part of the cyclical review, the Quality Council and the Ministry both require that the University specify in its IQAP how these new credentials will be approved and their quality ensured and enhanced over time. QA is the obvious unit for housing expertise about approval and quality assurance for such programming.

With the support of the Vice-President, Academic and Provost, the AVPA, AVPGSPA and the Quality Assurance Office are undertaking a redesign of the Quality Assurance Office and some of its processes to facilitate progress including:

- Ensuring that the cyclical review processes are conceived as opportunities for improvement, not bureaucratic exercises. A name change may be part of the process.
- Creating research capacity within the unit.
- Streamlining processes for efficiency and effectiveness.
- Creating capacity, as appropriate, for mechanisms that may be put in place for development and review of alternative credentials.
- Creating standardized modes of collaboration with relevant units to support units in their efforts to continue to improve their offerings.

David DeVidi
Associate Vice-President, Academic
This page intentionally left blank.
To: Board of Governors  
Date: 1 February 2022  
Subject: Revisions to University of Waterloo Policy 42 – Prevention of and Response to Sexual Violence  
From: Chris Read, Associate Provost, Students

For Information

The Ministry of Training, Colleges and Universities Act ("the Act") requires the University to have a sexual violence policy (ref: Policy 42 – Prevention of and Response to Sexual Violence) and that it be reviewed “at least once every three years and amend it as appropriate.” The policy was last reviewed and amended in 2019. Over 2021, Amanda Cook, the University’s Director of Sexual Violence Prevention & Response, oversaw an evaluation of the existing policy and undertook research to inform the work of a committee which will complete the required review in 2022. The committee ultimately will propose recommendations for revisions to the policy for me to bring to the Board later this year.

For Approval

Two recent amendments to the Act’s associated regulation: Ontario Regulation 131/16 require two changes to be made to the policy by 1 March 2022. Excerpts from the regulation:

*Every college or university... shall ensure that its sexual violence policy, informs students that if they, in good faith, report an incident of, or make a complaint about, sexual violence, they will not be subject to discipline or sanctions for violations of the college’s or university’s policies relating to drug or alcohol use at the time the alleged sexual violence occurred.*

And,

[A] sexual violence policy shall include the following information: A statement that students who disclose their experience of sexual violence through reporting an incident of, making a complaint about, or accessing supports and services for sexual violence, will not be asked irrelevant questions during the investigation process by the college’s or university’s staff or investigators, including irrelevant questions relating to the student’s sexual expression or past sexual history.

In addition, in light of recommendations in the 2021 Organizational Review of the Office of Human Rights, Equity and Inclusion at the University, a change was made in the reporting line of the Sexual Violence Prevention and Response Office from the former “Associate Vice-President, Human Rights, Equity and Inclusion” to me. As such, the “Responsible/Originating Department” and “Executive Contact” within the policy also be changed.

The complete policy is linked above; the proposed changes are: (strikethrough = deleted text, bold = new text)

Responsible/Originating Department: Associate Vice-President, Human Rights, Equity and Inclusion  
Associate Provost, Students  
Executive Contact: Associate Vice-President, Human Rights, Equity and Inclusion  
Associate Provost, Students
5. Principles and Commitments

The following principles and commitments guide the implementation of this Policy:

1) ...
   a) ...
   b) The University recognizes that some individuals and those impacted by Sexual Violence may be reluctant to come forward. One of these factors may be a fear of being sanctioned for alcohol or other substance use. The University seeks to create an environment where individuals feel comfortable Disclosing and submitting a Complaint about incidents of Sexual Violence without fear of punishment or reprisal due to alcohol or other substance use. To this end, the University will ensure that those needing support will be fully informed of the options available to them, and the risks and benefits associated therein. Students who, in good faith, disclose an incident of, or make a complaint about Sexual Violence, will not be subject to discipline or sanctions under University policies (e.g., Policy 21 – Alcohol Use and Education or Policy 71 – Student Discipline) for violations relating to drug or alcohol use at the time the alleged Sexual Violence occurred.

   ...

   g) In the interpretation and application of this Policy, the University will uphold the principles of natural justice, including a fair and timely process. The principles of natural justice include the right to a fair hearing (where all parties are given the opportunity to present their case and to respond to the evidence against them) and the right to a fair process (where a decision is reached in a manner that is untainted by bias and where reasons for the decision, the evidence relied upon and the results are given in writing). The University recognizes that it is in the best interests of the University Community to investigate Complaints in a timely manner. Students who disclose their experience of sexual violence through disclosing an incident of, making a complaint about, or accessing supports and services for sexual violence, will not be asked irrelevant questions during the investigation process by the university’s employees or investigators, including irrelevant questions relating to the student’s sexual expression or past sexual history.

   ...
I am pleased to provide this report with its focus on the institution’s 2020-2025 strategic plan initiatives under the theme of Developing Talent for a Complex Future. As members are aware, these thematic spotlights constitute a key component of a series of broader engagements with the strategic plan through presentations and discussion with the university community and its governing bodies.

The series of engagements includes a Strategic Plan Thematic Discussion, organized ahead of a Board of Governors meeting. I want to personally thank the many members who participated in last week’s thoughtful discussion on Talent initiatives. The briefing material shared with governors as part of that Discussion is included in my report that follows as background for those unable to attend last week’s session.

At next week’s BOG meeting, we will focus on one of the key initiatives supporting the Talent goal of enhancing graduate studies at the university: growing work-integrated learning for our graduate students, as detailed on page 10 of 15 in the Report. To advance engagement in this area, our meeting will include a panel of past and present students, supervisors, administrators, and partners impacted by and contributing to our current programs in graduate studies work-integrated learning. We hope this session will highlight the various user experiences and differentiators associated thus far and foreground the opportunities ahead through more strategic and structured growth.

I look forward to an engaging discussion.
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GradWIL – Graduate Student Work-Integrated Learning

WatSPEED – Becoming a Premier Provider of Learning-Integrated Work Programs
This Report focuses on briefings compiled on specific initiatives being spotlighted at discussions this cycle with Governors on the strategic plan thematic area of Developing Talent for a Complex Future. This deeper dive into initiatives follows from the President’s Forum held last October, where management provided an introduction and overview of the various plans and activities underway in support of the goals under the Talent thematic area of the strategic plan. A recording of the October 2021 President’s Forum is available at https://www.youtube.com/watch?v=VftjHGFk7H8.

The briefs below are organized to support governance engagement with the university’s current strategy, its direction, and opportunities for ongoing enhancement. Subsequent meeting cycles of the Board in Spring and Summer will cover the second and third theme of the strategic plan: Strengthening Sustainable & Diverse Communities and Advancing Research for Global Impact. In our Fall meeting Governors will receive an annual progress update on all goals and indicators across the three theme areas of the plan.

The Talent theme of our strategic plan is constituted by four goals, and the respective goals being addressed directly and indirectly by each initiative are indicated at the top of each brief. In sum, the Talent goals are:

**Developing Talent for a Complex Future**

- T1 Educate global citizens for the future of work and learning to thrive in an age of rapid change by putting learners at the centre of everything we do.
- T2 Enhance graduate and post-doctoral studies by emphasizing the unique attributes of the University of Waterloo and our talented and diverse graduate student community.
- T3 Continue to lead the world in co-operative education and support the workforce of the future through fully integrated academic and experiential learning opportunities.
- T4 Establish a unique Waterloo approach to support learning at various stages of individuals’ professional lives.

Discussion questions offered for the Strategic Plan Thematic Discussion in January remain below for consideration as you engage with the briefs and in addition to separate inputs and questions you will bring to the forum.
Discussion questions

1. Reflecting on external factors and environmental forces, what are additional opportunities and/or threats we can plan for?
2. Given your industry insights, perspectives, and networks, are there any collaborators or inputs we can evaluate to strengthen our plans and execution?
3. How do actions or considerations implied in these initiatives impact or bear on other institutional plans and proposals in front of the Board?
4. Is there anything else important missing from our strategic approaches, to help support our thematic goals and as we envision long-term institutional positioning and success?

1. The Future Ready Talent Framework

Directly addressing Goal $T_3$ | Indirectly addresses Goals $T_1$, $T_2$, and $T_4$

What is the Future Ready Talent Framework (FRTF)?

The FRTF is a competency framework prepared by the University of Waterloo, which outlines the skills, knowledge, and behaviours required to succeed in a course, program, role, profession, career, and life-long learning. Labour market and career/professional development experts indicate that many individuals and organizations are not clear on what skills are needed to buffer against an increasingly volatile, uncertain, complex, and ambiguous (VUCA) world. Not only is there a proliferation of artificial intelligence, automation, robots, and the “gig” economy to consider, but there are also the impacts of accelerating climate change and a wide variety of social and political movements that are certain to influence the world of work.

Our FRTF is designed to provide a language for use across the Co-operative and Experiential Education (CEE) portfolio as we support students in identifying the development of these competencies during their Work-Integrated Learning experiences. It profiles the transferable skills expected to be in demand in the emerging economy and can be used to guide students and employers in unpacking these concepts within a future-oriented context. The FRTF is shown in Table 1.
Table 1. The University of Waterloo’s Future Ready Talent Framework (FRTF)

<table>
<thead>
<tr>
<th>Expand + Transfer Expertise</th>
<th>Develop Self</th>
<th>Build Relationships</th>
<th>Design + Deliver Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context &amp; discipline-specific skills</td>
<td>Self-management</td>
<td>Communication</td>
<td>Innovation mindset</td>
</tr>
<tr>
<td>Information &amp; data literacy</td>
<td>Self-assessment</td>
<td>Collaboration</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Technological agility</td>
<td>Lifelong learning &amp; career development</td>
<td>Intercultural Effectiveness</td>
<td>Implementation</td>
</tr>
</tbody>
</table>

The framework has been designed through consultation and an examination of existing competency frameworks, and various national and international reports on the skills needed for success in the future. The framework has been validated with employers, both UW co-op employers and employers more broadly.

Use of the FRTF within CEE and Across the University of Waterloo

Beginning in Fall 2020, all University of Waterloo students who are part of a co-operative education or work-integrated learning program began to see the FRTF in CEE programming. The framework was introduced in the pre-first work term courses for co-op students. It has also been incorporated into the mandatory Co-op Student Performance Evaluations. Continued work will be done on integrating the FRTF through the PD courses that co-op and EDGE students take, the workshops and appointments offered by the Centre for Career Action, as well as other touch points that students have with CEE. To date, over 6,300 students have completed their e-check-ins where they identified which three FRTF competencies they had focused on during their work-term.

As the rollout of the framework progresses with students, it is also being shared with our employer partners. They were first exposed to it when the changes to the Co-op Student Performance Evaluation were implemented in Winter 2021. Beyond that, we envision it serving as a tool for our employer facing staff to use in their conversations with employers about their talent needs and a way to communicate those needs through job advertisements and interviews to describe both what they are looking for, and what opportunities exist within their organizations for students to develop these talents.

As a pilot within UW’s Faculties, we partnered with the department of Recreation and Leisure in the Health Faculty undertaking a mapping between the FRTF and the learning outcomes listed in the syllabi of their courses. That pilot is helping us develop a process that could be used with other departments if they were interested in using the framework as a way of helping students track the development of their future ready talents in the context of their academic courses,

EDGE is UW’s experiential education certificate program offered to non-co-op students by Work-Integrated Learning programs. Further information can be found at: https://uwaterloo.ca/edge/.
beyond their co-op, career, and work-integrated learning experiences. This pilot is part of a larger conversation the Developing Talent Action Team\(^2\) is trying to foster regarding making better use of information available in CEE to support our efforts in the evolution of academic programs. Discussions are happening, or will soon be happening, with Faculty leaders at Undergraduate and Graduate Operations Committees and with other Support Units such as the Centre for Teaching Excellence and the Quality Assurance office. These discussions will help us determine what information will be of use to those developing or revising curriculum, what form it should take, and when they need it, for it to be of most value. If we develop effective ways to do this, it will be one more way that Waterloo is an international leader in truly integrating co-op and work-integrated learning into the learning experiences of students.

We are also using the framework within our CEE portfolio for staff to consider our individual and collective future readiness, and to internalize the framework for our work with key stakeholder groups. We have developed an introductory training module for use across the portfolio to convey the rationale, creation, and planned use of the framework to create a shared understanding across CEE teams. The first training module was released in December 2020.

A microsite for the FRTF has been created as a main landing page for those interested in learning more, available at [https://uwaterloo.ca/future-ready-talent-framework/](https://uwaterloo.ca/future-ready-talent-framework/).

2. **The Teaching Innovation Incubator**

   Directly addressing Goal T\(^1\) | Indirectly addresses Goal T\(^2\)

   **The Vision**

   The Teaching Innovation Incubator (TII) will provide the opportunity and necessary support to develop, “test drive”, and evaluate ideas that have the potential to be part of the next generation of teaching and learning at Waterloo. By doing so, the University will be able to make sound decisions about whether to scale up:

   - New ways of teaching (e.g., new uses of technology)
   - New types of courses and learning opportunities
   - New types of programs that benefit society and motivate students to choose Waterloo
   - New ways of doing things (e.g., models for interdisciplinary programs/credentials)

\(^2\) The Developing Talent Action team is one of the action teams formulated to develop actions to forward the goals of the strategic plan. The team is comprised of David DeVidi, Associate Vice-President, Academic; Jeff Cse Isello, Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Norah McRae, Associate Provost, Co-operative and Experiential Education; Sanjeev Gill, Executive Director, WatSPEED; Cathy Newell-Kelly, Registrar; and Aldo Caputo, Director, Centre for Extended Learning.
The Need

- The campus community wants what the TII can provide: an incubator was the number one recommendation arising out of the Teaching and Learning consultations during the strategic planning process in 2019-20.
- Waterloo has many existing supports for incremental improvements of teaching and learning aimed at programs, instructors, and students (the Centre for Teaching Excellence, Centre for Extended Learning, Writing and Communication Centre, Library, Co-op and Experiential Education, Student Support Office, and more), but less opportunity to develop and experiment with bold ideas.
- Those with bold ideas need access to a coordinated network of professionals and professional and technical supports with whom they work together to move their idea forward to being innovative, testable pilot projects and, if successful, to implementation. The TII can provide access to expertise on an as needed basis to facilitate important steps in this process (e.g., market feasibility studies, business plans, student recruitment plans, strategies for gaining governance approval, curriculum mapping, etc.).

The Value

Creation of a Teaching Innovation Incubator will:

- Enhance a culture that values teaching innovation at Waterloo.
- Develop, evaluate, and amplify ideas from all the sources possible (e.g., Faculties, faculty members, students, staff). The idea is not to create a unit that does innovative thinking for the rest of us, but to create a space for innovation by us.
- Advance many strategic priorities of the University by:
  - Creating flexible new learning possibilities for students
  - Facilitating development of interdisciplinary academic programs, lifelong learning projects, etc.
  - Increasing students’ agency and involvement in developing their own educational opportunities (including involving them directly in Incubator projects)

The Concept

The TII will serve as a hub, catalyst, and launch pad for the development of transformative teaching ideas at Waterloo. It will provide an effective and efficient method to mobilize this development and to gain information so the University can evaluate which ideas it should invest in bringing to scale.

- A forum for networking, a place to showcase innovations, and a mechanism for publicizing good work already happening in priority areas (e.g., existing interdisciplinary opportunities).
- Collaboration spaces and access to relevant technologies to encourage experimentation when developing new types of programs and offerings or upgrading existing ones, and in the development of new teaching techniques and strategies.
• One-stop access to cross-unit teams that provide relevant expertise to support the development, test driving, and evaluation of ideas.

• A generator of coordinated activity where all can be involved in the evolution of teaching and learning: as learners during “test-drives” of new approaches, (mostly graduate) students as designers of new learning resources that capitalize on their cutting-edge knowledge, and as members of teams pursuing Incubator projects.

**Access to Incubation** will be on a competitive basis. The items on this list are to be determined in a consultative project to begin early in 2022, but the basic ideas are:

• Targeted calls for expressions of interest and appropriately designed selection procedures will ensure developments are aligned with strategic priorities while still allowing mould-breaking ideas to be pursued.

• Not all good ideas are incubator ideas. Incubator ideas are ones that require input from many sources and a primary value of the Incubator is putting together teams and work plans that allow all relevant aspects of the idea to be developed and investigated (for impact, for feasibility, for fit with other University initiatives, etc.).

• Project proposals will include an evaluation plan to determine effectiveness and transferability of innovations, and to monitor uptake of the innovations that show promise.

**The Incubator will work in both physical and virtual collaborative spaces**, including at least:

• A large workshop space that can serve multiple purposes, including:
  o A makerspace where instructors have access to materials, design processes, research, and implementation expertise to support their explorations.
  o In-person and online modes where faculty, students, and staff members meet for networking, cross-pollination of ideas, and to launch collaborative projects.

• An EdTech “sandbox” space to advance the University’s “digital transformation” of education by enabling instructors to test and learn how to use emerging technologies such as extended reality tools.

**Plans for 2022**

Early in 2022, a working group will be set up to consult with the community and make recommendations to senior leadership on the details for launching the Teaching Innovation Incubator, including turning the concept sketch above into a concrete plan. The consultations, research, and writing of the report will take six to eight months.

Until the recommendations of the working group can be implemented, one or two projects per year will be launched and funded for incubation through what we can term a Beta-Incubator. This approach will allow us to familiarize the campus community with the Incubator idea, generate momentum for it, produce some important teaching and learning opportunities for students, and learn about what works well and what doesn’t in our preliminary understanding of how teaching innovation incubation will work.
For 2022, two projects will be launched through the Beta-Incubator:

- *Cross-Faculty, Graduate Student Designed Interdisciplinary Courses focused on Wicked Problems*. More information about this project is provided further in this report and through a spotlight presentation at this Senate meeting.
- The details of the second project remain a work in progress. A partnership involving, among others, the Sustainability Office and ideas about building genuine understanding of sustainability into the curriculum in many types of programs is under discussion.

### 3. Novel Interdisciplinary Courses Offered by Emerging Scholars – Graduate Studies Programming

The graduate studies community, led by the Faculty Associate Deans Graduate Studies and Postdoctoral Affairs (GSPA), has been working collaboratively to mobilize strategic initiatives resulting from the Developing Talent framework of the strategic plan. Our primary goal, as articulated in the strategic plan is to enhance graduate and post-doctoral studies by emphasizing the unique attributes of the University of Waterloo and our talented and diverse graduate student community.

Our interpretation of this objective is to expand and make better known the strengths and differentiators of graduate studies at the University of Waterloo. We believe these unique attributes include:

- excellence in student-centered (and often student-led) academic programming that support diverse pathways and outcomes for our students – the focus of this brief;
- unmatched opportunities to have our students’ learning be integrated with and influence the activities of external partners, further catalyzing students’ goals of being transformative in their research fields. The strategic initiatives being developed in this area are covered in the GradWIL brief.

Concurrently (but not addressed here), Graduate Studies is working with the Faculties to develop and implement novel, interdisciplinary collaborative graduate programs as well as new type 2\(^3\) graduate diplomas that will create additional pathways for our students to be impactful in addressing society’s most challenging problems, while creating communities of scholars who share common interests.

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\(^3\) Type 2 diplomas are complementary graduate credentials that are earned by students concurrent with their primary academic degree.
Novel Interdisciplinary Grad Student Designed and Led Courses Addressing “Wicked Problems”

Graduate students are engaged in scholarship and conducting research at the University of Waterloo that is advancing the understanding of and developing solutions to some of society’s most challenging problems. This initiative creates opportunities to bring together those emerging scholars from across the campus who share a common interest, but who address the problem from interdisciplinary perspectives.

The Proposal

Under this proposal, a team (or teams) of senior PhD students from across the Faculties will propose and develop a course addressing a “wicked problem,” i.e., a problem that is not merely difficult to solve but difficult to even formulate precisely because of the variety of interdependent factors involved. The course(s) will be offered to senior undergraduate students from all Faculties. Thus, both the instructors and the learners will bring interdisciplinary perspectives to the course.

Program Goals, Administration, and Impact

The goals of this program include the following:

- To facilitate the development of new course offerings for our undergraduate students delivered by leading and emerging scholars from our graduate student community;
- To create opportunities for our senior PhD students to receive training and mentorship in curriculum development (and professional development more generally) from within their academic units and from central resources;
- To foster the development of communities of scholars and learners from across the campus who share a common interest in an applied theme, but approach the problem from diverse disciplinary perspectives; and
- To generate new funding opportunities for our graduate students that directly contribute to the University’s strategic goals and overall mission.

To ensure the quality and impact of these course offerings, there will be substantive, collaborative oversight over course conceptualization, selection, design, and delivery, made possible in part through the Teaching Innovation Incubator (TII).

It is envisioned that stakeholders from within the Faculties and centrally will regularly convene, generate, and update a list of potential course themes that resonate with the academic community. From this list, regular calls for proposals will be made for cross-faculty teams of PhD students whose collaborations will be coordinated with leadership from the Associate Deans and the Associate Vice-President, GSPA.

Proposals received from student teams will also be vetted by the program’s administrative leads. Courses chosen to be advanced will have great depth in disciplinary expertise, with a well-articulated vision for connecting these perspectives to create interdisciplinary learning
outcomes. Moreover, preference will be given to proposals that include pathways to advance meaningful community building among the instructors and potentially the learners.

Once a proposal is selected to be developed, course instructors will receive support from relevant ASUs coordinated through the TII. The Centre for Teaching Excellence, the Centre for Extended Learning, the Library, and the Writing and Communication Centre are all expected to play important roles in supporting and mentoring PhD student instructors in the appropriate delivery mechanisms considering desired learning outcomes and student engagement. Perhaps, most importantly, TII groups, instructors, and the faculty mentors will coordinate to ensure the appropriate integration of disciplinary modules and evaluative exercises such that common student learning outcomes are achieved in these interdisciplinary offerings.

The collaborative oversight of the program continues beyond the delivery of the course. Importantly, the graduate student instructors will receive feedback on course content, delivery, and administration. The supportive teams in place will also help interpret learners’ perceptions of the instructors and the course such that meaningful reflection can take place. Finally, course content can be collectively inventoried and maintained such that it may be used for subsequent academic opportunities.

Administratively, there needs to be an academic “home” for these courses. Where these courses will be mounted and matters of course naming and listing will be deliberated through the TII where this project will be incubated.

**The Timing of the Implementation**

The timelines for this proposal are being finalized. We are preparing for a pilot implementation that accelerates the process by pre-selecting the course topic – climate change – and replaces the request for proposals with an active recruitment of student instructors and their mentors. We anticipate a first course offering in Fall 2022, with the more formal process in place for 2023. In steady state, the expectation is to have one or two courses offered each term.

### 4. **GradWIL – Graduate Student Work-Integrated Learning**

The institution’s strategic commitment towards developing talent for a complex future includes expanding Work-Integrated Learning (WIL) opportunities at the graduate level, which significantly supports the broader goal of enhancing graduate studies at the University of Waterloo.

**Background on Work-Integrated Learning at the Graduate Level**

Experiential education, and more specifically Work-Integrated Learning (WIL), has been a core component of teaching and learning at Waterloo since its inception. At the graduate level, WIL
aspects exist in some programs (e.g., through co-op, external placements [internship/practicum], capstone projects, courses, research, and entrepreneurial activities), however, these experiences are limited and lack consistency with structure and management.

There is substantial interest in growing GradWIL:

- **Programs** see value in offering more GradWIL experiences, particularly in research, but perceive barriers including administrative burden, finding external partners, mapping of student training/skills to the activity, and incorporating WIL without lengthening program time.
- **Students** are interested in experiences with external partners (NFP, Business, Government) with this interest exceeding what they are currently offered.

Though there is interest in growing GradWIL, there are operational challenges to implementation:

- lack of tracking WIL experiences within graduate programs/research activities
- lack of standardization in student status during experiences (implications for funding models/fees)
- discrepancy in student funding for external placements
- no clear path for how external partners connect with graduate programs
- lack of “templates” that define types of GradWIL or support programs in building WIL into curricula

While WIL operates as an important differentiator for UW, currently, this strength is not well articulated for the graduate community. It is difficult for programs to independently incorporate WIL experiences without the challenges being addressed in a collaborative and comprehensive fashion. Moreover, not all programs have interest or capacity in building WIL elements, thus, ‘add-on’ WIL activities that are managed centrally are needed.

**The vision for GradWIL**

- All UW graduate students can participate in WIL (some with remuneration), within their programs or as an ‘add on’ activity.
- The complementary value proposition to external partners for engaging graduate students (in addition to undergraduates through co-op) is clearly articulated.
- Graduate students are well-prepared for WIL experiences via professional development activities.
- Programs have a clear understanding of models for building WIL into curricula.
- Industry/community partners have a clear pathway for connecting with programs.
- Methods are developed and implemented to quantify where and how quality graduate WIL experiences are taking place (i.e., clear, standardized metrics, learning outcomes, etc.).
- Graduate research continues to be informed by, and create solutions for, real-world problems.
- There is a growth in research funding through increased collaboration with external partners.
• UW’s strength in training through WIL activities has become part of the graduate brand, with immediate co-benefits for strategic recruitment and enrolment.

The Proposal

The evolution of the proposal for GradWIL has been a collaborative effort between GSPA/CEE with input from Faculty leadership (i.e., Associate Deans–Grads). To overcome the challenges and achieve the vision, we propose the establishment of a multi-unit team, primarily reflecting a partnership between CEE and the GSPA. This team will develop, implement, and track GradWIL, with the overarching goal of creating the structure that supports and catalyzes individual programs in developing their GradWIL offerings.

Outcomes

• Graduate students are provided with crucial professional development, networking, funding, and opportunities to build skills for transition to the workforce.
• Graduate programs can differentiate themselves from competitor programs and enhance their competitiveness in recruiting top students. GradWIL by its nature facilitates collaborations with external partners, thereby opening expanded opportunities for research.
• The University may achieve enhanced alignment with the province’s performance outcomes-based model and stronger connections with alumni.
• Industry/community partners can benefit through the development of talent and meet their internal research and development objectives.

Relying on metrics such as curricular offering, student funding/outputs, research grants, enrollment data, and surveys to programs, students, applicants, and external partners, the team’s focus will be in determining whether these benefits along with the articulated vision are being achieved.

5. WatSPEED - Becoming a Premier Provider of Learning-Integrated Work Programs

Directly addressing Goal T4 | Indirectly addresses Goal T1

OUR MISSION

Building on Waterloo strengths, we empower professionals and executives with the lifelong learning required to thrive in a complex and evolving world amidst rapid technological, environmental, economic, and social disruption, thereby future-proofing careers and creating sustainable, prosperous communities for Canadians and the world.
OVERVIEW AND CORE PRINCIPLES

These terms of reference are intended to provide an overview of the WatSPEED intake and delivery process for non-credit offerings. The Core Principles outlined below were presented to WatSPEED by the Faculty deans. WatSPEED’s operating model addresses each of these principles.

- **Opportunities should first be discussed with deans**, or their designate, at an early stage for general buy-in and identification of faculty who can be involved to develop and deliver courses.
- **Commitment to transparency, openness, and consistency** across the University related to the financial and royalty models being used to develop, staff, and deliver these courses, and to how instructors will be approached.
- Courses and activities being developed and deployed will **enhance and not diminish our reputation** and be associated with a clear value proposition for the University.
- **Academic oversight** will reside within the appropriate faculties and academic units.
- **The University’s goals and objectives** — as outlined in the strategic plan and embodied in its academic mission of teaching, research, and public service — will underpin the process and intended outcomes.

WatSPEED’s go-to-market strategy will focus on delivering two types of non-credit offerings:

- **B2B (Business-to-Business):** Offerings will be developed in partnership with corporations, professional associations, or government agencies with an identified target market, shared marketing, and shared risk. These custom offerings will require more work to develop but will allow Waterloo to work directly with leading organizations from various industries with little risk, as demand is validated and costs are shared.

- **B2C (Business-to-Consumer):** B2C (or open learning) offerings are created to support the learning, reskilling, and upskilling of professionals, including Waterloo alumni. These offerings are scalable, present opportunities for global reach, and allow for broader knowledge mobilization.

**WatSPEED’S OPERATING MODEL**

Throughout 2020, a series of consultations were held to identify needs, concerns, and questions from a wide-ranging group of internal stakeholders. WatSPEED’s operating model was developed based on the insight and feedback gathered through those consultations and will ensure that appropriate governance, oversight, and reviews exist at optimal points in the lifecycle of an opportunity.

When an opportunity for a non-credit offering comes forward, WatSPEED will follow these steps to assess the opportunity:

- WatSPEED will validate the market, business case, and alignment with University strategy.
WatSPEED will confirm there is alignment with the Core Principles listed above and that there are no areas of conflict.

If there is an obvious academic receptor, WatSPEED will first approach the appropriate designate within the Faculty. The opportunity will be discussed for general buy-in and to identify the appropriate faculty member(s) to be involved to develop and deliver the course.

After the assessment, WatSPEED will engage one of three business models:

**BUSINESS MODEL 1**

Waterloo faculty member(s) act as course authors; their efforts are considered over-load activity. WatSPEED will contract directly with the faculty members who are acting as the course authors, paying one-time fixed payments for both course development and instruction. The net income will be split evenly between the academic unit and the University. The 50% allocated to the academic unit will be distributed at the discretion of the faculty dean(s).

**BUSINESS MODEL 2**

Waterloo faculty member(s) act as course authors; their efforts are considered load activity. In this situation, most elements described in Business Model 1 will still apply, with the following exceptions: the academic unit is responsible for costs and coordination of content, delivery, and sustainability, and WatSPEED will not provide payment for course development and instruction.

**BUSINESS MODEL 3**

When there is no obvious academic receptor, WatSPEED, supported by the appropriate Associate Dean(s), will administer a call for interest. If an interested faculty member does not come forward, WatSPEED will seek third-party interest, including Waterloo alumni. In this situation, WatSPEED covers all costs incurred with course content development and delivery. Faculty members involved in third-party vetting or governance are compensated for their time, and 100% of the net income goes to the University. WatSPEED will engage a process for academic control and oversight from within the University community.

*It is expected that the majority of WatSPEED programs will fall into Business Model 1.

In any scenario, the Alternative Credentials Academic Committee (ACAC) will provide an early review of opportunities. Later, the committee will review the developed course to ensure it meets the academic standards of the University.

Furthermore, in each case, WatSPEED will provide the following services:

- Market research (validate/maximize the success of the offering)
- Business development (industry partner interface, needs assessment, contracting, client management, continuous improvement)
- Systems and platforms (registration, payment, marketing systems, learning)
- Course advertising and marketing (maximize the success of the offering)
- Program/project management to create and manage the workback schedule
• Course delivery and production, including online learning consultant, instructional designer, and multi-media production (videos, professional voice-overs)

THE WatSPEED JOURNEY THUS FAR

In June 2021, the Vice President, Academic and Provost announced to the internal University community the merger between Professional Development and WatSPEED. WatSPEED was officially launched externally in July 2021.

Since then, the WatSPEED team has worked closely with all six faculties to discuss and develop learning-integrated work opportunities. We received significant interest from industry, and lead Waterloo’s involvement in the Palette Skills initiative to address the challenge of a pan-Canadian talent gap.

We secured engagements with three industry partners and are continuing to nurture and develop strong partnerships:

• WatSPEED’s inaugural course, Predictive Analytics for CPAs, was developed in partnership with Waterloo’s School of Accounting and Finance and CPA Ontario and launched in October 2021.
• We also launched a custom-designed data science program for employees of the Canadian Institute for Health Information, with the first workshop on December 6, 2021. This represents a collaboration among several academic units: Centre for Bioengineering and Biotechnology, Cheriton School of Computer Science, School of Public Health Sciences, Systems Design Engineering, and the Waterloo Artificial Intelligence Institute.
• Our next effort, in partnership with Management Sciences, is for the Ontario Society of Professional Engineers, addressing digital transformation in engineering.
• We are building on the success and learnings from these initial programs while working on several pilot programs, engaging academic partners from all faculties.

As we develop our programming, we are focusing on delivering a high-quality learner experience that lives up to the University’s standards and reputation for excellence. We’re continuing our market research and exploring other opportunities that would align well with our unique value proposition.

BENEFITS AND EXPECTED OUTCOMES FOR WATERLOO

Our efforts to achieve the WatSPEED mission will result in many positive outcomes for the University. We are striving to enhance Waterloo’s reputation for having real-world impact as we strengthen existing and attract new corporate partnerships. We will extend value to our alumni throughout their careers and develop new alumni in the process. This strengthens the Waterloo brand and reputation, delivering value beyond the new income stream that it creates.
This report is submitted following the committee’s meeting of 13 January 2022. This report is recommended for inclusion in the regular agenda.

The Vice-President, Academic & Provost will make a presentation on the recommended tuition changes at the Board of Governors meeting, on behalf of the committee.

RECOMMENDATION

1. Recommended Tuition Fee Changes, and Recommended Co-op Fee – 2022/23

Motion: That the Board of Governors approve the 2022/23 tuition fee changes and the 2022/23 co-op fee, as described in Attachment #1 to this report.

Rationale: See Attachment #1 to this report.

James Schlegel
Chair
1. Recommended Tuition Rate Increases 2022/23

The Ministry of Colleges and Universities (MCU) released the most recent tuition framework on January 17, 2019, which provides requirements for domestic tuition rates up to and including the 2020/21 academic year. In April 2021, MCU announced an additional one-year domestic tuition rate freeze for Ontario residents for the 2021/22 academic year; this was in line with the domestic tuition rates that had already been approved for the University of Waterloo (“the University”) for the 2021/22 academic year. MCU has not given guidance for domestic tuition rates for years beyond 2021/22. The University is maintaining current domestic tuition levels for 2022/23. Should the Ministry release a new tuition framework for 2022/23, any changes from current levels will be brought to the Board of Governors for approval.

International tuition rates are not regulated by MCU. The University’s practice is to review and set international rates annually. The tuition rate increases proposed below have been developed through review of several factors that include:

- Operating costs to deliver high quality academic programs, including overall inflation
- Comparison with similar programs at other institutions within Ontario and beyond
- The value of a Waterloo degree, both overall and in specific program areas
- The continued high demand for Waterloo programs nationally and internationally

The resulting international tuition rate changes recommended for approval for the 2022/23 academic year are as follows:

**Undergraduate**
- Year 1, all programs: 5.0% - 10.0%
- Upper years, all programs: 5.0%

**Graduate**
- Research PhD programs: 0.0%
- Research/Coursework Master programs: 3.0%
- Coursework MEng/MMSc: 5.0%
- Specifically identified Master and Diploma programs: 3.0% - 5.0%
- Master of Quantitative Finance: 15.0%
- Master of Mathematics for Teachers: 0.0%

See attached schedules for details of specific undergraduate and graduate programs for domestic and international students for 2022/23. Tuition rates for international undergraduate and Master programs include an amount to offset the MCU $750/student International Student Recovery (ISR) and the $75/student Grant-in-lieu of Taxes reduction.

2. Recommended Co-op Fee 2022/23

The Co-op Fee assessed to undergraduate students registered in co-operative education programs or to graduate students during a co-op term in selected programs is recommended to increase 0.8% from $739/term to $745/term effective Spring term 2022.
## RECOMMENDED TUITION RATE INCREASES FOR 2022/2023

### UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Tuition Rate Group</th>
<th>Domestic</th>
<th></th>
<th>International</th>
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<tr>
<td></td>
<td>Rate Increase over Previous Fiscal Year</td>
<td>Maximum Tuition Per Term</td>
<td>Rate Increase over Previous Fiscal Year</td>
<td>Maximum Tuition Per Term</td>
<td>Rate Increase over Previous Fiscal Year</td>
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1. Regulated programs are one domestic rate group, which includes enrolment to Arts, Health, Environment, Mathematics, and Science; regular and co-op streams.
2. Tuition reflected for AFM/CFM/Math CA/Biotech CA is the upper year (2A+) fee. Students in these programs pay first-year (1A/1B) fees for the Faculty (Arts, Environment, Math or Science) in which they are enrolled. The SFM program (Sustainability and Financial Management) is a new interdisciplinary program in the faculties of Arts and Environment for Fall 2022. It is currently being reviewed for approval by the MCU.
3. Annual increases will take effect once during the fiscal year; term of increase (Spring, Fall, Winter) varies by program.
4. Students in co-operative education programs are assessed an additional Co-op fee in a specified number of terms based on program.
5. In addition to tuition, a fee of $450 is charged to UW Optometry students in the Fall and Winter terms, which is not reflected in the per term tuition fee stated here.
### RECOMMENDED TUITION RATE INCREASES FOR 2022/2023

<table>
<thead>
<tr>
<th>GRADUATE PROGRAMS</th>
<th>Domestic</th>
<th>International</th>
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<tr>
<td></td>
<td>Rate Increase over Previous Fiscal Year</td>
<td>Tuition Per Term/ Course</td>
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<td>Fee Increase Term</td>
<td>Term</td>
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</table>

F - only offered in full-time format. Tuition stated reflects full-time fee.
P - only offered in part-time format. Tuition stated reflects part-time fee.
C - charged on a per-course basis. Tuition stated reflects part-time fee.
1 - MMT is a single rate program, charging the same tuition for domestic and international students.
This report is submitted following the committee’s meetings of 19 November 2021, 10 December 2021, and 14 January 2022 for inclusion in the regular agenda.

FOR APPROVAL


Motion: That the Board of Governors (Board) approve:

1. Statement of Investment Policies and Procedures (SIPP) and Fund Implementation Procedures (FIP) effective as of 1 February 2022; and

2. the delegation of oversight for the FIP to Pension & Benefits Committee (P+B), including the responsibility to review and approve any recommended changes to the FIP, in accordance with the terms thereof and the governing documents for P+B and Pension Investment Committee (PIC).

Background and Rationale:
The SIPP underwent a fulsome review by a working group of PIC. To inform its work, the group reviewed:

- current University of Waterloo governing documents for P+B, PIC and pension investments, including the pension plan text, trust agreement with the custodian, terms of reference for the committees, and the most recently approved SIPP;
- a memo presented by Sheryl Kennedy and Ranjini Jha to PIC in March 2021 to generate discussion on the investment philosophy in the SIPP;
- legislation applicable to Ontario pension plans;
- guidance provided by the Financial Services Commission of Ontario and the Office of the Superintendent of Financial Institutions Canada on pension investments and investment policies; and
- policies of other university and public sector defined benefit pension plans, including University of British Columbia Staff Pension Plan, the Colleges of Applied Arts and Technology Pension Plan; University of Ottawa Retirement Pension Plan; Canada Pension Plan; and University of Guelph Pension Plans.

Following review and discussion, the working group decided to separate the legally mandated content from the procedural provisions intended to guide the administrator and its delegates in carrying out their responsibilities, consistent with leading practice. This resulted in the creation of the FIP, a new fund implementation procedure document. Because this document is strictly procedural, rather than policy-based, the recommendation is to delegate oversight for this document to P+B with input from PIC and F+I. This would provide more flexibility to adjust procedures and address other operational issues between Board meetings.

In each document, the first step was to clarify and enhance existing provisions and incorporate any previously approved provisions which had not been incorporated (e.g. new ranges and benchmarks for the asset mix). The second step was to update the investment philosophy, add provisions that reflect the evolution of the investment portfolio and recommendations from the asset-liability study commissioned by PIC and approved by P+B in 2020, and fill out policies and procedures to give further guidance to those responsible for managing the pension investments and enhance risk management practices.
The major proposed policy change is to the investment philosophy. The investment philosophy was changed several years ago to focus on value investing, a particular investment style that involves owning stocks that are trading below their intrinsic value. The pension fund has moved away from this investment style and has appointed managers that use a variety of approaches in order to increase diversification. The revised SIPP includes an investment philosophy that is more reflective of the current portfolio and overall policy objective of maximizing long-term real returns subject to an appropriate level of risk.

A second significant change is to the ranges and benchmarks for the asset mix, which was informed by the above mentioned asset-liability study. The tightening of the ranges reflects a policy based approach which will facilitate oversight for the investments. The revisions to the benchmark asset mix will assist the fund with meeting the aforementioned risk and return objectives. Tightening the ranges required the reintroduction of a rebalancing policy to inform the process for maintaining assets within the ranges. In addition to the foregoing, the risk management provisions throughout the SIPP and FIP were clarified and enhanced in general.

The ESG statement in the SIPP has been streamlined with the intent of adopting a more detailed Responsible Investment Policy, however, the policy direction is the same — to require managers to integrate ESG factors in investment decisions which may have a financial impact on investments.

The SIPP and FIP were reviewed by Aon Hewitt, the pension plan’s actuary and investment consultant, and revised to reflect their advice and recommendations. The SIPP and FIP, and components thereof, were considered on more than one occasion at PIC, P+B and F+I. There were also separate consultations with employee representatives on PIC and P+B. The approval and endorsement, per the governing documents, of PIC, P+B and F+I were obtained at their meetings on 12 November 2021, 10 December 2021 and 13 January 2022, respectively.

/rmw

Peter Barr
Chair
This report is submitted following the committee’s meeting of 13 January 2022, for inclusion in the regular agenda.

FOR APPROVAL

1. Amendment to Resolution - Audit & Risk Committee

Motion: That the Board of Governors approve the following amendment to the resolution for the Audit & Risk Committee (strike-through = deleted text, underline = new text):

1. Membership

Five At least five (5) members of the Board of Governors from among the 17 board members appointed by the Lieutenant Governor in Council or elected by the board from the community-at-large. The chair and at least one other member of the committee are expected to have accounting or major financial expertise and experience and at least one member is expected to have risk management experience and expertise. All committee members are to be financially literate*.

One member of the committee shall also serve on the Finance & Investment Committee.

No governor may serve on the Audit & Risk Committee while that governor or a company with whom the governor has a business or employee relationship is receiving consulting, advisory or other fees from University of Waterloo.

Rationale: This amendment would allow for an increase to the membership of the Audit & Risk Committee beyond the current limit of five members, which would thereon allow for a greater breadth and depth of expertise to be available for the committee.

FOR INFORMATION

2. Core Competencies and Development of the Pool

The committee reviewed the Board of Governors Skills and Demographics Assessment 2021 (deferred from the September 2021 cycle) and assessed where specific skills and demographics were projected to be either in sufficient quantity or lacking on the Board of Governors for the period beyond April 2022. Specific attention was given to the prospective retirement of current female governors and the committee resolved to make efforts toward ensuring that representation of females will continue to be strong, as well as recruiting governors identifying as visible minorities to continue improving the diversity of representation at the Board.

19 January 2022

Cindy Forbes
Chair
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