

University of Waterloo
SENATE EXECUTIVE COMMITTEE
Notice of Meeting

Date: Monday 2 May 2022
Time: 3:30 p.m. – 4.30 p.m.
Place: Microsoft Teams Videoconference

AGENDA	Action
1. Senate Governance Review a. Report from the Consultant b. Relations with the Board c. Draft Report to Senate with Recommendations*	Discussion
2. Minutes of the 4 April 2022 Meeting	Decision
3. Business Arising from the Minutes	
4. Report of the Vice-President, Academic & Provost a. Roster of Graduands	Decision
5. Draft 16 May 2022 Senate Agenda	Decision
6. Other Business	

20 April 2022

Karen Jack
University Secretary

*Report to follow

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University of Waterloo Governance Review of Senate

Report to Senate Executive Committee Analysis of survey and interviews

“In the beginning, with inadequate facilities, with courses being changed constantly, and perhaps the most pervasive and upsetting of all, still with no degree granting powers, the group of faculty and students who made up this embryo university coalesced and generated the dynamic out of which a great university was created in a shorter period of time than has ever been recorded in the educational history of Canada.”

-James Scott, **Of Mud and Dreams: University of Waterloo 1957-1967**,
The Ryerson University Press, 1967.

“Waterloo is built for change.”

Connecting Imagination with Impact, University of Waterloo
Strategic Plan 2020-2025.

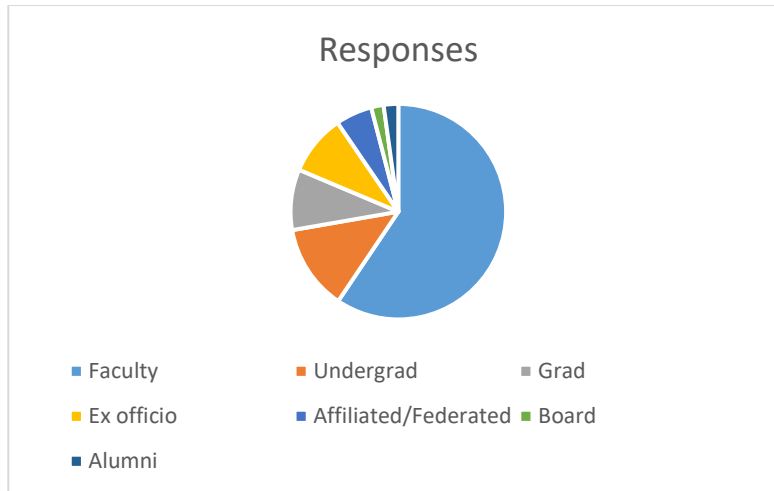
Overview of process

The University of Waterloo Senate Executive Committee’s governance review of Senate provides “an opportunity for Senate to reflect on its performance and future needs over the medium- to long-term”. It is an opportunity to revitalize Senate governance, and to consider new approaches than can bring back the innovative spirit in which Waterloo was founded.

The university asked higher education consultant Christine Tausig Ford, president of Higher Thinking Strategies, to analyze a survey of Senate as well as to conduct a series of stakeholder interviews. The interviews were conducted in late March 2022, and those interviewed are listed in Appendix A. The interviews reflected many of the same views that were expressed in the responses to the survey and provided deeper context and observations. A number of the issues raised have already been discussed by the Senate Executive Committee, including how to encourage more strategic discussions; the need for Senate orientation; and a review of the practices, structures, terms of reference and mandates of Senate committees.

This report provides an analysis of the responses to the survey questions and to the open-ended invitations to provide additional comments, which were plentiful. It also reports on and analyzes the interviews. Finally, a series of recommendations arising out of the analysis is found on page 14.

The survey was sent to 260 Senators, past Senators and non-Senators who are or were members of Senate committees. It received an almost 47 percent response rate. More than half of those responses came from faculty members.



Responses from faculty, ex officio and affiliated/federated representatives were relatively evenly split between current and past senators – not surprisingly as they remain on campus over many years. Among students, responses came mainly from past senators. Given the strong response rate, the survey provided a solid understanding of the views of Senate members, particularly those from faculty. The interviews focused on ex officio appointees, who are listed in Appendix A.

The responses to the survey and interviews, taken together, provide insight into what Senators believe is working well for the Waterloo Senate, and areas in which academic governance can be strengthened.

What is working well

Many respondents, both to the survey and the interviews, appreciated the highly collegial nature of the Waterloo senate, which they believe demonstrates trust in the university and its governance. Participation in Senate was seen as an expression of “good faith” in the university. It was clear to observers that comments and questions are encouraged and are being taken seriously by President Vivek Goel, and that follow-up answers will be provided.

While some survey respondents said that students or new and untenured faculty could feel intimidated and hesitant to speak at senate, there was little agreement that this was the case among those interviewed. That said, surveys of senates at other universities have shown more hesitation to speak among women and racialized faculty. These demographics were not explored in the Waterloo survey.

Just over 80% of all respondents to the survey believe the frequency of Senate meetings is “just right”. About 55% believe the length of Senate meetings is “just right”, including 73% of faculty respondents. Senators were more likely to believe meetings were too long, rather than too short, with 19.4% holding this view. Students and ex officio representatives were somewhat more likely to believe the meetings were too long, although half of these groups still believed the length was right. Some concerns were raised about whether the December meeting was

necessary. However, others saw that meeting as an opportunity for greater reflection on strategic issues. Concerns were also raised about Senate meetings that lasted longer than the allotted two hours, particularly with respect to those with childcare responsibilities.

Four out of five Senators surveyed believe that items considered are within Senate's mandate. Sixty percent said they get a good sense of the viewpoints of the broader university community when issues are discussed (although 12% were neutral and 28% disagreed). Half of all survey respondents said decisions were given an appropriate time for consideration

Areas for improvement

While comments on aspects of the Senate experience were generally positive, there were many areas that survey respondents and interviewees alike felt could be improved. Responses to the survey and to interviews were similar: Senators would like to see a more engaged and strategic Senate. In the survey and interview comments, Senate members hearkened back with nostalgia to the days of Waterloo's founding, with its innovative and unique approach to higher education. Many Senators are eager to consider ways of returning to that sense of a university undertaking groundbreaking experiences.

The agenda package

While survey responses to questions about the agenda package were relatively positive, it was clear from the additional comments that the length and format of the documents were problematic. The survey found:

- 69% said the agenda package contained the information necessary for good governance and decision-making
- 70% said documents were clear and well-organized
- 75% said they were available with enough lead time before meetings
- 79% said they are easily accessible.

However, the comments told a different story. Senators described the package as "long and overwhelmingly full of details", routine, and largely uninformative. One faculty member described it as "long and unfathomable at times." That said, survey respondents and interviewees alike appreciated the improvements that have already been made to help Senators navigate through the documents. Moving reports from faculties to a separate area with an easy-to-locate link is seen as a good step. The agenda package could be further improved by making it more attractive to enhance readability.

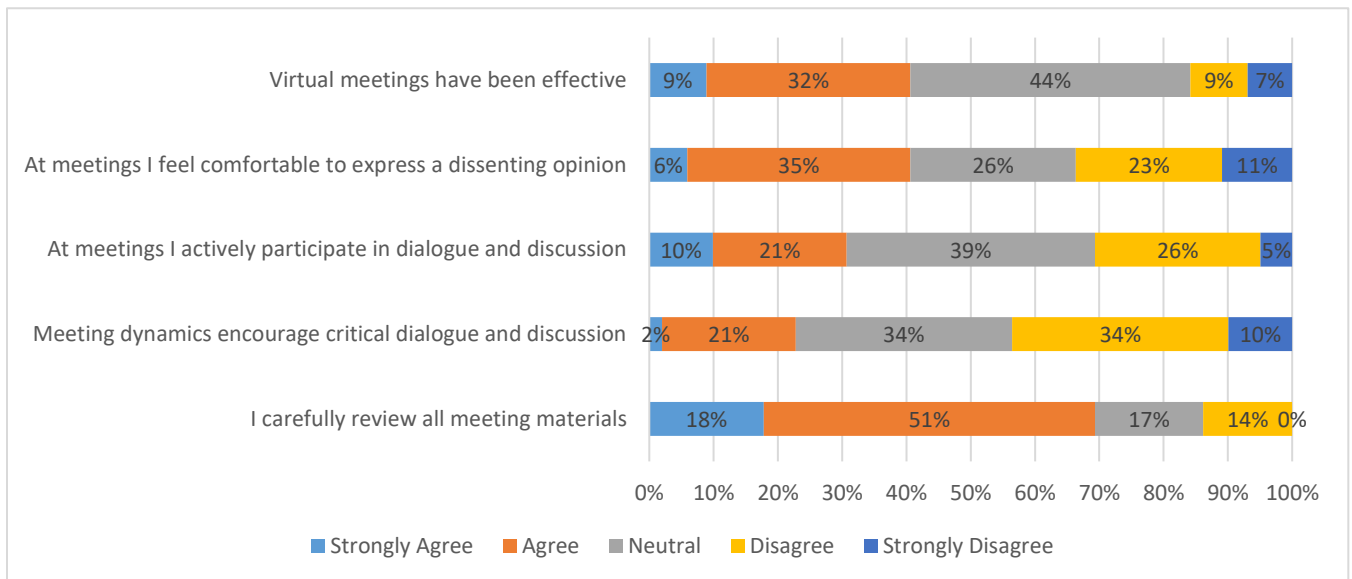
Additional streamlining of agendas would be welcome, along with summaries or key bullet points highlighted to help guide discussion or alert Senators to areas where decisions are required. It was also suggested that presentations be included in a "pre-read" section of the package, so that there would be less time spent on going through presentation slides, and more time available for strategic discussion on issues raised by the presentations. Since almost 70% of those surveyed said they "carefully review meeting materials" (see page 4), sharing presentations ahead of time should not present challenges, especially if these are clearly identified in a separate section of the documents, in the same way as the faculty reports.

An annual workplan, to be approved by Senate, was also recommended, and would help Senators to be prepared for discussions. Finally, some suggested use of a governance portal, rather than Sharepoint, to make documents more easily accessible.

Importantly, there were strong suggestions from many respondents that Senate reports overall should be improved. Each report, they suggested, should have a cover memo, and there should be templates and standards for the reports themselves. A critical element for any such template is the inclusion of both context and proposed questions or cues, designed to inform and guide discussions on the Senate floor.

The Senate experience

The responses to a series of survey questions focused on the Senate experience were challenging to analyze. A high number of respondents frequently chose “neutral” as their answer, perhaps reflecting disengagement, a lack of clarity on how best to answer the questions or simply politeness and an unwillingness to be negative. That said, these questions tended to have more negative responses than previous questions.



The responses are relatively positive to two questions. Virtual meetings are seen as effective by 41% of Senators, although 44% say they are neutral. Almost 70% of Senators say they carefully review meeting materials.

Responses related to the quality of discussions, however, were less positive, and Senators expressed concerns about whether dissenting opinions are welcome or possible. Less than half -- 41% -- said they would be comfortable expressing a dissenting opinion, while 26% were neutral, and 34% said they either disagreed or strongly disagreed and stated they are not comfortable expressing dissent. Under one-third (31%) said they actively participated in discussion and dialogue, but an equal percentage disagreed, and 39% were neutral.

The written responses to the survey provide greater context to these responses. A number noted that virtual meetings are not conducive to critical dialogue or dissent. They also pointed to the length of presentations as a barrier and believed that some of the most critical issues facing the university do not come to the senate floor for discussion. Moreover, Senators noted that the same small group dominates discussions, making it difficult to ask questions.

While most agree that Senate discussion is respectful, a few were concerned that expressing dissenting views would be seen negatively, particularly by faculty colleagues. Of note, Senators, both in the survey and ex officio interviews, spoke about the downside of collegiality. With so much emphasis on collegiality, Senators may be too “nice” when they should be speaking up to express concerns or disagreement.

The view that Senate is a “rubber stamp” was stated often in survey responses. This is a view common to university senates across Canada and was expressed not only in the survey and but also in interview comments. Many believe that the Waterloo senate simply approves matters that are discussed and determined elsewhere¹.

Respondents frequently spoke of the “decentralized” nature of Waterloo. Issues coming to Senate are discussed beforehand in multiple layers of academic governance before coming to the Senate floor – departments, faculties, senate committees and councils, and in various administrative and leadership groups. Items seem to come to Senate as a “*fait accompli*”, and there is little apparent room for disagreement.

Moreover, there are many advisory committees, some of which are related to Senate’s responsibilities for academic governance and educational policy. These are supported by the University Secretariat, but a number do not appear to have a direct relationship to Senate or its committees. Some could be formed as ad hoc working groups or sub-committees of Senate, thereby allowing Senators to provide input at an earlier stage. A recent example is the new Digital Learning Strategy Working Group, which would benefit from a strong connection to Senate.

Other committees housed in the University Secretariat appear to be operational rather than governance-related, and would likely more appropriately be overseen by senior leadership of the University, such as the Office of the Provost or President.

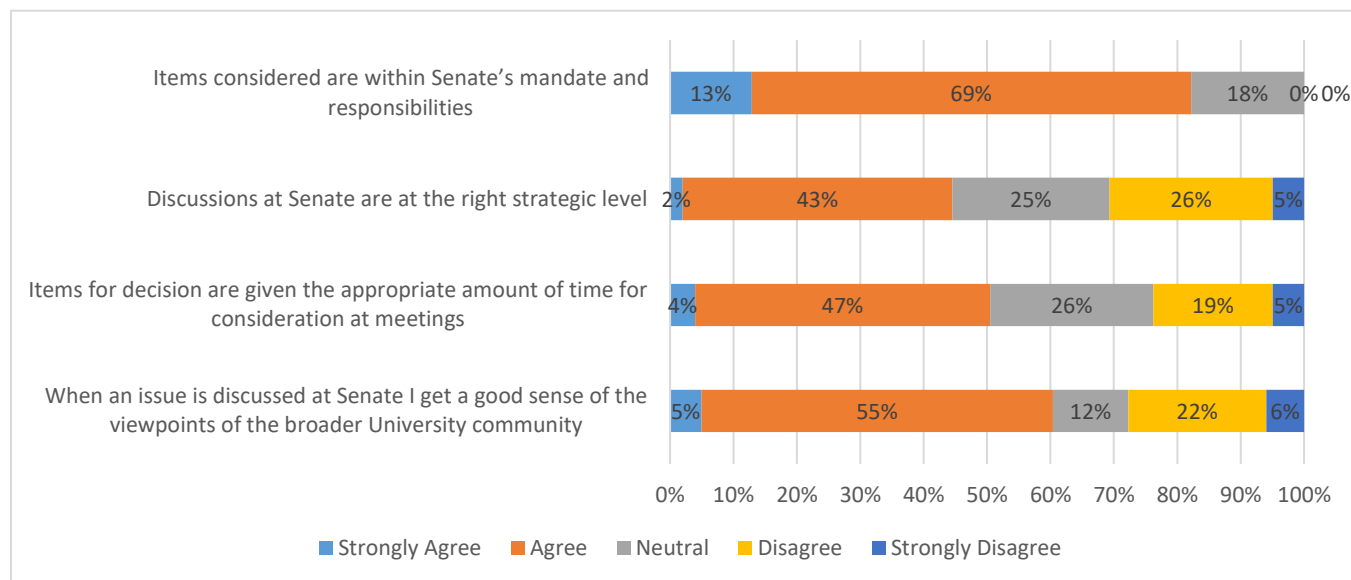
Strategic discussions

The survey questions, written comments and interviews all pointed to significant issues in generating strategic discussions at Senate. In many ways, these reflected the comments noted

¹ In a survey of Canadian university senates in 2012, 64 percent of senators said that senate “primarily approves decisions made elsewhere”. In a recent discussion with the principal author of this report, Glen Jones of OISE at the University of Toronto, he noted that this situation has likely not changed. (Lea Pennock, Glen Jones, Jeff Leclerc, Sharon Li, “Challenges and Opportunities for Collegial Governance at Canadian Universities: Reflections on a Survey of Academic Senates”, *Canadian Journal of Higher Education*, Vol. 46, No. 3, 2016.

above with respect to engagement and the ability to dissent. The issue of how to engage Senators in meaningful strategic discussions is among the most critical for the Senate Executive Committee to resolve – and is challenging for many Senates across Canada.

The survey results, written responses, and interviews with respect to Senators’ experience in strategic discussions and issues raised for decision are concerning:



Both survey respondents and interviewees believe that Senate should be – but currently is not – a place for meaningful conversations about the future of the university. Large Senates such as Waterloo’s mitigate against such open-ended conversations. Waterloo’s Senate is comparable in size to Western University (103 Senators) and the University of Toronto Academic Board (115 members). Queen’s University has only 68 Senators, with 12 ex officio and 56 elected from various constituencies. McMaster University has 67 Senators, with 16 ex officio, but almost 30 official “Senate observers”, which include positions such as associate vice-presidents, associate deans, and the heads of several student unions.

It is difficult to have strategic discussions in large Senates, but it is particularly difficult to do so in a virtual setting. As universities return from pandemic restrictions, consideration should be given to the best format for Senate. Respondents agreed that virtual senates have advantages in terms of access, but in-person meetings allow for more discussions. Some suggested the use of smaller break-out groups to allow greater engagement.

A hybrid approach, with some Senators attending virtually and others in person, was suggested by some. However, others noted that this would likely make substantive discussions even more difficult. Senators comment that hybrid meetings would require investment in new technologies and greater human resources to manage the meetings. Hybrid meetings seem to represent “the worst of both worlds”. A return to in-person meetings was frequently mentioned as optimal, at least for some of the meetings during the year. Survey respondents noted that in-person meetings allow for more diverse voices and a greater exchange of views.

Whether virtual or in-person, there is no doubt that there is a strong interest among Senators in more strategic “big picture” discussions. Senators said Waterloo would benefit from meaningful conversations about the future direction of the university. Some said they would like the university to return to its innovative roots, and consider new approaches to programs, curriculum, and student experiences. Open discussion and debate about emerging issues is seen as lacking.

To be successful in creating such dialogue, discussions must be meaningful, and there needs to be room for constructive criticism or disagreement. Again, Senators noted the importance of ensuring the context for discussions is clear, and that the agenda documents flag areas for questions. They also noted that committees could be helpful in framing and guiding discussion.

Presentations, often designed to provide background and spark discussion, were seen as too long, with a focus on routine issues. They are often seen as operational or information-sharing, with a heavy emphasis on reporting from administration. Respondents said there were too many slides, and not enough guidance to spark deliberative discussions or build consensus.

It will be important to consider how the agenda can be reframed to make the appropriate time for strategic discussions. An obvious solution raised by a number of Senators was more vigorous use of the consent agenda. Items that are “for information only” can easily be moved to the consent agenda. There were a number of suggestions to delegate more decisions to committees, particularly more curriculum-related decisions to the two councils. For this to be effective, the bylaws and procedures need to be clear on what decisions committees can make, and what needs to remain a whole-of-Senate oversight responsibility. Guidelines and training on how to use consent agendas effectively would be helpful.

Certainly, there was no lack of suggestions on topics for potential future strategic discussions. Frequently, Senators commented that the university’s Covid response should have been discussed by Senate, and that the academic post-pandemic impact should be a topic of discussion. Other suggestions included:

- Equity, diversity and inclusion
- Reconciliation and Indigenization in the academy
- Sustainability
- The student curricular and co-curricular experience, and student satisfaction
- Enabling diversification, risk-taking and creative disruption
- The academic implications of infrastructure and infrastructure deficit
- Enrolment visions and academic reputation
- Internationalization and geopolitical risks
- How policy development and change processes can be enhanced
- The research experience for undergraduate and graduate students
- New approaches to curriculum including new credentials, flexible ways to teach and learn, and interdisciplinary programs.

Lack of profile, interest, and knowledge

Concerns were raised about the lack of profile and interest in Senate throughout the campus. Elections do not attract a significant number of candidates, and many are acclaimed. Senate is seen as a platform for a few voices. There were suggestions that more effort be made to communicate the value and purpose of Senate to the university community, and to encourage new voices to consider joining. Some suggested “town halls” to better explain the purpose and value of Senate. Others suggested greater effort should be made to attract guests, especially new faculty, to Senate meetings.

Some questioned whether the “right voices” are at Senate. It was frequently noted that ex officio appointees constitute a large group. While faculty outnumber ex officio representatives, the perception remains that Senate is dominated by administrators, rather than faculty. While respecting the *Act*, Senate Executive Committee may wish to review the current composition of Senate to ensure ex officio voices do not dominate Senate and its committees.

Specific representatives were identified as missing from Senate deliberations. Postdoctoral students, for example, are not included. Senators perceive little focus on issues such as anti-racism, equity, diversity and inclusion, and reconciliation. Some suggested Senators would benefit from EDI training, and that committees and Senate as a whole should adopt a commitment to advancing equity, diversity, inclusion and reconciliation in its bylaws and committee terms of reference², and to considering whether Senate may wish to reserve some of the elected or appointed seats for First Nations, Métis or Inuit people.

It was also noted that, despite the presence of Board members on Senate, there was little connection to the Board, nor understanding of its work and priorities. In this respect, a number of respondents suggested the establishment of joint Board-Senate committees in areas such as student experience, or EDI and reconciliation.

Importantly, Senators need an orientation program. (A program for Senate orientation is currently being developed, and this has also been the focus of discussion by the Executive Committee.) Senators, both elected and ex officio, said they did not know what their roles and responsibilities are. They wondered how committee members were selected, and it was noted that members frequently prefaced questions by saying, “I don’t know if this is appropriate...” – which was seen as a sign that Senators do not know which topics or questions were appropriate

² A recent Senate governance review at the University of Guelph recommended that Senate play a leading role in furthering Guelph’s commitment to Indigenization, decolonization, and reconciliation. It recommended a series of short and medium-term recommendations including establishing two elected Senate seats for First Nations, Métis or Inuit students, an elected Senate seat for a First Nations, Métis or Inuit faculty member, and developing a plan for recruitment of First Nations, Métis or Inuit faculty and students to Senate.

for Senators to raise. One member suggested a Senate retreat for new Senators. Others suggested a retreat for all Senators, which would include a component of governance education. Onboarding support and mentoring as well as an ongoing program of Senate governance education were also suggested.

The establishment of a Senate Governance and Nominating Committee would enhance governance understanding and practices. It could also lead to greater diversity among appointees, and encouragement of more university community members to stand for election.

Committees

Executive Committee

This committee drew the most positive responses, both among survey respondents and those interviewed. Just over 80% of those surveyed believe that items considered are within the committee's mandate, and 68% think the committee has the right mandate. The majority also believe that items are given the appropriate time for consideration and 61% said that the discussions are at the right strategic level, with only 13% disagreeing.

The committee was seen as having a good balance of members. Respondents and interviewees saw this committee as a good experience, collegial and a place for substantive discussion. Members noted that the work of the committee has become more meaningful in the past year, going beyond simply setting and approving the agenda. They believed that the committee's oversight of the Senate governance review has further heightened the value of this committee.

Finance Committee

Survey responses with respect to this committee were overwhelmingly neutral or negative:

- 47% were neutral in whether discussions were at the right strategic level, and 21% disagreed.
- 63% did not get a good sense of viewpoints of the broader University community during discussions.

Interviews confirmed these views. Respondents agreed that there is little discussion at this committee, and few questions are raised. This is partly because of the composition of the committee – many of the members have already discussed the budget in various other venues. Others said they did not feel they had enough understanding of financial issues to make appropriate decisions, and that not enough documentation was provided to allow committee members to make meaningful recommendations.

All agreed that this committee is currently not working effectively. Some suggested that the committee should be disbanded, and consideration of the budget be moved to the Executive Committee, while others suggested that the budget could go directly to Senate without a review by a Senate committee and be presented by the vice-president academic and provost. That said, a few felt that more Senators would benefit from greater clarity on the academic implications of the budget and the impact of funding on the academic priorities of the university. Some suggested that Senators could join the Board Finance and Investment

Committee members in both financial training and review of the budget, in order to enhance cohesive decision-making.

Graduate and Research Council and Undergraduate Council

There was a general belief that both the Graduate and Research Council and the Undergraduate Council are well-run and provide an opportunity for thoughtful discussion. However, like Senate, many were not sure that the councils had the right mandate and believed that these committees would benefit from more strategic discussions rather than the current almost exhaustive focus on curriculum.

Part of the problem lies in an issue identified earlier in this report – the decentralized nature of Waterloo, and the fact that curriculum issues, particularly if they are not major, have already been fully vetted in departments, faculties and by deans. It is also not always clear to council members whether they have the power to approve changes, or whether recommendations need to go to Senate.

The councils could be more useful in identifying cross-cutting topics, generating ideas, and discussing strategic academic issues before they move to Senate. Discussions by council members could also serve to shape some of the questions Senate might be asked to consider. To have more time for such matters, respondents frequently suggested several possible solutions: either to establish a curriculum subcommittee of each council, or a separate curriculum committee that would report directly to Senate, or to delegate more decisions to individual faculties.

Clearer guidelines on which curriculum decisions can be delegated to the two councils would also be helpful. Such council decisions could then be included in the Senate consent agenda, recognizing that if any concerns are raised before approval of the consent agenda, items can be pulled out for discussion and/or decision.

As with Senate overall, survey comments raised questions about the number of senior administrators who sit on both of these councils and suggested a review of the composition of the councils.

A specific issue has been raised by associate deans with respect to the Graduate and Research Council, and that is whether research should have its own council, as it did in the past. This is currently being considered by the Graduate and Research Council. Some said, however, that keeping research within GRC meant that the growing interest in engaging undergraduate students in research was not covered by this council.

Long range Planning Committee

Survey and interview respondents believe that the Long Range Planning Committee needs a significant refresh. (It should be noted that the comments were made before the President announced that this committee would be the focus of discussion for Waterloo @ 100. This promises to be an invigorating and interesting theme for the committee.)

Respondents noted that this committee rarely meets, and members did not understand its mandate. In particular, the role of the committee in the development of the Waterloo strategic plan was not clear to Senate members.

Some suggested that this committee, too, be disbanded. However, as the Waterloo Senate moves into more strategic discussions, this committee could serve as a helpful forum to frame discussions before they reach the Senate floor.

Recommendations arising from analysis

Some of the issues raised by survey and interview respondents can be tackled relatively quickly. Others will require medium- and longer-term solutions. Both groups highlighted key issues about Senate performance, and these recommendations stem from those comments and suggestions:

- While Senate meetings are viewed as collegial, there is little discussion of items that come forward from committees, nor of “big picture” strategic issues facing the university. Many Senators are keen to have more such discussions come to the floor of Senate, and to identify ways to make time in the Senate agenda for such discussions.
 - Senate is large, which makes strategic discussions difficult – and even more challenging in virtual meetings. Returning to in-person meetings is seen by most as the best opportunity to enhance strategic and generative discussions, even though it may reduce convenience and access.
 - The Senate committees currently do not act effectively as a forum to frame strategic issues prior to coming to Senate. A fuller review of committee composition, powers and duties, as expressed in Senate Bylaw 2, should be a longer-term outcome of the current Senate governance review. Strategic Senate discussions could come forward from a number of committees, including executive, the councils, and long-term planning.
 - Greater use of the consent agenda, and better understanding of its purpose and how it should be used, would also help make time on the agenda for strategic discussions.
- The university is highly decentralized, which means there is a great deal of duplication, and items coming to Senate are discussed often and fully in many other locations, including departments, faculty councils, Senate committees, and a lengthy list of academic and operational committees under the purview of the University Secretariat. This means that many Senate members see materials multiple times before they come to Senate and therefore do not feel the need to engage again in discussions at Senate committees or Senate.
 - Consideration of greater delegation could be helpful in decreasing duplication, while continuing to ensure Senate oversight.
 - While faculty outnumber ex officio appointees on Senate, the voices of ex officio appointees, particularly administrators, are seen to dominate Senate and its

committees. A review of Senate and committee composition, roles and responsibilities should be undertaken as part of this governance review.

- Consideration of whether a separate curriculum committee, or a sub-committee of the councils, coupled with judicious use of the consent agenda, was suggested by several Senators to free up the time of the councils for greater discussion on key issues.
- Orientation for new and continuing Senators is an urgent need. Some suggested that a Senate retreat would be helpful. Senate may wish to consider establishing a Governance and Nominating Committee to engage in ongoing discussions on governance.
- The lengthy agenda package, while improved recently, does not help Senators quickly understand issues, risks or financial and other implications, or to know where decisions need to be made. Standardized templates for Senate reports, which should include cover sheets with summaries and questions to guide discussion, would be helpful.
- Presentations, both to Senate and to Senate committees, should be used to open discussion and could be included in a “pre-read” package. Multiple slides and lengthy presentations were often cited as problematic.
- Consideration should be given to potential avenues to ensure multiple voices have an opportunity to take part in academic governance. In particular, raising awareness among members of the entire university community of the importance of Senate in academic decision-making was recommended. The Senate Executive Committee should consider ways to encourage more interest among faculty, students and staff in standing for election to Senate.
 - Greater focus on equity, diversity and inclusion and reconciliation was recommended by many Senators.
- Greater collaboration between the Board of Governors and Senate is important on cross-cutting issues. A number of Senators raised the possibility of joint Board-Senate committees, reporting to both governance groups, to tackle cross-cutting issues. The report of the President’s Anti-racism Taskforce, due out soon, was suggested as a possible focus for a Board-Senate joint committee. Some Senators also suggested that the student experience would be another potential area to be tackled by a joint Board-Senate committee. Interaction between Board and Senate members, either in social settings or on specific issues, would help bridge some gaps in understanding.
- Both the Finance Committee and the Long Range Planning Committee should be carefully reviewed. A number of Senators believed that both could be abolished. Neither were perceived as functioning well currently. However, there are approaches to refresh both:
 - Suggestions included joint meetings of the Senate Budget Committee and the Board of Governor’s Finance and Investment committee to review the budget, and greater training in financial matters and support in understanding the financial implications of budget decisions.
 - The Senate Executive Committee should make efforts to ensure that the Budget Committee composition does not include as many ex officio members who have multiple other venues to review and comment on the budget.

- The Senate Long Range Planning Committee could be assigned responsibility for examining and framing cross-cutting strategic discussions before they come to the Senate floor, helping spark discussion at Senate, and helping Senators to better understand issues, risks and choices.
- Regularly identifying and regularly assessing Senate performance metrics would be helpful in advancing academic governance at Waterloo.

Appendix A: Interviews

Senior leadership:

Vivek Goel, President and Vice-Chancellor

James Rush, Vice-President Academic and Provost

Charmaine Dean, Vice-President Research and International

Jeff Casello, Associate Provost, Graduate Studies

David DeVidi, Associate Vice-President Academic

Catherine Newell Kelly, Registrar

Deans:

Douglas Peers, Arts

Mary Wells, Engineering

Jean Andrey, Environment

Lili Liu, Health

Mark Giesbrecht, Mathematics

Robert Lemieux, Science

Andrea Kelman, Executive Director, Office of the President

Benjamin Easton, President, Waterloo Undergraduate Student Association

Lori Curtis, President, University of Waterloo Faculty Association

Governance:

Mike Grivicic

Diana Goncalves

Alice Raynard

Kathy Winter

Thank you to Karen Jack, University Secretary, for her knowledge and guidance, and Madisson McKellar for her support during the interviews.



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BRIEFING NOTE
For Discussion, 2 May 2022

RELATIONS WITH THE BOARD OF GOVERNORS

Goal

To develop plans from the Senate perspective for enhanced Senate and Board relations and connections.

Background

1. The Board of Governors undertook a governance review in 2021 and one recommendation arising from that review is:

Build Board Relations with the Senate

- Consider a joint meeting with Senate Executive and the Board Governance Committee
- Consider how to build a relationship with the Senate
- Consult with Senate leadership on any new committees which may appear to cover areas also under their mandate or with cross-over responsibility

As such, consultation and discussion with the Board's Governance Committee who are overseeing the Board's governance review will follow any recommendations made with respect to this activity by Senate.

2. This committee has had a few discussions about the benefits of greater communication and potential work with the Board as follows:
 - a. January SEC meeting: discussion of the benefits of aligning the Senate and Board "cycles" (potential reporting and presentation alignment, cadence of meetings)
 - b. March SEC meeting: ways to enable communication between Senate and the Board to ensure they are more aware of each other's business, and that consideration be given to potential joint meetings when there are subjects of mutual interest
 - c. April SEC meeting: the merits of a joint event for Senate and the Board
3. As referenced in the report from the external consultant, the survey of Senators revealed "little connection to the Board, nor understanding of its work and priorities." Suggestions were made for the establishment of a joint Board and Senate committee in an area like the student experience, EDI, or reconciliation.

For consideration:

- Evaluate the benefit of a Joint Senate-Board "meeting" or event
 - Consider adding a joint Senate-Board education or learning session at the annual Board Retreat (September 2022); consider holding this over or before dinner, and ensure social time is provided to build camaraderie and a culture of engagement, respect, trust and cooperation between members and set the stage for the work of both bodies for the year
- Ensure there is a module in each others' orientation sessions about the other body; or, consider some joint orientation activities
- Evaluate the benefit of a joint Senate-Board Committee. Some external examples include committees and task forces on: equity, diversity and inclusion; governance; general Board/Senate relations. (See: the [EDIC Committee at McGill](#) and the general committee relating to areas of mutual concern at [The University of Ottawa](#).)
- When considering the frequency and timing of Senate meetings, seek ways to find alignment with the Board's annual schedule
- Implement regular reports from Senate to the Board and suggest the Board consider providing regular reports to Senate

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University of Waterloo
SENATE EXECUTIVE COMMITTEE
Minutes of the 4 April 2022 Meeting

Present: Michael Beauchemin, Jeff Casello, Joan Coutu, Lori Curtis, Benjamin Easton, George Freeman, Vivek Goel (chair), Karen Jack (secretary), Glaucia Melo, Christiane Lemieux, Kristina Llewellyn, Graham Murphy, James Rush, Johanna Wandel

Regrets: Oudy Noweir, Luke Potwarka

Guests: Jenny Flagler-George, Diana Gonçalves, Andrea Kelman, Tim Weber-Kraljevski

1. MINUTES OF THE 7 MARCH 2022 MEETING

Members heard a motion to approve the minutes of the 7 March 2022 meeting.

Freeman and Lemieux. Carried unanimously.

2. BUSINESS ARISING FROM THE MINUTES

There was no business arising.

3. DRAFT 18 APRIL 2022 SENATE AGENDA

The chair spoke briefly to the draft agenda and suggested that this committee consider the Senate committee and council nomination and vacancy filling process in its governance review. The committee heard a motion to approve the agenda as distributed.

Murphy and Easton. Carried unanimously.

4. SENATE GOVERNANCE REVIEW

Update on Consultations

The chair advised that Christine Tausig Ford has completed her interviews and attended the open session of Senate as an observer in March and will do so again in April. He noted that her work is on track for production of a report of her findings for this committee's May meeting which she will attend.

Senate Orientation

The chair spoke to the briefing note distributed in advance of the meeting and advised that some lessons learned regarding orientation from the recent Board Governance Review will be helpful in devising an orientation program for Senators. He invited members to comment on the suggestions in the note, and weigh in with their own ideas. In discussion: the benefits of having incoming Senators observe meetings before they start, and the opportunity to subsequently raise questions in an orientation session; general support for the suggestions in the note; an observation that student Senators may appreciate a dedicated session which could include encouragement for them to be actively engaged and to exercise their agency at meetings, and, a suggestion that collaboration with the student associations on this activity would be worthwhile; a suggestion that faculty might appreciate a dedicated session too which would help to inform them about Senate's role and mandate; a suggestion that a way to effect the previous suggestions would be to have a session for everyone and then subsequent break-out sessions for the constituencies; the merits of a joint event for Senate and the Board; the benefits of a work plan so Senators will have expectations about what is coming to Senate throughout the governance year; ways to provide information asynchronously, possibly with subject-specific checklists so that information is provided as needed.

Senate Communications

The chair introduced the subject and observed that there is a need for better communications out of Senate about what is occurring at its meetings and a need to find ways for the community to bring its views to Senate. In discussion: resources are necessary to support the work; ways to communicate more immediately about

decisions taken at meetings; connections with the university colleges and the need for clarity regarding their representatives' roles on Senate; the benefits of a portal and offering ways for the community to raise questions, and discussion of some operational aspects of such a system; the merits of considering what type of information might be reported by the Faculty Councils to Senate; the utility of orientation and communication materials for the broader community, including student media.

5. OTHER BUSINESS

There was no other business.

8 April 2022

Karen Jack
University Secretary

University of Waterloo
SENATE EXECUTIVE COMMITTEE
Report of the Vice-President, Academic & Provost
2 May 2022

FOR APPROVAL

Roster of Graduands

Since the roster of graduands will not be available until after the regular meeting of Senate in May and approval is required before the June meeting, the following motion is proposed:

Motion: That the Senate Executive Committee recommend that Senate delegate such approval to its Executive Committee for its 6 June 2022 meeting.

James Rush
Vice-President, Academic & Provost

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University of Waterloo
SENATE
Notice of Meeting

Date: Monday 16 May 2022

Time: 3:30 p.m.

Place: Microsoft Teams Videoconference

	OPEN SESSION		PAGE #
3:30	<u>Consent Agenda</u> Motion: To approve or receive for information by consent items 1-4 below.		
	1. Minutes of the 18 April 2022 Meeting	Decision	27
	2. Reports from Committees and Councils		
	a. Graduate & Research Council	Information	33
	b. Senate Undergraduate Council	Information	35
	3. Report of the Vice-President, Academic & Provost	TBD	
	4. Reports from the Faculties	Information	37
	<u>Regular Agenda</u>		
3:35	5. Business Arising from the Minutes		
3:40	6. Reports from Committees and Councils		
	a. Graduate & Research Council	Decision	39
	b. Senate Undergraduate Council	Decision	41
3:50	7. Report of the President		
	a. President's Update	Information	
	b. PART Report	Information	
	c. Sustainability Update (Mat Thijssen)	Information	
4:50	8. Report of the Vice-President, Academic & Provost		
	a. Roster of Graduands	Decision	47
	b. General Update	Oral	
5:00	9. Report of the Vice-President, Research & International	Oral	49
5:10	10. Other Business		
	CONFIDENTIAL SESSION		
5:15	11. Minutes of the 18 April 2022 Meeting	Decision	31
	12. Business Arising from the Minutes		
	13. Report of the President		
	14. Other Business	Information	
	* Materials to follow		

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University of Waterloo
SENATE
Minutes of the Monday 18 April 2022 Meeting

Present: Jean Andrey, Sandra Banks, Lisa Bauer-Leahy, Michael Beauchemin, Carmen Bruni, Jeff Casello, Trevor Charles, Robyn Clarke, Neil Craik, Lori Curtis, Kristine Dalton, Charmaine Dean, David DeVidi, Nenone Donaldson, Catherine Dong, Benjamin Easton, Paul Fieguth, Cindy Forbes, George Freeman, Martha George, Mark Giesbrecht, Moira Glerum, Vivek Goel (chair), Onurcan Gokkaya, Kelly Grindrod, David Ha, Kevin Hare, Dennis Huber, Karen Jack (secretary), Martin Karsten, Achim Kempf, Jennifer Kieffer, Veronica Kitchen, Alysia Kolentsis, Christiane Lemieux, Robert Lemieux, Lili Liu, Ellen MacEachen, Carol Ann MacGregor, Blake Madill, Peter Meehan, Glaucia Melo, Zoran Miskovic, Nasser Mohieddin Abukhdeir, Graham Murphy, Richard Myers, Beth Namachchivaya, Cathy Newell Kelly, Oudy Noweir, Erin O’Connell, Daniel O’Connor, Troy Osborne, Douglas Peers, Nicholas Pfeifle, Luke Potwarka, William Power, Neil Randall, James Rush, Matthew Schwarze, Siv Sivaloganathan, Siva Sivoththaman, Chao Tan, Bruno Tremblay, Sharon Tucker, Graeme Turner, Diana Vangelisti, Johanna Wandel, Paul Ward, Mary Wells, Stan Woo, Nancy Worth, Clarence Woudsma, En-Hui Yang,

Guests: Jose Arocha, Upkar Arora, Jean Becker, Philip Bingelow, Bruce Campbell, Aldo Caputo, Sam Charles, Lois Claxton, Mario Coniglio, Barbara Forrest, Brian Forrest, Diana Goncalves, Harrington, Sonia Ismail, Narveen Jandu, Ross Johnston, Andrea Kelman, Nick Manning, Ceileigh McAllister, Madisson McKellar, Paul McKone, Norah McRae, Kristiina Montero, Bessma Momani, Urja Nandivada, Fayaz Noormohamed, Urszula Pasterkiewicz, Chris Read, Ian Rowlands, Sanaz Saadatmand Hashemi, Gerry Schneider, Daniela Sesar-Hencic, Justin Shmordok, Marianne Simm, Taydon Sinopoli, Allan Starr, Kerry Stryker, Sherri Sutherland, Brandon Sweet, Christine Tausig Ford, Mathew Thijssen, Sean Thomas, Bryan Tolson, Diane Williams, Annie Yang, Stephanie Ye-Mowe

Absent: John Abraham, Mike Ashmore*, Dominic Barton*, Anne Bordeleau, Joan Coutu, Wendy Fletcher, Natalie Hutchings, Xianguo Li, Kristina Llewellyn, Samantha Meyer, Naima Samuel, Marcus Shantz, Harkirat Singh Dhillon, Samer Zu’Mot

*regrets

OPEN SESSION

CONFLICT OF INTEREST

Senators were asked to declare any conflicts they may have in relation to the items on the agenda; no conflicts were declared.

CHAIR’S REMARKS

The chair acknowledged and thanked departing members for their service: Mike Ashmore, Carmen Bruni, Robyn Clarke, Harkirat Singh Dhillon, Paul Fieguth, Martha George, Zoran Miskovic, William Power, Neil Randall, Bruno Tremblay, Johanna Wandel, Nancy Worth, and Samer Zu’Mot. A round of applause followed.

Consent Agenda

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

Hare and George.

1. MINUTES OF THE 28 MARCH 2022 MEETING

Senate approved the minutes of the meeting.

2. REPORTS FROM COMMITTEES AND COUNCILS

Senate Graduate & Research Council

Senate received the report for information.

3. REPORTS FROM THE FACULTIES

Senate received the reports for information.

Following confirmation that the report from Senate Graduate & Research Council is for information, the question was called and the motion carried unanimously.

Regular Agenda

4. BUSINESS ARISING FROM THE MINUTES

The chair advised that an update about the Strategic Mandate Agreement will occur in the fall following receipt of comparison data from the province.

5. REPORTS FROM TEACHING AWARDS COMMITTEES

At the chair's invitation, in turn, Jeff Casello and David DeVidi acknowledged the winners, all present, of the Amit & Meena Chakma Awards for Exceptional Teaching by a Student and the Distinguished Teacher Awards (DTA). DeVidi offered his thanks to Mario Coniglio for stepping in as chair of the DTA in his absence. The winners were:

Amit & Meena Chakma for Exceptional Teaching by a Student Committee

- Urszula Pasterkiewicz, PhD Student, Public Health Sciences
- Justin Shmordok, PhD Student, Chemistry
- Sanaz Saadatmand Hashemi, PhD Student, Mechanical and Mechatronics Engineering
- Urja Nandivada, Undergraduate Student, Honours Physics and Astronomy

Distinguished Teacher Awards Committee

- Upkar Arora (School of Accounting and Finance)
- Paul McKone (Department of Knowledge Integration)

The president offered his congratulations to all of the winners and thanked them for their contributions. He also thanked the individuals who nominated them, and the members of the awards committees for their hard work. A round of applause followed.

6. PRESENTATIONS FROM THE PRESIDENTS OF THE FACULTY ASSOCIATION, THE WATERLOO UNDERGRADUATE STUDENT ASSOCIATION, AND THE GRADUATE STUDENT ASSOCIATION

Faculty Association of the University of Waterloo (FAUW). Lori Curtis, president of FAUW provided senators with an update on FAUW, highlighting: what they do, its organizational structure, the Academic Freedom & Tenure Committee, FAUW at Senate, current priorities, ongoing policy work, pandemic matters, and the salary anomaly review. There were no questions.

Waterloo Undergraduate Student Association (WUSA). Benjamin Easton, WUSA president remarked briefly on the report distributed with the agenda and highlighted the WUSA governance review and its process, the new WUSA Board, and the timeline of governance reforms.

In discussion: from a student Senator, that the governance review is not without controversy, and compromises are being discussed, agreement from Easton that organizational change is challenging and that governance improvements will continue; kudos from the Board chair to WUSA for the excellent and informative written report.

Graduate Student Association – University of Waterloo (GSA-UW). Glaucia Melo, president and CEO briefly remarked on the report distributed with the agenda and then spoke to: the services offered by GSA-UW, an overview of the GSA-UW's structure, an overview of some current initiatives, general updates regarding fees, refund programs, and pending personnel changes. There were no questions.

The president offered thanks on Senate's behalf to each of the presidents and the associations for their efforts for their constituencies, and commended the presidents for their adept management of their responsibilities over the past challenging year. A round of applause followed.

7. REPORTS FROM COMMITTEES AND COUNCILS

Executive Committee

Senate heard from the secretary that the deans, the chair of the heads of the affiliated and federated institutions of Waterloo, and the presidents of the Waterloo Undergraduate Student Association and Graduate Student Association have recommended names of nominees as provided on the list of nominees distributed prior to the meeting.

Senate heard an omnibus motion to: acclaim the membership of Senate committees and councils and the Board of Governors as provided on the list of nominees; and to delegate approval to the Executive Committee any vacancies which exist.

The chair asked for further nominations from the floor. No nominations were received. The chair called for a mover and seconder.

Beauchemin and Glerum. With the understanding that all individuals named in the report abstained, the question was called and the motion carried.

The chair notified senators that there will be an electronic election subsequent to the meeting for the faculty representatives on the Board of Governors as there are more nominees than positions available. He invited senators interested in any vacancies to follow up with the Secretariat.

Graduate & Research Council

Program Changes, Faculty of Health

Following a brief introduction from Casello, Senate heard a motion to change the coursework study option degree type/designation from Master of Science (MSc) in Kinesiology to Master of Kinesiology (MKin), effective 1 September 2022, as presented.

Casello and Liu. Carried unanimously.

Dean and Casello informed Senate about Megan Hamilton, a Master's student in history who was just announced as a top 25 finalist in the Social Sciences and Humanities Research Council's Storyteller Challenge. Senators offered congratulations and a round of applause followed.

University Appointments Review Committee

Gerry Schneider, chair of the committee, spoke to the report provided for information with the agenda, and in his presentation, he highlighted data about the proposals reviewed by the committee in 2020-21, gave an overview of the committee's processes and membership, and provided some summary data. In discussion: expressions of thanks to the committee for its ongoing hard work; that information regarding the gender makeup of pools is not tracked at this time, but could be looked into; the need for consideration of best practices for sensitive data collection.

8. REPORT OF THE PRESIDENT

The president remarked on and offered condolences on the passing of former University Librarian, Murray Shepherd. He then spoke to: the University's emergency financial assistance available to those affected by Russia's invasion of Ukraine and other international conflicts; the reading list devised by the Library for those who wish to read more about that particular conflict; some of the education- and research-related provisions in the recent federal budget; the University's commercialization policy framework; the successful recent Waterloo Innovation Summit; work being

done to: identify the next Vice-President, Finance and Administration, and review the Vice-President, Academic & Provost; the ongoing Senate Governance Review by the Executive Committee; the in-person convocation ceremonies in June; coming conversations at the Senate Long Range Planning Committee about the development of a long-term vision for the University; the decision to continue the mask mandate at least through the convocation period.

9. REPORT OF THE VICE-PRESIDENT, ACADEMIC & POVOST

Rush provided Senate with an operational update, including information about: Spring term planning; ongoing health and safety measures; 2022 Spring term enrollments; a Co-op update, including information about employer postings in the Winter term, secured positions for the Spring term, the high student satisfaction rates of the Fall term, excellent satisfaction rates from employers, and kudos to the six co-op student of the year award recipients; the digital learning strategy.

In discussion: that maintaining the requirement for individuals to upload their most up to date vaccination information will help to inform the University's future decision making; agreement that some lead-up time is necessary if the vaccination mandate is reinstated, and that where possible, such decisions will be made on a term by term basis; the excellent uptake of the free cloth masks being made available across the campus; that student representatives on the digital learning strategy working group were identified by the student associations; an expression of concern about some apparent unevenness of examination accommodations for students with COVID, and a description about some of the practices followed when students must miss examinations; that, following discussions at Undergraduate Council and the Undergraduate Student Relations Committee this week about this concern, the Faculty associate deans committed to reminding instructors about the duty to accommodate, and that students who feel they have been treated unfairly may petition decisions; options are being considered with regard to potentially enabling instructors to remove masks in classrooms in a safe, fair, and consistent way.

10. REPORT OF THE VICE-PRESIDENT, RESEARCH & INTERNATIONAL

Dean offered some comments on current research and international matters, including: Mark Servos's and Heather Hall's recent Awards of Excellence from the Minister of Colleges and University in the "Everyday Heroes" category; Linda Nazar's recognition by the Chemical Institute of Canada's E.W.R. Steacie Award; Senator Trevor Charles' receipt of the Research, Innovation and Impact Award at the Black Excellence in Science, Technology, Engineering, Mathematics, Medicine and Health Conference; a pending article in the *Daily Bulletin* about the University's work with Academics Without Borders.

11. OTHER BUSINESS

Following a call for other business, Senator Bruni offered some comments on the occasion of his last meeting. Senators heard: his appreciation for the invigorating discussions at Senate during the last six years; his hope at the start of his service that debate regarding Policy 76 would occur while he was a Senator and his regret that it has not; his concern that the University is losing excellent lecturers and belief that piecemeal policy changes should be pursued to help to mitigate this challenge; his hope that progress will be made in the near future. The chair thanked Bruni for his contributions and service and expressed his hope that a revised policy will be brought forward soon.

Senate convened in confidential session.

22 April 2022

Karen Jack
University Secretary

CONFIDENTIAL SESSION

The Confidential Session minutes have been removed.

The meeting was adjourned at 5:52 p.m.

22 April 2022

Karen Jack
University Secretary

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University of Waterloo
SENATE GRADUATE & RESEARCH COUNCIL
Report to Senate
16 May 2022

Senate Graduate & Research Council met on 11 April 2022 and agreed, in accordance with [Senate Bylaw 2](#) (section 4.03), to forward the following items to Senate for information as part of the consent agenda.

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

FOR INFORMATION

ACADEMIC PROGRAM REVIEWS

On behalf of Senate council approved, as presented:

- Two-Year Progress Report: Biology
- Final Assessment Report: Taxation
- Final Assessment Report: Peace and Conflict Studies

CURRICULAR SUBMISSIONS

On behalf of Senate, council approved new courses, course inactivations, and minor program revisions for the Faculty of Arts (Psychology, Peace and Conflict Studies) and Environment (Collaborative Aeronautics Program).

/mh kw Jeff Casello
Associate Vice-President, Graduate Studies and
Postdoctoral Affairs

Charmaine Dean
Vice-President, Research & International

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University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Report to Senate
16 May 2022

Senate Undergraduate Council met on 12 April 2022 and agreed, in accordance with [Senate Bylaw 2](#) (section 5.03) to forward the following items to Senate for information in the consent agenda.

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

FOR INFORMATION

ACADEMIC PROGRAM REVIEWS

Council reviewed and approved the following reports on behalf of Senate:

- Final Assessment Report (FAR) Human Sciences [[Appendix 1](#)]
- Two-Year Progress Report (PR) English Language Studies [[Appendix 2](#)]
- PR English Language Institute [[Appendix 3](#)]
- PR Italian Studies [[Appendix 4](#)]
- PR General and Honours Science [[Appendix 5](#)]

MINOR PLAN & CURRICULAR MODIFICATIONS

Council approved the following on behalf of Senate:

- minor plan changes for the Faculty of Arts (classical studies, philosophy, Renison university college, St. Paul's university college); Faculty of Health (school of public health sciences); Faculty of Mathematics (combinatorics and optimization minor, mathematics/financial analysis and risk management plan milestone notes); Sustainable and Financial Management.
- new courses for the Faculty of Arts (accounting and finance, dean of arts, Renison university college, sociology and legal studies); Faculty of Mathematics (applied mathematics).
- course changes for the Faculty of Arts (accounting and finance, anthropology, dean of arts, Conrad Grebel university college, English language and literature, fine arts, Germanic and Slavic studies, history, philosophy, political science, Renison university college, religious studies, sociology and legal studies, Spanish and Latin American studies); Faculty of Health (kinesiology and health sciences); Faculty of Mathematics (applied mathematics, combinatorics and optimization, computer science, dean of mathematics, pure mathematics); Faculty of Science (pharmacy); Renison University College (social work - bachelor of).
- course inactivations for the Faculty of Arts (accounting and finance, English language and literature, Renison university college), Faculty of Science (pharmacy).

/twk

David DeVidi
Associate Vice-President, Academic

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University of Waterloo
REPORT TO SENATE FROM THE FACULTIES
16 May 2022

FOR INFORMATION

The Faculty Reports for Senators' information regarding the variety of appointments, reappointments, special appointments, leaves, and other matters of interest about individuals in the Faculties are available at the [Senate agenda page](#)¹.

1

https://uwaterloo.ca/secretariat/sites/ca.secretariat/files/uploads/files/may_2022_all_faculty_senate_report.pdf

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University of Waterloo
SENATE GRADUATE & RESEARCH COUNCIL
Report to Senate
16 May 2022

Senate Graduate & Research Council met on 11 April 2022 and agreed, in accordance with [Senate Bylaw 2](#) (section 4.03), to forward the following item to Senate for approval as part of the regular agenda.

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

FOR APPROVAL

PROGRAM CHANGES

1. **Motion:** To approve the following Faculties joining the Collaborative Aeronautics Program (CAP), effective 1 September 2022, as presented:
 - Arts and Environment: Master of Arts in Global Governance – Aeronautics.
 - Environment: Master of Environmental Studies in Sustainability Management – Aeronautics; Doctor of Philosophy in Sustainability Management – Aeronautics; Master of Arts in Planning – Aeronautics; Master of Environmental Studies in Planning – Aeronautics
 - Engineering: Doctor of Philosophy in Systems Design Engineering – Aeronautics; Master of Applied Science in Systems Design Engineering – Aeronautics.
 - Science: Master of Science in Vision Science – Aeronautics; Doctor of Philosophy in Vision Science – Aeronautics.
 - Arts: Master of Arts in Psychology – Aeronautics.

Rationale: Faculty research programs at the University of Waterloo are joining CAP—coupling their disciplinary expertise with a foundation understanding of aeronautics—as an additional offering to their existing and future thesis or major research paper-based Master’s and PhD students. Participation requires the development of an academic plan that results in the CAP designation for students. The creation of the plan involves articulating the curricular elements including common curricular elements across the CAP, specifying research milestones, and ensuring other academic requirements result in the students achieving the desired collaborative program learning outcomes.

/mh kw Jeff Casello
Associate Vice-President, Graduate Studies and
Postdoctoral Affairs

Charmaine Dean
Vice-President, Research & International

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University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Report to Senate
16 May 2022

Senate Undergraduate Council met on 12 April 2022 and agreed, in accordance with [Senate Bylaw 2](#) (section 5.03) to forward the following items to Senate for approval in the regular agenda.

Further details are available: uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council

FOR APPROVAL

NEW ACADEMIC PLANS

Faculty of Arts
English Language and Literature

1. **Motion:** That Senate approve the proposed English – Creative and Professional Writing program, as outlined below, effective 1 September 2023.

Background and Rationale: Creative writing is one of the fastest-growing areas in English in terms of both student demand and faculty strength. This new plan meets this growing student demand for creative writing programs and is unique in Ontario. While students hone their creative writing skills and pursue literary study, they also acquire skills in editing, communication design, and professional writing, resulting in a program that enables students to do what they love and equips them for the professional writing careers that aspiring writers often seek out in editing, technical writing, publishing, textual design, and marketing. The unique skill set offered by this plan has potential to attract a new kind of student to the University of Waterloo. English is well-positioned to offer this plan with several full-time faculty prepared to teach creative writing, as well as strong support from instructors at St. Jerome’s University.

The English - Creative and Professional Writing program is distinct from existing English Plans. It is distinct from the Rhetoric plans (Rhetoric, Media, and Professional Communication; Literature and Rhetoric) in its emphasis on and integration of professional and creative writing practice. Creative writing is not rhetoric. If rhetoric is the study of persuasion in all its forms, creative writing is the applied study of the imagination as it is transformed by words and text into art. CPW is also distinct from Literature Plans (Literature; Literature and Rhetoric): Literary study is integral to the study of creative writing, but whereas Literature plans teach the full range of English literary history, the English – Creative and Professional Writing program focusses on mobilizing literary study as a resource for creative practice. If RMPC is an applied rhetoric degree, CPW is an applied literary degree. At this point a four-year General and a four-Year Honours plan are being introduced. A three-year General plan is in development and will be put forward at the Fall 2022 UGAG.

Plan Title(s): Honours English – Creative and Professional Writing
New Plan Requirements (calendar text):

Continuation in this academic plan requires a cumulative minimum overall average of 60% and a cumulative minimum English major average of 70%.

Eligibility for graduation in the Honours English – Creative and Professional Writing academic plan includes successful completion of the following requirements:

- Appropriate program-level requirements. See Bachelor of Arts Degree Requirements.
- English plan-level requirements:
 - a minimum English major average of 70%
 - at least eight academic course units (16 courses) in English, including:
 - two ENGL courses at the 100-level (see Note 1)
 - Advanced Introduction to Literature: one of ENGL 200A, ENGL 200B, ENGL 200C
 - Criticism: ENGL 251, ENGL 292
 - Genre and Literature: one of ENGL 201, ENGL 205R, ENGL 206, ENGL 208A, ENGL 208B, ENGL 208C, ENGL 208G, ENGL 208K, ENGL 208M, ENGL 211/GSJ 211, ENGL 217, ENGL 275, ENGL 280, ENGL 294
 - Creative Writing: three of ENGL 210C, ENGL 332, ENGL 335, ENGL 336, ENGL 373/BLKST 308
 - Writing Across Modes: one of ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 225/BLKST 203, ENGL 295, ENGL 309E/SPCOM 323, ENGL 408A, ENGL 408B, ENGL 471
 - Editing: one of ENGL 210J, ENGL 371
 - Communication Design: one of ENGL 392A, ENGL 392B, ENGL 408C, ENGL 493
 - Literature: two of ENGL 305A, ENGL 305B, ENGL 308/GSJ 307, ENGL 310A, ENGL 310B, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 325, ENGL 326/BLKST 210, ENGL 327/BLKST 240, ENGL 328/BLKST 244, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, ENGL 410/GSJ 410, ENGL 411, ENGL 412, ENGL 425, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, ENGL 470A, ENGL 471, ENGL 484, ENGL 485, ENGL 486, ENGL 491
 - Special Topics: one of ENGL 332, ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494
 - Elective: one additional ENGL course at the 200-level or above

Notes:

1. Students may use only two English courses at the 100-level to fulfil English plan requirements; additional 100-level ENGL courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 1XX) may only be counted towards the English electives.
2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses, and conform with the University of Waterloo, Faculty of Arts, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.
3. No one course may fulfil more than one requirement within this plan.

Plan Title(s): Four-Year General English – Creative and Professional Writing
New Plan Requirements (calendar text):

Continuation in this academic plan requires a cumulative minimum overall average of 60% and a cumulative minimum English major average of 65%.

Eligibility for graduation in the Four-Year General English – Creative and Professional Writing academic plan includes successful completion of the following requirements:

- Appropriate program-level requirements. See Bachelor of Arts Degree Requirements.
- English plan-level requirements:
- a minimum English major average of 65%
- at least eight academic course units (16 courses) in English, including:
 - two ENGL courses at the 100-level (see Note 1)
 - Advanced Introduction to Literature: one of ENGL 200A, ENGL 200B, ENGL 200C
 - Criticism: ENGL 251, ENGL 292
 - Genre and Literature: one of ENGL 201, ENGL 205R, ENGL 206, ENGL 208A, ENGL 208B, ENGL 208C, ENGL 208G, ENGL 208K, ENGL 208M, ENGL 211/GSJ 211, ENGL 217, ENGL 275, ENGL 280, ENGL 294
 - Creative Writing: three of ENGL 210C, ENGL 332, ENGL 335, ENGL 336, ENGL 373/BLKST 308
 - Writing Across Modes: one of ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 225/BLKST 203, ENGL 295, ENGL 309E/SPCOM 323, ENGL 408A, ENGL 408B, ENGL 471
 - Editing: one of ENGL 210J, ENGL 371
 - Communication Design: one of ENGL 392A, ENGL 392B, ENGL 408C, ENGL 493
 - Literature: two of ENGL 305A, ENGL 305B, ENGL 308/GSJ 307, ENGL 310A, ENGL 310B, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 325, ENGL 326/BLKST 210, ENGL 327/BLKST 240, ENGL 328/BLKST 244, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, ENGL 410/GSJ 410, ENGL 411, ENGL 412, ENGL 425, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, ENGL 470A, ENGL 471, ENGL 484, ENGL 485, ENGL 486, ENGL 491
 - Special Topics: one of ENGL 332, ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494
 - Elective: one additional ENGL course at the 200-level or above

Notes

1. Students may use only two English courses at the 100-level to fulfil English plan requirements; additional 100-level ENGL courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 1XX) may only be counted towards the English electives.
2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses, and conform with the University of Waterloo, Faculty of Arts, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.
3. No one course may fulfil more than one requirement within this plan.

List of Courses Included in CPW Plans:

ENGL MAJOR CORE

ENGL 200A – English Literatures 1
ENGL 200B – English Literatures 2
ENGL 200C – English Literatures 3
ENGL 251 – Literary Theory and Criticism
ENGL 292 – Rhetorical Theory and Criticism

GENRE AND LITERATURE

ENGL 201 – The Short Story
ENGL 205R – The Canadian Short Story
ENGL 206 – Writing Lives
ENGL 208A – Forms of Fantasy
ENGL 208B – Science Fiction
ENGL 208C – Studies in Children’s Literature
ENGL 208G – Gothic Monsters
ENGL 208K- Detective Fiction
ENGL 208M – Travel Literature
ENGL 211/GSJ 211 – First Nations, Metis, and Inuit Literatures
ENGL 217 – Canadian Children’s Literature
ENGL 275 – Fiction and Film
ENGL 280 – Literatures of Migration
ENGL 294 – Introduction to Critical Game Studies

CREATIVE WRITING

ENGL 210C – Genres of Creative Writing
ENGL 332 – Topics in Creative Writing
ENGL 335 – Creative Writing 1
ENGL 336 – Creative Writing 2
ENGL 373/BLKST 308 – Writing Anti-Racism

WRITING ACROSS MODES

ENGL 210F – Genre of Business Communication
ENGL 210G – Grant Writing
ENGL 210H – Arts Writing
ENGL 210I/LS 291 – Legal Writing
ENGL 225/BLKST 203 – Introduction to Antiracist Communication
ENGL 295 – Social Media
ENGL 309E/SPCOM 323 – Speech Writing
ENGL 408A – Writing for the Media
ENGL 408B – The Discourse of Advertising
ENGL 471 – Adapting Literary Works

EDITING

ENGL 210J – Technical Editing
ENGL 371 – Editing Literary Works

COMMUNICATION DESIGN

ENGL 392A – Information Design

ENGL 392B – Visual Rhetoric
ENGL 408C – The Rhetoric of Digital Design: Theory and Practice
ENGL 493 – Topics in Professional Writing and Communication Design

LITERATURE

ENGL 305A – Old English Language and Literature
ENGL 305B – The Age of Beowulf
ENGL 308/GSJ 307 – Race and Resistance
ENGL 310A – ~~Chaucer 1~~ **Middle English Literature**
ENGL 310B – Chaucer 2
ENGL 313 – Early Canadian Literature
ENGL 315 – Modern Canadian Literature
ENGL 316 – Canadian Drama
ENGL 318 – Contemporary Canadian Literature
ENGL 322 – Postcolonial Literature of the Americas
ENGL 324 – Modern and Contemporary American Drama
ENGL 325 - Austen
ENGL 326/BLKST 210 - Language, Life, and Literature in the Caribbean
ENGL 327/BLKST 240 - Black Diasporic Lives: 1740-1900
ENGL 328/BLKST 244 - Introduction to Black Canadian Writing
ENGL 330A – Sixteenth-Century Literature 1
ENGL 330B – Sixteenth-Century Literature 2
ENGL 342 – American Literature to 1860
ENGL 343 – American Literature 1860-1910
ENGL 344 – Modern American Literature
ENGL 345 – American Literature in a Global Context
ENGL 346 – American Fiction
ENGL 346R/EASIA 346R – Global Asian Diasporas
ENGL 347 – American Literature Since 1945
ENGL 348 – American Poetry Since 1850
ENGL 350A – Seventeenth-Century Literature 1
ENGL 350B – Seventeenth-Century Literature 2
ENGL 361 – Early Modern Worlds on Stage
ENGL 362/THPERF 386 – Shakespeare 1
ENGL 363/THPERF 387 – Shakespeare 2
ENGL 364 – Shakespeare in Performance at The Stratford Festival
ENGL 410/GSJ 410 – Eighteenth-Century Women Writers
ENGL 411 – Eighteenth-Century Literature: Sex, Satire, and Sentiment
ENGL 412 – Eighteenth-Century Literature and Media
ENGL 425 – Transnational Feminisms and Contemporary Narratives
ENGL 430A – Literature of the Romantic Period 1
ENGL 430B – Literature of the Romantic Period 2
ENGL 451A – Literature of the Victorian Age 1
ENGL 451B – Literature of the Victorian Age 2
ENGL 460A – Early Literature of the Modernist Period in the United Kingdom and Ireland
ENGL 460B – Literature of the Modernist Period in the United Kingdom and Ireland
ENGL 460C – Literature of the Postwar Period in the United Kingdom and Ireland
ENGL 460D – Contemporary Literature of the United Kingdom and Ireland
ENGL 463/GSJ 463 – Postcolonial Literatures
ENGL 470A – Contemporary Critical Theory

ENGL 471 – Adapting Literary Works
ENGL 484 – Topics in Literatures Medieval to Romantic
ENGL 485 – Topics in Literatures Romantic to Modern
ENGL 486 – Topics in Literatures Modern to Contemporary
ENGL 491 – Topics in Literature and Rhetoric

SPECIAL TOPICS

ENGL 332 – Topics in Creative Writing
ENGL 481 – Topics in the History and Theory of Language
ENGL 484 - Topics in Literatures Medieval to Romantic
ENGL 485 - Topics in Literatures Romantic to Modern
ENGL 486 - Topics in Literatures Modern to Contemporary
ENGL 491 – Topics in Literature and Rhetoric
ENGL 492 – Topics in the History and Theory of Rhetoric
ENGL 493 – Topics in Professional Writing and Communication Design
ENGL 494 – Topics in Forms of Media and Critical Analysis

/twk

David DeVidi
Associate Vice-President, Academic

University of Waterloo
REPORT OF THE VICE-PRESIDENT, ACACEMIC & PROVOST
Report to Senate
16 May 2022

FOR APPROVAL

Roster of Graduands

Since the roster of graduands will not be available until after the regular meeting of Senate in May and approval is required before the June meeting, the following motion is proposed:

Motion: That Senate delegate such approval to its Executive Committee for its 6 June 2022 meeting.

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Vice-President, Research & International

Report to Senate

May 2022

Introduction

This report to Senate highlights successful research outputs and outcomes by the thematic areas as outlined in Waterloo's Strategic Plan 2020-25.

ADVANCING RESEARCH FOR GLOBAL IMPACT

R1 - Research strengths to solve real-world problems

Awards and Distinctions

- **Philippe Van Cappellen** (Earth and Environmental Sciences) - J. Tuzo Wilson Medal - Canadian Geophysical Union
 - This prestigious recognition is a competitive award, and it is awarded to a scientist who had made outstanding career-long contributions to the geophysical sciences in Canada.
- **Heather Keller** (Kinesiology and Health Sciences) - Earle Willard McHenry Award for Distinguished Service in Nutrition - Canadian Nutrition Society
 - This prestigious award is given annually in recognition of distinguished service in the field of nutrition by a Canadian or Canadian-based individual. The award is given for merit in teaching, in inspiring students and colleagues, in providing leadership through professional associations leading to progress in nutrition, in giving administrative or material support towards the development of outstanding nutrition / nutritionally oriented programs, in research achievement.
- **Laura Hug** (Biology) – 2022 Thermo Fisher Scientific Award - Canadian Society for Microbiologists (CSM)
 - The Award recognizes outstanding contributions to microbiology as a discipline. Dr. Hug will present a keynote on her research at the upcoming CSM conference on June 26-29, 2022.
- **Emmanuel Ho** (School of Pharmacy) - 2021 Leslie Dan Faculty of Pharmacy Alumni Award for Leadership in Pharmaceutical Sciences - University of Toronto
 - This award honours exceptional alumni for their outstanding accomplishments in pharmacy practice and pharmaceutical sciences.
- **Maren Oelbermann** (School of Environment, Resources and Sustainability) – 2021 Editor's Citation for Excellence - Journal of Environmental Quality.
 - For outstanding professional contributions in the oversight of manuscript reviews in 2021.

- **Robert Mann** (Physics and Astronomy) and **John Hirdes** (School of Public Health Sciences) - 2022 University Professor - University of Waterloo
 - This designation recognizes exceptional scholarly achievement and international pre-eminence and is given to a maximum of two faculty members each year.

Tri-Council and Other Funding

New Frontiers in Research Fund (NFRF) Exploration Grant

The goal of the NFRF Exploration stream is to inspire interdisciplinary research by bringing disciplines together beyond traditional disciplines and to explore something new, that might have the potential for significant impact.

Waterloo was successful on five NFRF-Exploration grants, totalling **\$1,245,866**. Waterloo's success rate was 21.7% - close to the national rate of 22.8%. NFRF awarded 102 grants, nationally, and Waterloo secured 4.9% of these awards.

1. **Giovanni Cascante** (CEE), Optimized use of mechanical waves in a novel vibratory drainage stimulation device (VDSD), from lungs to water filter applications, \$250,000
2. **Paolo Dominelli** (Kinesiology), A Next Generation Fire Safety Companion: Grounded in Science, Embracing Population Diversity, \$245,866
3. **Elizabeth English** (Architecture), Water is Our Friend: Flood-Resilient and Climate-Adaptive Amphibious Housing for Indigenous Populations in Canada, \$250,000
4. **Holger Kleinke** (Chemistry), Hybrid-powered Portable Solid-State Lighting, \$250,000
5. **Will Percival** (Physics), Being confident in the discovery of new physics from cosmological observations, \$250,000

National Institutes of Health (NIH) grants

Waterloo researchers secured **five** NIH grants totalling approximately **\$7.3 million USD**, over multiple years.

- 1) **Janusz Pawliszyn** (Chemistry), co-investigator on grant led by Thilo Womelsdorf from Vanderbilt for *Muscarinic modulation of RDoC constructs in primate behavior and fronto-striatal circuits*; estimated \$478,455 USD over 5 years
- 2) **Geoff Fong** (Psychology) and **Dave Hammond** (Public Health Sciences) co-investigators on grant led by Roswell Park (New York) Cancer Center for *Assessing the Impact of the Four 2019-2020 US-Federal Level Tobacco Control*

Actions: Flavors, Youth Marketing, Youth Access & Tobacco 21; estimated \$117,312 USD over 2 years

- 3) **Bill McIlroy** and **Karen Van Ooteghem** (Kinesiology & Health Sciences) co-investigators on co-operative agreement led by Northwestern University for *Study to Uncover Pathways to Exceptional Cognitive Resilience in Aging (SUPER Aging)*; estimated \$518,366 USD over 5 years
- 4) **Geoff Fong** (Psychology) as Co-PI and **Dave Hammond** (Public Health Sciences) and **Mary Thompson** and **Changbao Wu** (Statistics & Actuarial Science) as co-investigators on program grant led by Medical University of South Carolina for *Predicting and Understanding the Use of Nicotine Products In a Rapidly Evolving Nicotine Marketplace: The International Nicotine Product, Policy, and Market (INPAM) Study*; estimated \$6.2M USD over 5 years

NSERC Undergraduate Student Research Awards (USRA)

For fiscal year 2021-22, Waterloo issued **171 USRA awards** valued at **\$6,000** each for a total of **\$1,026,000** in support of undergraduate students to develop, support and encourage their interests and careers in the natural sciences and engineering fields.

Awards distributed by Faculty:

- **Arts:** 7 or 4% of awards (\$42,000)
- **Engineering:** 72 or 42% of awards (\$432,000)
- **Environment:** 7 or 4% of awards (\$42,000)
- **Health:** 8 or 5% of awards (\$48,000)
- **Mathematics:** 38 (22%) awards (\$228,000)
- **Science:** 39 or 23% of awards (\$234,000)
- 126 or 74% of awards were held by co-op students.

Canadian Forest Sector Workforce Diversity undergraduate supplements

Two Natural Resources Canada (NRCan) - CFS Supplement awards, valued at \$5,000, was awarded to **two undergraduate students in the Faculty of Engineering**. The objective of this supplement is to provide research opportunities in natural sciences and engineering to highly qualified individuals in research areas of relevance to Natural Resources Canada – Canadian Forest Service and encourage postgraduate studies in the fields relevant to the Canadian forest sector.

R3 - Leveraging partnerships for research impact

NSERC Alliance

Serhiy Yarusevych (MME)

Research and Development of Key Aerodynamics and Communication Components for a New Unmanned Stratospheric Glider

\$184,615 with Stratodynamics Aviation Inc - 3 Years

Josh Neufeld (Biology)

Integrated molecular profiling to explore the microbiology of deep geological repository components for storage of used nuclear fuel

\$1,858,203 with Nuclear Waste Management Organization - 5 Years

Sushanta Mitra, (WIN)

Advancing multilayer surface disinfection technologies for modern pandemic protection

In-Kind only: Econse Water Purification Systems, SiO2 Innovation Labs Inc, Schlegel-UW Research Institute for Aging & Schlegel Villages

\$745,676 Missions Grant - 2 Years

N. Sri Namachchivaya (Applied Math)

Development of Data-driven Decision Support System using Deep Learning Techniques

\$300,000 with Tecsis Corp & Hegyi Geomatics Int'l Inc - 3 Years

Sagar Naik (ECE)

Predicting Risks of Forest Fires using Federated Machine Learning Methods

In-Kind only: Cistel Technology Inc & Tele AI

\$395,940 Missions Grant - 2 Years

Eric Croiset (Chem Eng)

CO2 Capture and Storage Assessment for Stelco's Lake Erie Facility

In-Kind only: Stelco Inc

\$526,779 Missions Grant - 2 Years

International Partnerships

Hyock Ju Kwon (Mechanical and Mechatronics Engineering, ENG) was awarded four projects funded by Korea Electrotechnology Research Institute:

1. AI-based Ball Selection System (Taelim), \$90,405 over four months
2. AI-based Machining Tool Life Prediction System (Shinseung), \$90,405 over four months
3. Development and Application of AI System for Manufacturing (Changwon), \$231,818 over nine months

4. Development and Application of AI System for Manufacturing (Busan) 255,000 over nine months.

Waterloo International Agreements

Waterloo International facilitated the signing of one agreement as follows:

- Indian Institute of Technology Delhi (IITD), India, Memorandum of Understanding.
 - This university wide MOU is intended to support a range of potential activities across learning, research, and community with IITD, including a joint research competition. Additional details on this partnership are available at: <https://uwaterloo.ca/international/news/university-waterloo-deepens-international-partnerships>

Academics Without Borders

The University of Waterloo has joined the Academics Without Borders (AWB) Network of Canadian universities and colleges. This membership will provide Waterloo with the opportunity to be engaged in advancing the capacity and quality of higher education globally. On 22 March 2022, Waterloo International hosted **Greg Moran, Executive Director** and **Corrie Young, Associate Executive Director**, AWB, at the University's March International Operations Council Meeting. Waterloo's membership in the AWB Network will contribute to enriching and advancing a number of Waterloo's strategic priorities, namely fostering a connected and supportive community, and broadening engagement with international communities. More information about Waterloo joining the AWB Network can be found [here](#).

Shastri Indo-Canadian Institute

On 30 March 2022, Waterloo International hosted representatives from the Shastri Indo-Canadian Institute. The Shastri Indo-Canadian Institute, of which Waterloo is a member, is a bi-national (India-Canada) organization that links academia, government, the business community and civil society organizations by funding research and hosting seminars. Discussions centred around how best to work together to advance connections in India. For more information about this visit see:

<https://twitter.com/WaterlooINT/status/1509234362734231552?s=20&t=PvuOBTwe1zPTKZNSNroqcQ>

Ukraine

Waterloo International has taken immediate action to reach out to Ukrainian students to offer comfort and counselling services. Subsequently, Waterloo has taken, and continues to take, various actions to support students, staff and faculty directly affected by the invasion. Waterloo is coordinating offers of support and engaging multilaterally with partner organizations including the Canadian Bureau for International Education

(CBIE), Universities Canada, the World University Service of Canada and Academics Without Borders as they develop and implement collective responses. Waterloo's support to the Waterloo community and beyond can be found [here](#).

International Student Scholarships

Working closely with Graduate Studies and Postdoctoral Affairs, the Student Success Office, and the Office of Research, between February and March 2022, Waterloo International supported the submission of student scholarship applications to various Global Affairs Canada Scholarship programs including Emerging Leaders in the Americas Program (ELAP), and Study in Canada Canada-ASEAN Scholarships and Educational Exchanges for Development (SEED). Details on these scholarship programs can be found at <https://w05.international.gc.ca/Scholarships-Bourses/scholarshipnoncdn-boursenoncdn.aspx?lang=eng>.