University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Notice of Meeting

DATE: Tuesday 14 February 2023
TIME: 12:30 p.m. – 2:30 p.m.
PLACE: NH 3318

Open Session

Item		Action
1.	Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1*	Information
2.	Approval of the 10 January 2023 Minutes* and Business Arising	UGC
3.	Curricular Items for Approval & Information	
	a. Environment*	6 SEN-C, rest UGC
	b. Science*	Information
4.	Registrars Office	
	a. New Undergraduate Scholarships, Awards, And Bursaries*	Information
5.	Class Delivery Modes*	SEN-R
6.	Class Components*	SEN-R
7.	Annual Meeting Schedule of Senate*	Discussion
8.	Senate Governance Review	
	a. Guiding Questions*	Discussion
	b. Summary of Discussion from the 10 January 2023 Meeting*	Information
	c. Sketch of SUC Subcommittees*	Discussion
9.	Other Business	
10.	Next Meeting: Tuesday 7 March 2023, 12:30 to 2:30 p.m. in NH 3318	

*material attached/to be distributed**
"SEN-C" to be recommended to Senate for approval (consent agenda)
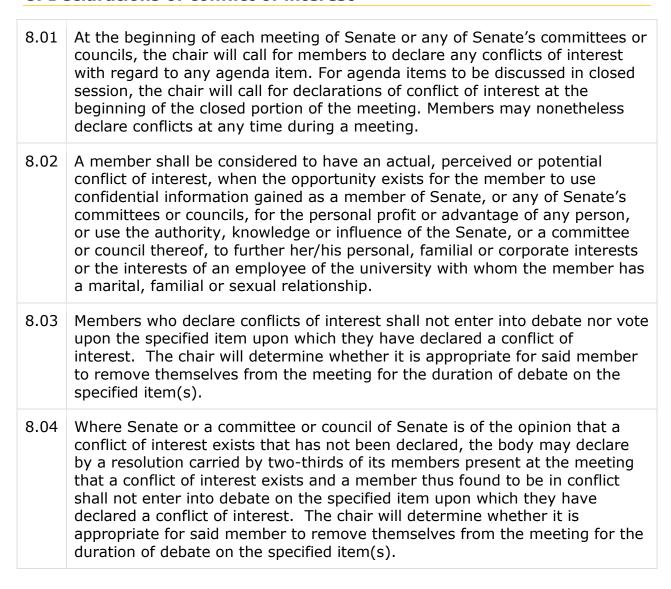"SEN-R" to be recommended to Senate for approval (regular agenda)
"UGC" to be approved on behalf of Senate & sent to Senate for information

7 February 2022

Tim Weber-Kraljevski
Associate University Secretary

Excerpt from Senate Bylaw 1

8. Declarations of conflict of interest

8.01	At the beginning of each meeting of Senate or any of Senate's committees or councils, the chair will call for members to declare any conflicts of interest with regard to any agenda item. For agenda items to be discussed in closed session, the chair will call for declarations of conflict of interest at the beginning of the closed portion of the meeting. Members may nonetheless declare conflicts at any time during a meeting.
8.02	A member shall be considered to have an actual, perceived or potential conflict of interest, when the opportunity exists for the member to use confidential information gained as a member of Senate, or any of Senate's committees or councils, for the personal profit or advantage of any person, or use the authority, knowledge or influence of the Senate, or a committee or council thereof, to further her/his personal, familial or corporate interests or the interests of an employee of the university with whom the member has a marital, familial or sexual relationship.
8.03	Members who declare conflicts of interest shall not enter into debate nor vote upon the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).
8.04	Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Minutes of the 10 January 2023 Meeting
[in agenda order]

Present: Katherine Acheson, Veronica Austen, Monica Barra, Antonia Cass, Benoit Charbonneau, Vivian Dayeh, David DeVidi (Chair), Leeann Ferries, Jason Grove, Fatma Gzara, Carol Ann MacGregor, Cici Neely, Catherine Newell Kelly, Ryan Trelford, Chris Vigna, Johanna Wandel, Tim Weber-Kraljevski (secretary), Richard Wikkerink, Stephanie Ye-Mowe

Resources/Guests: Angela Christelis, Blair Clarence, Jennifer Coghlin, Okey Igboeli, Danielle Jeanneault, Carrie MacKinnon, Julia Williams

Regrets: Victoria Chu, Kristiina Montero

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

The chair welcomed returning member Katherine Acheson, and new members Antonia Cass, Jason Grove, and Cici Neely to the meeting.

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

2. **APPROVAL OF THE 13 DECEMBER 2022 MINUTES AND BUSINESS ARISING**
The following revision was requested to add clarity to the minutes: under item 3. Health, update the sentence "Members discussed where the program would live." to "Members discussed where the program would live administratively." The minutes were approved with the revision, without formal motion. There was no business arising from the minutes.

3. **ACADEMIC PROGRAM REVIEWS**
Science and Business, Biotechnology-Economics, and Biotechnology-CPA. Okey Igboeli spoke to the two-year progress report, highlighting: the discontinuation of eight Science and Business program specializations; challenges with hiring; the establishment of a Science and Business Program Advisory Council; increasing the number of 400-level science courses required in some specializations; and enrolment levels. Members discussed: the home department of the new faculty hire and the Curriculum Review Committee not having student members. Igboeli left the meeting.

Members recommended an editorial change to the response to Recommendation 4 in the report, as the program has not yet started advertising. There was a motion to approve the two-year progress report for Science and Business, Biotechnology-Economics, and Biotechnology-CPA. Barra and Charbonneau. Carried.

Studies in Islam and Arabic Language. Julia Williams joined the meeting. Williams spoke to the two-year progress report, highlighting: the change in program name; administratively integrating into the Culture and Language Studies Department; changes from the review of course offering; the hiring of a new faculty member and the intent to hire a second faculty member in 2024; and the current enrollment numbers. Members discussed: enrollment numbers, goals for the program, and that students typically do not declare majors until graduation; strategies for growth; and the rationale for the change in the program's name. Williams left the meeting.

Members discussed the rational for having small programs with low enrolment and the role of the committee in

Academic Programs Review process. There was a motion to approve the two-year progress report for Studies in Islam and Arabic Language. Austen and MacGregor. Carried.

4. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

Arts. Williams re-joined the meeting. Acheson presented the new course APPLS 491, having been revised following discussion at the 13 December 2022 meeting. Members discussed the change in teaching apprenticeship opportunities to teaching-related experiential learning opportunities, and the addition of requiring Department consent to enrol. There was a motion to approve the new course on behalf of Senate. Acheson and Austen. Carried. Williams left the meeting.

Science. Barra presented course changes and inactivations with the School of Pharmacy. Members discussed electives and progression rules within the Pharmacy program. There was a motion to approve the course changes and inactivations on behalf of Senate. Barra and Charbeneau. Carried. Barra provided an overview of minor academic plan changes for Earth and Environmental Sciences plans, the Water Science Specialization, and all specializations in Honours Earth Sciences. Members questioned the rationale for replacing the EARTH 358 requirement with EARTH 355 in Earth and Environmental Sciences plans. Barra will investigate and provide the rationale for the replacement for information at the next meeting. There was a motion to approve the minor academic plan changes on behalf of Senate. Barra and Ye-Mowe. Carried with one abstention.

5. SENATE GOVERNANCE REVIEW

The chair lead discussion on the Council's mandate and areas to improve, including: whether the Council's agenda accurately reflect its mandate; the benefits of creating sub-committees, and the possible make-up and mandates of the sub-committees; the possibility of adopting consent agendas; the benefits of current practices and concerns of changes increasing the workload of some members; and strategies for decreasing the time needed for the approval of new programs. The chair will consult members and bring forward proposals to the next meeting for discussion.

6. OTHER BUSINESS

There was no other business.

7. NEXT MEETING

The next meeting is Tuesday 14 February 2023, 12:30 to 2:30 p.m. in NH 3318

31 January 2023

Tim Weber-Kraljevski
Associate University Secretary

Course Approvals (attachment 1)
1. New – N/A
2. Revised
3. Inactivate

Academic Plan revisions (major): N/A

Academic Plan revisions (minor):
4. Geography Three-Year General – (attachment 2)
5. Knowledge Integration Honours - (attachment 3)

Academic Regulation revisions (minor):
6. Invalid combination Diploma of Sustainability with Environment, Resources and Sustainability Honours and Joint degrees – (attachment 4)

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SUC February 14, 2023: Attachment 1

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COURSE CHANGES   (for approval)

Environment, Resources & Sustainability, School of

Current Catalog Information

ERS   318   (0.50)   LAB, STU   Photography for Sustainability
Use digital photography to communicate perspectives on sustainability topics; develop
and strengthen creative photography and digital image processing skills. [Note:
Course fee required, will not exceed $50 + HST; some digital photography experience
beneficial; access to a RAW-capable digital camera essential.]
Instructor Consent Required
Requisites :   Prereq: Level at least 3A; Antireq: ERS 375 001 F16; ERS 375 001 F17

Effective   01-SEP-2024

Component Change: LAB, LEC
Rationale :   The change in component from STU (studio) to LEC (lecture) aligns with how
                the course is taught.

Current Catalog Information

ERS   403B   (0.50)   PRJ   Senior Honours Thesis
This course is a continuation of ERS 403A. It normally consists of a continuation of
the research process that began in ERS 403A and leads to the completion of the
research and the thesis write-up. It is for students who have defined a problem
related to the mission and scope of the School of Environment, Resources and
Sustainability and will undertake original research that leads to production of a
thesis. The procedures outlined in ERS 403A must be followed. [Note: WHMIS may be
required pending project lab analysis.]
Instructor Consent Required
Requisites :   Prereq: Level at least 4A; Environment, Resources and Sustainability.
                Antireq: ERS 402, ERS 411B

Effective   01-SEP-2024

Description Change: This course is a continuation of ERS 403A. It normally consists of a
                continuation of the research process that began in ERS 403A and leads to
                the completion of the research and the thesis write-up. It is for students
                who have defined a problem related to the mission and scope of the School
                of Environment, Resources and Sustainability and will undertake original
                research that leads to production of a thesis. The procedures outlined in
                ERS 403A must be followed. [Note: Course fee required, will not exceed
                $50+HST. WHMIS may be required pending project lab analysis.]
Rationale :   Addition of course fee to the note. This fee covers the cost for the
                printing of posters (a required course element).

Geography & Environmental Management

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Current Catalog Information

GEOG   294   (0.50)   LAB, LEC   Approaches to Research in Physical Geography

Introduces skills for conducting research in physical geography. Selected techniques used in climatology, hydrology, geomorphology and/or biogeography research will be demonstrated and the principles behind the techniques will be explained. Students get hands on experience in research design, field and laboratory techniques, data assembly and the interpretation of data. [Note: formerly GEOG 394]

No Special Consent Required

Requisites :   Prereq: Level at least 2A Honours Geography and Environmental Management students, Geography and Aviation students and Geomatics students. Antireq: GEOG 394

Effective   01-SEP-2024

Description Change: Introduces skills for conducting research in physical geography. Selected techniques used in climatology, hydrology, geomorphology and/or biogeography research will be demonstrated and the principles behind the techniques will be explained. Students get hands on experience in research design, field and laboratory techniques, data assembly and the interpretation of data.

Requisite Change :   Prereq: Level at least 2A; Honours Geography and Environmental Management, Geography and Aviation, Geomatics, and Climate and Environmental Change students only.

Rationale :   GEOG 294 is the required research methods course for the new Climate and Environmental Change program. The pre-requisites are being adjusted to allow these students to enroll in the course. GEOG 394 formerly note is being removed from the course description as well as the antireq as it was last offered F14, so sufficient time has passed.

Current Catalog Information

GEOG   320   (0.50)   LAB, LEC   The Cryosphere

This course provides a comprehensive overview of the cryosphere and cryosphere-atmosphere interactions. Topics covered include the material and thermodynamic properties of snow and ice, the role of the cryosphere in weather and climate, and the response of the cryosphere to climate change (past, present and future). Students will be introduced to, and experiment with, snow and ice process models. [formerly: GEOG 419]

No Special Consent Required

Requisites :   Prereq: GEOG 209. Antireq: GEOG 419

Effective   01-SEP-2024

Requisite Change :   Prereq: One of GEOG 205, GEOG 207, GEOG 209. Antireq: GEOG 419

Rationale :   Add GEOG 205 and GEOG 207 to the list of prereq courses. GEOG 205 and GEOG 207 also provide the foundational knowledge required to help students be successful in this course. GEOG 205 provides sufficient background on geomorphological processes, including ice and glaciation, whereas GEOG 207 provides foundational knowledge on climate change impacts. Expanding the

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pre-requisite courses for GEOG 320 will help open enrollment to more students.

Current Catalog Information

GEOG   351   (0.50)   FLD, LEC   Geography of Transportation

Focuses on Canadian transportation systems and issues and is organized into three modules: links between transportation and regional economic development, urban land use - transportation interactions, and sustainable transportation. Approximately one-quarter of the course focuses on analytic techniques including network analysis, category analysis, and the gravity model. Particular attention is paid to trends in air travel and related issues.

No Special Consent Required

Requisites :   Prereq: Level at least 2A Geography, Geomatics, Planning, or Science and Aviation students only.

Effective   01-SEP-2024

Requisite Change :   Prereq: Level at least 2A.

Rationale :   Adjusting the pre-requisites will allow a broader pool of students to enroll in the course including students within the department, faculty, and across the university. Since the topic of study is relevant for a number of programs, broadening the pre-requisites will allow these students to enroll without requiring instructor consent or departmental override.

COURSE INACTIVATIONS   (for approval)

Environment, Enterprise & Development - School of

Effective   01-SEP-2024

INDEV   10   (0.00)   International Development Seminar

Rationale :   This 0.0 unit weighted seminar course was last scheduled in Fall 2018 and is no longer utilized by the school.

End of Report

BES General Three-year Geography and Environmental Management plan - revision
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Effective date: September 2024

Rationale: The GEM (Geography and Environmental Management) 3YR academic plan is not a direct-entry plan, meaning students typically transfer into this plan in 3A or above, after failing to meet the average requirements in the Honours Geography and Environmental Management (GEM), Geomatics, and Geography and Aviation plan. The 100-level degree requirements for GEM 3YR include the common courses first-year courses for the GEM, Geomatics, and Aviation plan, except for GEOG 100 which is only required for GEM Honours students. GEOG 100 is focused on cohort-building for 1A GEM students, along with building practical skills to support students through the transition to university. Removing GEOG 100 as a degree requirement will ensure that Geomatics and Aviation students will not need to complete this 100-level course upon transfer to the GEM 3YR program in third- and fourth year.

2023/24 Calendar text, including additions (bolded) and deletions (strikethroughs)

Successful completion requires:

1. 15.0 units distributed as follows:

- One of:
    o EMLS 129R/ENGL 129R Written Academic English
    o ENGL 109 Introduction to Academic Writing
- ~~GEOG 100 On Becoming a Geographer~~
- GEOG 101 Human Geographies: People, Space and Change
- GEOG 102 Global Environmental Systems: Processes and Change
- GEOG 181 Designing Effective Maps
- Six of:
    o GEOG 202 Geography of the Global Economy
    o GEOG 203 Environment and Development in a Global Perspective
    o GEOG 205 Principles of Geomorphology
    o GEOG 207 Climate Change Fundamentals
    o GEOG 209 Hydroclimatology
    o GEOG 271 Earth from Space Using Remote Sensing
    o GEOG 281/PLAN 281 Introduction to Geographic Information Systems (GIS)
- 1.5 units: GEOG courses
    o 0.5 unit: at or above 200-level
    o 1.0 unit: at or above 300-level
- ~~8.0~~ **8.5** units: Elective

BKI Knowledge Integration Honours plan - revision

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Effective date: September 2024

Rationale: Upon review of the course outline it has been determined that this course meets the learning outcomes of the Natural/Physical Science breadth requirements for the Knowledge Integration Honours plan. As such we are requesting that the course be added permanently to the list of breadth courses. Chemistry and Physics have been consulted and approved this additions.

2023/24 Calendar text, including additions (bolded)

1.0 unit Natural/Physical Sciences from:

- ANTH 204, ANTH 355, ANTH 455
- BIOL 110, BIOL 130 with BIOL 130L, BIOL 201, BIOL 211, BIOL 240 with BIOL 240L, BIOL 241, BIOL 266, BIOL 302, BIOL 309 with BIOL 335L, BIOL 310, BIOL 325, BIOL 354, BIOL 365, BIOL 370 with BIOL 477L, BIOL 371 with BIOL 477L, BIOL 373 with BIOL 373L, BIOL 376, BIOL 458, BIOL 469, BIOL 470
- CHEM 120 with CHEM 120L, CHEM 123 with CHEM 123L
- EARTH 121 with EARTH 121L, EARTH 122 with EARTH 122L, EARTH 123 with EARTH 223, EARTH 231, EARTH 235, EARTH 238, EARTH 260, EARTH 342
- ENVS 200, ENVS 300, ENVS 444
- GEOG 181, GEOG 205, GEOG 209, GEOG 271, GEOG 281/PLAN 281, GEOG 300, GEOG 303, GEOG 304, GEOG 310, GEOG 320, GEOG 371, GEOG 407, GEOG 408, GEOG 420, GEOG 428/PLAN 418,
- KIN 100 with KIN 100L, KIN 121 with KIN 121L, KIN 221 with KIN 221L, KIN 301
- **MNS 101**
- PHYS 111 with PHYS 111L, PHYS 112 with PHYS 112L, PHYS 121 with PHYS 121L, PHYS 122 with PHYS 122L, PHYS 175 with PHYS 175L, PHYS 256 with PHYS 256L

Invalid combination – Diploma of Sustainability and BES Environment, Resource and Sustainability Honours and Joint degrees

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Effective: September 2024

Rationale: SERS (School of Environment, Resources and Sustainability) requests that the Diploma in Sustainability be made unavailable to SERS students. The Environment, Resources and Sustainability academic plan is about sustainability. Therefore, it does not make sense to allow students to get a sustainability diploma on top of a sustainability degree. At the same time, SERS would prefer to channel their students into the other diplomas that make more sense for students pursuing this degree, e.g., ecological restoration and rehabilitation, or environmental assessment.

Governance:
Environment Undergraduate Studies Committee: December 15, 2022
Environment Faculty Council: January 19, 2023

Note: Addition to the Invalid Credential Combination page is required.

Diploma in Sustainability – additional text to be added to the calendar:

The Diploma in Sustainability is not available to School of Environment, Resource and Sustainability Honours students, nor to students graduating with a Joint Environment, Resource and Sustainability degree.

SCIENCE UNDERGRADUATE STUDIES COMMITTEE UPDATE
TO FEBRUARY 2023 SENATE UNDERGRADUATE COUNCIL (SUC) –
For Information Only

The replacing of the EARTH 358 requirement with EARTH 355, in Earth and Environmental Sciences plans, effective September 1, 2024, was approved by the Senate Undergraduate Council meeting at the January 10, 2023, meeting. This was approved as part of a motion to approve minor academic plan changes within the Faculty of Science. During the discussion of the motion, there were questions raised by members concerning the rationale for removing Earth 358 which could not be answered at the time. An updated Background and Rationale has been provided below to provide clarification:

[**Bolded and underlined** = new]

Background and Rationale: EARTH 355 addresses identified gaps in these Earth and Environmental Sciences programs by giving students more exposure to statistics and their application with Earth and Environmental Sciences. Further, this course will also give the students an opportunity to improve their coding skills.

EARTH 358 has a significant amount of material covered in other courses (EARTH 221, EARTH 235, and EARTH 444), some of which updated their descriptions last year to better represent current course content (EARTH 221 and EARTH 235).

Both EARTH 358 and EARTH 355 are offered in the winter term, so there is no impact or change required to the recommend course sequencing for these plans. EARTH 355 will replace EARTH 358 in year three winter term in both regular and co-op plans.

Proposed changes were approved by the Science UG Studies Committee on November 29, 2022, and by the Science Faculty Council on December 8, 2022.

ENTRANCE AWARDS

Braemar College Sheila McDonald Award for Excellence
One scholarship valued at $5,000 or two scholarships valued at $2,500 each, will be awarded annually to outstanding international undergraduate students entering first year of any program at the University of Waterloo who are graduates of Braemar College in Toronto, Ontario. Selection is based on academic excellence. This scholarship honours Braemar's founder, Sheila McDonald, who instilled a love of learning in students and inspired teachers.

Method of Financing: renewal of annual donation (five-year pledge)

Dumanski Family Scholarship for Black and Indigenous Students in Engineering
A scholarship, valued at up to $1,200, will be provided annually to a full-time Black or Indigenous undergraduate student enrolled in Year One of any program in the Faculty of Engineering. For the purpose of this scholarship, an Indigenous person is one who is a citizen or member of a First Nations community (Status/Non-Status), Métis, and/or Inuit. Selection is based on a combination of academic excellence, the Admission Information Form (AIF), and the online video interview. Interested students should submit an online application by April 15. This fund is made possible by Steve Dumanski to encourage Black and Indigenous students to consider Waterloo Engineering.

Method of Financing: endowment

Embark FIRST Alumni Entrance Scholarship
Two scholarships, valued at $15,000 each, will be awarded to full-time undergraduate students enrolled in Year One of any program in the Faculty of Engineering (excluding the School of Architecture). Selection will be based on academic excellence (minimum 90% admission average) combined with extracurricular and leadership involvement as assessed through the Admission Information Form (AIF), online video interview, and active participation on a FIRST (For Inspiration and Recognition of Science and Technology) robotics team in the final year of high school. Students should emphasize their FIRST participation in the AIF. More information on FIRST is available at www.firstinspires.org. Through the Little Robots fund, Embark is proud to support science and technology education projects for aspiring young roboticists and scientists.

Method of Financing: one-time donation

Kapur Soltani Entrance Award
Two awards, valued at $5,000 each, will be provided annually to full-time undergraduate students enrolling in Year One in the Faculty of Engineering or the Faculty of Mathematics. Selection will be based on academic excellence combined with demonstrated financial need as determined by Waterloo. To be considered, students must complete the University of Waterloo Entrance Bursary application by April 15. This fund is made possible by a donation from the Kapur and Soltani families.

Method of Financing: one-time donation (to fund awards for five years)

Kiinomaagawin Zhoonia Award
Several renewable awards, valued at up to $40,000 (paid over eight academic terms), will be awarded to deserving Indigenous undergraduate students entering Year One of any full-time degree program at the University of Waterloo. For the purpose of this award, an Indigenous person is one who is a citizen or member of a First Nations community (Status/Non-Status), Métis or Inuit. Selection will be based on a combination of academic achievement and demonstrated connection and/or contributions to Indigenous communities, as well as a statement wherein students are asked to describe what receiving this award would mean to them in their pursuit of post-secondary studies. To be considered, students must verify their Indigenous identity with documentation or an affidavit from a recognized Indigenous community and complete an online application by April 15. Recipients will receive $5,000 per academic term for up to eight terms (1A-4B). Payments beyond Year One are dependent on maintaining Good Academic Standing (as defined by the recipient's academic program) and full-time enrolment in a degree program. Kiinomaagawin Zhoonia, pronounced kii-no-maa-ga-win shoon-naw, means wealth of learning or teaching. This award is made possible by a donation from Dominic Barton, the University of Waterloo's 11th Chancellor.

Method of Financing: annual donation (five-year pledge)

Kothari Family FIRST Alumni Entrance Scholarship
Two scholarships, valued at $12,500 each, will be provided annually to full-time undergraduate students enrolled in Year One of any program in the Faculty of Engineering (excluding the School of Architecture). At least one of the two scholarships will be provided to a female student enrolled in an Engineering program in which women are underrepresented. Selection is based on academic excellence (minimum 90% admission average) combined with extracurricular and leadership involvement as assessed through the Admission Information Form (AIF), online video interview, and active participation on a FIRST (For Inspiration and Recognition of Science and Technology) robotics team in the final year of high school. Students should emphasize their FIRST participation in the AIF. More information on FIRST is available at www.firstinspires.org. This fund is made possible by a donation from the Kothari Family who strongly believes in the value of post-secondary education and extracurricular activities such as FIRST.

Method of Financing: annual donation (five-year pledge)

MacKinnon Environmental Engineering Entrance Scholarship
A scholarship, valued at up to $1,200, will be awarded annually to a full-time undergraduate student entering Year One of Environmental Engineering. This fund is made possible by a donation from Leah MacKinnon (BASc '96, Chemical Engineering, MASc '99, Civil Engineering) to support and inspire the next generation of environmental engineers.

Method of Financing: endowment

George So and Janet Chong Entrance Award
One award, valued at up to $4,000, will be provided annually to a full-time undergraduate student entering Year One of any program in the School of Accounting and Finance. Selection is based on academic achievement (minimum 80% admission average) and demonstrated financial need as determined by the University of Waterloo. To be considered, students must complete the University of Waterloo Entrance Bursary application by April 15. Payments of this award are divided between Year One and Two. Recipients will receive $1,000 in each of 1A and 1B with an additional $2,000 in 2A if the recipient maintains a cumulative average of 70% in Year One and remains enrolled in the School of Accounting and Finance. This fund is made possible by a donation from George So (BA/CA '94) and Janet Chong (BA/CA '94).

Method of Financing: annual donation (four-year pledge)

Hugh and Deirdre Thompson Award

An award, valued at approximately $1,000, will be provided every other year to a full-time undergraduate student enrolling in Year One of Architecture Studies in the School of Architecture who is from Cambridge, Ontario. Selection will be based on academic performance, the admission interview, and portfolio review. Preference will be given to students with demonstrated financial need. Interested students are encouraged to complete the University of Waterloo Entrance Bursary Application by April 15. This award was established with the Waterloo Region Community Foundation through a gift from Hugh and Deirdre Thompson.

Method of Financing: annual donation (on-going commitment)

Waterloo Engineering FIRST Alumni Entrance Scholarship

Two scholarships, valued at $15,000 each, will be awarded annually to full-time undergraduate students enrolled in Year One of any program in the Faculty of Engineering (excluding the School of Architecture). Selection will be based on academic excellence (minimum 90% admission average) combined with extracurricular and leadership involvement as assessed through the Admission Information Form (AIF), online video interview, and active participation on a FIRST (For Inspiration and Recognition of Science and Technology) robotics team in the final year of high school. Students should emphasize their FIRST participation in the AIF. More information on FIRST is available at www.firstinspires.org.

Method of Financing: faculty funds

AWARDS FOR CURRENT STUDENTS

Dr. Clark Baldwin Award

An award, valued at $2,000, will be provided annually to a full-time undergraduate student enrolled in Year Three of the Doctor of Optometry program, in the School of Optometry & Vision Science. Selection will be based on academic achievement (minimum cumulative average of 75%) and evidence of self-improvement in clinical labs and virtual reality simulation modules (i.e., clinical development and improvement of techniques) completed in Year Two. An application is required by October 1. This fund is made possible by a donation from Dr. Clark Baldwin, MD (MASc '91), who values the importance of optometric education and practical lab skills.

Method of Financing: annual donation (five-year pledge)

Belonging Award

One or more awards, valued at $1,500 or more, will be awarded annually to full-time undergraduate students enrolled in 1B or Year 2 of any program in any Faculty. Candidates must be in good academic standing with a minimum cumulative average of 70%. Selection will be based on the submission of an essay/statement describing personal challenges they have encountered on their road to post-secondary education and how they have overcome them. Preference will be given to students who are the first in their family to go to university or students who are dependents of enlisted Canadian Armed Services members. Interested students should submit an application by February 1. This fund is made possible by a donation from Linda Carson to expressly welcome students who may feel, for whatever reason, that they do not belong in post-secondary education.

Method of Financing: endowment

Bhattacharyya Capstone Design Award in Chemical Engineering
An award, valued at up to $3,000, is provided annually to an outstanding student group in Chemical Engineering upon completing a Fourth-Year Capstone Design Project. Selection is based on projects that, in the opinion of the judges, demonstrate an innovative and practical design solution to a problem and has high potential for long-term benefit to society. Preference will be given to projects that are ready for immediate application. Final selection will be made by a panel of faculty members of the Department of Chemical Engineering and the Chemical Engineering Capstone Coordinator. This fund is made possible by a donation from Dr. Dilip and Mrs. Manjusha Bhattacharyya to foster innovative thinking and recognize the efforts of hard-working and talented students in Chemical Engineering.

Method of Financing: endowment

Shiloh Brawn Award for Women in Physics
An award, valued at $4,700, will be presented annually to a full-time female undergraduate student enrolled in Year Two, Three, or Four of any program in the Department of Physics & Astronomy in the Faculty of Science. Selection is based on academic achievement (minimum 75% cumulative average) and extracurricular involvement. Preference will be given to students making an effort to advance women in science (e.g., involvement in FemPhys Club, or Women in Science Society, etc.) and/or who have completed an Undergraduate Research Assistantship (URA). Interested students should submit an application by October 15. This fund is made possible by a donation from the Brawn family in honour of their daughter and to encourage women pursing an education in STEM.

Method of Financing: amendment & renewal of annual donation (five-year pledge)

Anna Bulkovshteyn Bursary for Women in Mathematics
A bursary, valued at $2,000, will be provided annually to a full-time undergraduate female student enrolled in any year of any program in the Faculty of Mathematics (excluding Software Engineering) wherein women are underrepresented. Selection will be based on demonstrated financial need as determined by Waterloo. Candidates must have a minimum cumulative average of 75%. To be considered, students must complete a bursary application by the winter bursary deadline. This fund is made possible by a donation from Anna Bulkovshteyn to support young women with financial need as they pursue an academic career in mathematics.

Method of Financing: annual donation (five-year pledge)

Linda Carson Memorial Interdisciplinary Award
One or more awards, valued at $1,500 or more, will be provided annually to full-time undergraduate students or teams enrolled in any Faculty who have completed an outstanding interdisciplinary project as part of an honours thesis, special topic, project, or reading course. Candidates must be in good academic standing with a minimum cumulative average of 70%. Selection will be based on the submission of a description and details of the project as well as an explanation as to why it is interdisciplinary in nature. To be considered, individuals or teams are to submit an application and supporting documentation by April 30 for projects completed after May 1 of the previous calendar year. This fund is made possible by donations from friends and family in memory of Linda Carson, as well as from Linda herself, to promote interdisciplinarity at the University of Waterloo.

Method of Financing: endowment

Dixon Foundation WE Accelerate Award
Five awards valued at $2,000 each, will be awarded to full-time undergraduate students enrolled in the WE Accelerate first work term program. Selection is based on a combination of academic excellence (minimum 70% cumulative average) and a statement expressing how this award will help to remove financial barriers and make a difference in their work experience. Interested students should submit an application by March 1 to Co-operative and Experiential Education. This fund is made possible by a donation from The Ross and Doris Dixon Charitable Foundation.

Method of Financing: one-time gift with potential for continuation

Ida Fisher Award for Clinical Excellence in Low Vision

An award, valued at $2,000, will be provided annually to a full-time undergraduate student enrolled in Year Four of the Doctor of Optometry program in the School of Optometry & Vision Science. Selection will be based academic achievement (minimum cumulative average of 75%) and demonstrated excellence in the field of low vision during their Advanced Rotation in the Low Vision Clinic. An application is required by April 20. This fund is made possible by a donation from Ida and Wayne Fisher. Ida has been a client, friend, and advocate for the School for over 45 years. Ida wishes to provide this award to students as they continue to gain skills and experience in the delivery of vision services within low vision, enabling clients to maintain independence and quality of life.

Method of Financing: one-time gift to provide an award for five years

Louis Giroux Co-op Scholarship in Greenhouse Gas Reduction Science

Three scholarships, valued at $5,000 each, will be awarded annually to full-time undergraduate co-op students enrolled in Year Two, Three, or Four of any programs in the Faculty of Environment, Faculty of Science and Faculty of Engineering. Selection is based on academic excellence (minimum 80% cumulative average) and a statement explaining how their efforts (academic, previous co-op work term projects or otherwise) have contributed to greenhouse gas reduction and their intent to pursue a career in this space. Interested students should submit an application by February 15. This scholarship was established in memory of Dr. Louis Giroux, a well-respected research scientist at CanmetENERGY who worked closely with many Waterloo co-op students over the years, and is made possible by a donation from his wife Claire and the Canadian Carbonization Research Association.

Method of Financing: annual donation (three-year pledge)

Jaya Gupta Memorial Scholarship

A scholarship, valued at $2,000, will be awarded annually to a full-time undergraduate student enrolled in Year Four of the Nanotechnology Engineering program. Selection is based on academic excellence (minimum 80% cumulative average) combined with demonstrated interest in nano-biosystems engineering through extracurricular activities such as working with a design team or startup, presentation at a conference, or organization of symposia or student conferences. Interested students should submit an application by October 1. This fund is made possible by a donation from Ashok and Vinita Gupta in honour of their daughter Jaya Gupta, a second-year Nanotechnology student who was granted an honorary degree posthumously in 2020.

Method of Financing: annual donation (five-year pledge)

Andrew Levitt Award for Compassion

One or more awards, valued at up to $2,500 each, will be awarded annually to full-time undergraduate students enrolled in Year One, Two, Three, or Four in the School of Architecture. Selection is based on academic achievement (minimum 70% cumulative average) combined with extracurricular involvement or participation in volunteer activities that help improve the student experience. Preference will be given to candidates who have demonstrated care and compassion toward their peers through initiatives related to student wellness. Interested students should submit an application by March 15. This endowment fund was established to support students in the School of Architecture who embody Andrew's belief that true strength is found in humility, care, and respect.

Method of Financing: endowment

Mayer Foundation Experiential Travel Award
A limited number of awards, valued at up to $2,000 each, will be provided to full-time undergraduate students enrolled in Year Two, Three, or Four of the PharmD program in the School of Pharmacy in the Faculty of Science. Selection is based on an interest in pursuing an experiential learning opportunity (co-op or clinical placement) in a northern, remote, and/or rural location working with Indigenous communities. Interested students should submit an application to the School of Pharmacy by June 15 for Fall experiences, October 15 for Winter experiences and February 15 for Spring experiences. This fund is made possible by a donation from The Timothy D. Mayer Foundation. The Foundation seeks opportunities to support projects in the areas of education, Indigenous initiatives, food access, and the environment.

Method of Financing: one-time donation to provide awards for three or more years.

OAA Award for Exceptional Leadership Through Design Excellence
Four awards, valued at $2,500 each, will be provided annually to full-time undergraduate or graduate students in any year in the School of Architecture who have demonstrated exceptional leadership through design excellence. Students will be invited to apply through the School of Architecture during the Spring term. This fund is made possible by a donation from the Ontario Association of Architecture (OAA).

Method of Financing: annual donation (five-year pledge)

Statistics and Actuarial Science Tribute Scholarship
A scholarship, valued at $2,000, will be awarded annually to a full-time undergraduate student enrolled in Year Two or Three of any program in the Department of Statistics and Actuarial Science in the Faculty of Mathematics. Selection is based on academic excellence (minimum 80% cumulative average) combined with a demonstrated involvement in extracurricular activities on campus and/or in the community. Interested students should submit an application by June 15. This fund is made possible by a donation from alumnus Ping Yan (MMath '87, PhD '92). This scholarship is inspired by retired Professor Jerry Lawless as a tribute to the impact that he and his fellow faculty members in the Department of Statistics and Actuarial Science have had on Ping's education and career.

Method of Financing: amendment & renewal of annual donation (five-year pledge)

David John Stricker Scholarship in Chemical Engineering
A scholarship, valued at up to $1,200, will be provided annually to the top undergraduate student entering Year Two of Chemical Engineering on the basis of grades achieved at the end of Year One. This fund is made possible by a donation from David J. Stricker (BASc '75) to support and inspire the next generation of engineering talent.

Method of Financing: endowment

Andre Vorauer Memorial Award
An award, valued at $2,800, will be provided annually to a full-time undergraduate student enrolled in Year Three or Four of an Earth Sciences program in the Faculty of Science or the Geological Engineering program in the Faculty of Engineering. Selection is based on academic achievement (minimum 75% cumulative average) and demonstrated leadership potential through involvement in extracurricular activities and/or an interest in social good. Interested students should submit an application by February 15. This fund is made possible by gifts from family and friends in memory of Andre Vorauer (MEng '88), to honour his passion for geoscience and helping others.

Method of Financing: one-time donation

Gregory Zhang e-Zinc Award for Capstone Design
One award, valued at up to $3,000, will be provided to an undergraduate student team enrolled in Year Four of any program in the Faculty of Engineering and undertaking a fourth-year Capstone Design project. Selection will be based on proposals that, in the opinion of the selection committee, seek to improve renewable energy. Interested students are to apply through the Faculty of Engineering's Capstone Design website: https://uwaterloo.ca/capstone-design. This fund is made possible by donations from family and friends in honour of Dr. Gregory Zhang, a renewables researcher, Waterloo supporter, and e-Zinc founder.

Method of Financing: endowment

STUDENT-ATHLETE AWARDS

Club Warriors Swimming Excellence Award
One or more awards, valued up to $4,000, are given to members of the varsity swimming team. These awards recognize leadership, athletic talent, and contribution to Warrior Athletics & Recreation, their team and the University Waterloo community. This fund is supported by Club Warriors Swim Club.

Method of Financing: renewal of annual donation plus matching funds (three-year pledge)

Domino's Pizza Athletic Excellence Award
Two awards, valued at $3,000 each, will be given annually to student-athletes on any women's varsity team. These awards recognize athletic talent, contribution to Warrior Athletics, and contribution to the team and school. This fund is supported by Domino's Pizza.

Method of Financing: annual donation plus matching funds (two-year pledge)

Ron and Lydia Glover Men's Hockey Excellence Award
Three or more awards, valued at up to $4,500, will be given annually to members of the men's varsity hockey team. These awards recognize athletic talent, contribution to Warrior Athletics and contribution to the team and school. This fund is made possible by a donation from Warriors Hall of Fame member Dr. Chris Glover, BSc '90, in honour of his parents, Ron and Lydia Glover.

Method of Financing: renewal of annual donation plus matching funds (five-year pledge)

John MacLean Memorial Athletic Excellence Award
One award, valued at $2,500, will be provided annually to a full-time undergraduate student enrolled in Year Three or Four in the Faculty of Science who is a member of a varsity team. This fund is made possible by a donation from the family of John Robert MacLean, BSc '79, varsity swim team member from 1975-1978 (CIAU Finalist in 1976 and Hall of Fame Inductee).

Method of Financing: annual donation (four-year pledge)

Paradigm Transportation Solutions Limited Football Excellence Award
Two or more awards, valued at up to $4,500, are given to members of the varsity football team, with preference given to student-athletes enrolled in the Faculty of Engineering or the Faculty of Environment. These awards recognize strong athletic talent and contribution to Athletics and Recreation, their respective team and community. This fund is supported by Paradigm Transportation Solutions Limited and UW alumni Jim Mallett, Gene Chartier, and Stew Elkins.

Method of Financing: renewal of annual donation plus matching funds (five-year pledge)

Richard Potwarka Memorial Baseball Award
One or more awards, valued up to $2,000, are given to members of the varsity baseball team, with preference given to students from the Waterloo Region and to student-athletes enrolled in Recreation and Leisure Studies. This award recognizes athletic talent, academic success, and contribution to Warrior Athletics & Recreation, the team and school. This fund is supported by UW and Warriors baseball alumnus and former head coach, Dr. Luke Potwarka, in memory of his late father, Richard Potwarka, who was a passionate supporter of baseball in Waterloo Region and beyond.

Method of Financing: renewal of annual donation plus matching funds (five-year pledge)

Rizik Football Excellence Award
One or more awards, valued at up to $2,500, will be given annually to members of the varsity football team who play on the offensive line. These awards recognize leadership, athletic talent, and contribution to Warrior Athletics and Recreation, Warriors Football, and their community. This fund is made possible by a donation from Warrior Football alumnus Ramzy Rizik (BA '03), owner of Carmel Kitchens.

Method of Financing: annual donation (five-year pledge)

Track and Field Alumni Excellence Award
Two or more awards, valued at up to $4,500, will be given to members of the varsity track & field team. This award recognizes athletic talent and contribution to Warrior Athletics and Recreation, their team and the school. This fund is supported by Warrior track and field alumni Justin and Chantel Conlon.

Method of Financing: renewal of annual donation plus matching funds (two-year pledge)

Inventory of Award Profiles in *Undergraduate Awards Databases
February 2023

Count of Award Type	Arts	Eng	Enviro	Health	Math	Science	Multiple or All Faculties	Grand Total
Entrance scholarships	41	63	19	8	35	11	54	231
Entrance bursaries	4	17	2		3	2	13	41
Entrance equity awards (Black or Indigenous)	2	4			4		2	12
Entrance equity awards (Women)		10			15		5	30
Scholarships & awards	103	99	18	18	64	96	50	448
Bursaries	7	22	9	6	8	11	45	108
Equity awards (Black or Indigenous)		1	2		2	3	5	13
Equity awards (Women)		15			12	1	4	32
Athletic awards	5	4		2	2	1	88	102
International experience/travel awards	11	11	1			1	22	46
Grand Total	**173**	**246**	**51**	**34**	**145**	**126**	**288**	**1063**

*Awards are stored in two searchable databases - one for entering students and one for current students.

These databases do not have any reporting functionality beyond a download of profile fields. There are insufficent fields to capture the true volume and value of awards (i.e, for funds providing multiple awards or for variable awards). Furthermore, there is no effective-date reporting. The above summary is simply a count of award profiles in the database. A detailed report (from Quest) of annual award expense can be provided to this group at an appropriate time in the cycle, e.g., at end of fiscal year.

To demonstrate growth, in February 2020, the total number of award profiles sat at 938 vs 1,063 today.

OFFICE OF THE REGISTRAR REPORT TO
SENATE UNDERGRADUATE COUNCIL
February 2023

EFFECTIVE DATE: September 1, 2023
PREVIOUS REVIEW: Undergraduate Operations Committee, September 20, 2022

Class Delivery Modes

Overview

This document provides proposed definitions for class delivery modes that were developed by the Associate Registrar and members of the Keep Learning Team to improve clarity for instructors and students when scheduling and selecting courses each term. The increased interest in and adoption of blended learning courses has amplified the importance of this project at this time.

Recommendation

Adoption of new and revised definitions for the undergraduate calendar.
The University should adopt the delivery mode definitions for In-Person, Blended, and Online in this document.

Class Delivery Mode Definitions

The following definitions and guide were developed to help instructors understand the delivery modes available at the University of Waterloo and decide which scheduling option(s) to select based on their goals. The definitions also provide students with information that can assist them when making course selections.

Definitions for Modes

IN-PERSON: a class with scheduled activity primarily occurring in person.

BLENDED: a class in which student work is distributed between scheduled in-person and required online activities, resulting in fewer scheduled in-class hours.

ONLINE: a class scheduled to be fully online that requires no in-person activity (may require in-person exam(s)); may be exclusively asynchronous (no scheduled meets), synchronous (scheduled meets), or a combination of the two.

NOTE (not for inclusion in the calendar): Hyflex classes have recently been delivered in a held-with format, where 2 delivery modes are held simultaneously. Hyflex is an emerging combined mode that will need definition and system development in order to evolve further. Hyflex = a class that is scheduled both in-person and is simultaneously delivered remotely. Students have the choice to attend in-person or remotely on a class-by-class basis. Future considerations of

hyflex should also address the possibility of an asynchronous option for those engaging in the course online.

CLASS DELIVERY MODES	DEFINITION	NOTES/EXAMPLES	SCHEDULING TERMS ASSOCIATED WITH EACH DELIVERY MODE		
			THE "CAMPUS" CODES INDICATE WHICH INSTITUTION OFFERS THE COURSE	THE "LOCATION" OF WHERE A COURSE IS TAUGHT IS ALSO IDENTIFIED	EXAMPLES
IN-PERSON	A class with scheduled activity primarily occurring in person	Scheduled meet only on campus/in-person	**UW:** University of Waterloo (Main) **CGC:** Conrad Grebel University College **REN:** Renison University College **STJ:** St. Jerome's University **UTD:** United College **WLU:** Wilfrid Laurier University	**U:** Main campus **G:** Conrad Grebel University College **J:** St. Jerome's University **UTD:** United College **R:** Renison University College **L:** Wilfrid Laurier University **STRATFORD:** Stratford campus **KITCHENER:** Kitchener campus **CAMBRIDGE:** Cambridge campus	**UW U =** Taught by the University of Waterloo at the University of Waterloo's Main Campus **UW STRATFORD =** Taught by the University of Waterloo at the University of Waterloo's Stratford Campus
BLENDED	A class in which student work is distributed between scheduled in-person and required online activities, resulting in fewer scheduled in-class hours	Scheduled on-campus meet + asynchronous online meet/activity (e.g., flipped classroom) Scheduled on-campus meet + synchronous online meet/activity Both types of meets must appear in the schedule of classes,	**BLND:** Blended course (Main) **BLNDG:** Blended course (Conrad Grebel University College) **BLNDJ:** Blended course (St. Jerome's University) **BLNDT:** Blended course	**U:** Main campus **G:** Conrad Grebel University College **J:** St. Jerome's University **UTD:** United College **R:** Renison University College **L:** Wilfrid Laurier University	**BLND U =** Taught by the University of Waterloo; on-campus meet is at the University of Waterloo's Main Campus and includes online element **BLND UTD =**

		including the online piece whether asynchronous or synchronous To reduce class time, seek approval from department chair	(United College) **BLNDR:** Blended course (Renison University College)	**STRATFORD:** Stratford campus + **ONLINE:** Online course	Taught by the University of Waterloo; the on-campus meet is at United College and includes online element
ONLINE	A class scheduled to be fully online that requires no in-person activity (may require in-person exam(s)); may be exclusively asynchronous, synchronous, or a combination of the two.	Fully online CEL course Instructor-developed online course Fully synchronous course with regularly scheduled meets via web conferencing Asynchronous course with some scheduled meets (seminars, tutorials, office hours) Synchronous course with online asynchronous discussion or other activities	**ONLN:** Online course (Main) **ONLNG:** Online course (Conrad Grebel University College) **ONLNJ:** Online course (St. Jerome's University) **ONLNT:** Online course (United College) **ONLNR:** Online course (Renison University College)	**ONLINE:** Online course	**ONLN ONLINE** = Taught by the University of Waterloo and occurs online **ONLNR ONLINE** = Taught by Renison University College and occurs online

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Class Components

Overview

This document provides proposed definitions for class components that were developed by the Associate Registrar and members of the Keep Learning Team to improve clarity for instructors and students when scheduling and selecting courses each term. The increased interest in and adoption of blended learning courses has amplified the importance of this project at this time.

Recommendations

Adoption of new and revised definitions for the undergraduate calendar.
The University should adopt the revisions to the descriptions of the components in this document.

- All components should be retained except for "Test-slot – lecture (TLC)" because it is not currently used.
- The "Online" component should have a definition that can be used for fully online and blended courses.
- The "Workshop" and "Tutorial" component descriptions should be revised to enable use for the in-person component of blended courses.
- University-wide component descriptions in the calendar should only include a description of the activity and its format. Some special considerations may also be included where relevant (e.g., location). Existing information about instructor/student ratio, room type, meet type, and duration should be removed.

Class Components Definitions

The two main purposes of course components are: 1) to enable instructors to identify which scheduling option(s) to pick based on what they are planning to do in their courses, and 2) to help students understand what each course entails when registering for their courses.

COMPONENT	PROPOSED DEFINITION
Clinic (CLN)	Teaching is devoted to the analysis, treatment, and management of direct care for clinical cases. Students operate in various specialty fields typically in a clinical setting.
Discussion (DIS)	Teaching is based primarily on engaging the students in instructor-guided group discussions.

Ensemble (ENS)	Teaching is conducted by means of evaluating musical performance amongst a group of supporting players.
Essay (ESS)	Evaluation is normally based on a formal written piece of work that contains a thesis, substantiated by an argument that is properly referenced. Students work independently in consultation with an instructor.
Field studies (FLD)	Teaching is conducted outside the classroom. Work is with the primary materials in their original setting.
Flight (FLT)	The flight component is held off campus at the Region of Waterloo International Airport, and is the practical application of flight material learned in the course.
Lab (LAB)	Teaching takes place in a room containing special purpose equipment required for student observation, participation, experimentation, or practice.
Lecture (LEC)	Teaching is usually in the form of a series of lectures. The total class size should be normally more than three students; therefore, when a lecture section is combined with another lecture section (undergraduate or graduate), enrolment may be limited to less than three students in either one of the class sections.
Online Activities (OLN)	Teaching and learning occur online for a fully online course or as part of a blended course. This component indicates that a range of instructional approaches are used online such as lectures, readings, discussions, and assessments. For blended courses, usually there are weekly online activities that help students prepare for or otherwise complement the in-person learning component of the course.
Oral conversation (ORL)	Teaching is based primarily on engaging the students in instructor-guided group discussions and verbal interaction, usually in a language other than English.
Practicum (PRA)	Teaching involves supervised placement time in a work setting exercising practical routines and techniques related to a particular academic plan. Research and analytical skills are demonstrated based on the practical application of material learned as part of the academic program. Usually, a formal report summarizing the skills learned is required. Facility requirements will vary by discipline. In some disciplines the course may need a specially equipped room and may meet off campus. For graduate courses: to meet criteria for a PRA component, there must be an identified external partner that students engage with; courses identified with PRA must always offer a practicum experience, even if delivered with other course components.
Project (PRJ)	Similar to the reading component, learning usually takes place as a result of independent study/research. However, in this case it makes use of special purpose equipment for student observation, participation, experimentation, or practice.
Reading (RDG)	Learning takes place as a result of student independent study under the supervision of an instructor.
Seminar (SEM)	Teaching involves students collectively exploring a topic or field of study. May be led all or in part by the students.
Studio (STU)	Teaching consists of instructor coaching focused on practical skills execution, normally in a room with special purpose equipment, such as audio-visual recording equipment, theatre technical equipment, etc.
Test slot (TST)	Used only to designate a time slot for holding mid-term exams. A specific calendar date for each test slot must be included with each TST component section.

Tutorial (TUT)	Teaching provides students with additional information, assistance, and practice applying the course material. The format is typically in the form of an open discussion or problem-solving session.
Work term (WRK)	This component is only used on a co-operative education course to represent an official work-term placement.
Workshop (WSP)	Teaching includes intensive instructor/student contact as well as independent project work. It may be held in a theatre, studio, or a specially equipped room like a flexible or active learning classroom to support groupwork.

The table below shows the original current description for each component and the proposed new text.

Existing Text (currently in Glossary of Terms in Calendar)	**Proposed Text (new text appears in red)**
Clinic (CLN): This is a primary meet where teaching is devoted to the analysis and treatment of cases in various special fields normally in a specially equipped clinic setting. There may be a high student/instructor ratio. The frequency of meetings can be as many as five per week for a total contact time of 45 hours.	**Clinic (CLN):** ~~This is a primary meet where~~ Teaching is devoted to the analysis, ~~and~~ treatment and management of direct care for clinical cases. Students operate in various specialty fields typically in a clinical setting. ~~and management of direct care for clinical cases. Students operate in various specialty fields typically in a clinical setting. of cases in various special fields normally in a specially equipped clinic setting. There may be a high student/instructor ratio. The frequency of meetings can be as many as five per week for a total contact time of 45 hours.~~
Discussion (DIS): Teaching is based primarily on engaging the students in instructor-guided group discussions. The student/instructor ratio is similar to a seminar. The course is usually held in a smaller teaching or seminar room to facilitate more group involvement. Usually there is one meeting per week for a total contact time of one to three hours.	**Discussion (DIS):** Teaching is based primarily on engaging the students in instructor-guided group discussions. ~~The student/instructor ratio is similar to a seminar. The course is usually held in a smaller teaching or seminar room to facilitate more group involvement. Usually there is one meeting per week for a total contact time of one to three hours.~~
Ensemble (ENS): A primary meet where instruction is conducted by means of evaluating musical performance amongst a group of supporting players. Usually, these meets are held in a specially equipped room with one to two meetings per week for a total contact time of three to four hours.	**Ensemble (ENS):** ~~A primary meet where instruction~~ Teaching is conducted by means of evaluating musical performance amongst a group of supporting players. ~~Usually, these meets are held in a specially equipped room with one to two meetings per week for a total contact time of three to four hours.~~
Essay (ESS): A primary meet where evaluation is normally based on a formal written piece of work that contains a thesis, substantiated by an argument that is properly referenced. Students work independently in consultation with an instructor. Contact is usually three hours per week.	**Essay (ESS):** ~~A primary meet where~~ Evaluation is normally based on a formal written piece of work that contains a thesis, substantiated by an argument that is properly referenced. Students work independently in consultation with an instructor. ~~Contact is usually three hours per week.~~

Field studies (FLD): A primary meet where teaching is conducted outside the classroom. Work is with the primary materials in their original setting. Meetings are usually one to three per week for a total contact time of one to three hours.	**Field studies (FLD):** ~~A primary meet where~~ Teaching is conducted outside the classroom. Work is with the primary materials in their original setting. ~~Meetings are usually one to three per week for a total contact time of one to three hours.~~
Flight (FLT): The flight component is held off campus at the Region of Waterloo International Airport. The practical application of flight material learned in the primary meet section. Student to instructor ratio is very low. Flights are usually two to four times per week for a total contact time of three to six hours.	**Flight (FLT):** The flight component is held off campus at the Region of Waterloo International Airport, and is. ~~Tt~~the practical application of flight material learned in the course. ~~primary meet section. Student to instructor ratio is very low. Flights are usually two to four times per week for a total contact time of three to six hours.~~
Lab (LAB): Teaching takes place in a room containing special purpose equipment required for student observation, participation, experimentation, or practice. Usually, but not always, a LAB is attached to a regular Lecture (LEC), and frequently the instructors for both lecture and lab are the same. There may be a high student/instructor ratio. Normally there are one to three meetings per week for a total contact time of one to three hours.	**Lab (LAB):** Teaching takes place in a room containing special purpose equipment required for student observation, participation, experimentation, or practice. ~~Usually, but not always, a LAB is attached to a regular Lecture (LEC), and frequently the instructors for both lecture and lab are the same. There may be a high student/instructor ratio. Normally there are one to three meetings per week for a total contact time of one to three hours.~~
Lecture (LEC): Teaching normally takes place in a classroom setting. Instruction is usually in the form of a series of lectures that meet one to four times per week for a total contact time of two to four hours. Typically, there is a large student/instructor ratio. The total class size should be normally more than three students; therefore, when a lecture section is combined with another lecture section (undergraduate or graduate), enrolment may be limited to less than three students in either one of the class sections.	**Lecture (LEC):** ~~Teaching normally takes place in a classroom setting. Instruction~~ Teaching is usually in the form of a series of lectures. ~~that meet one to four times per week for a total contact time of two to four hours. Typically, there is a large student/instructor ratio.~~ The total class size should be normally more than three students; therefore, when a lecture section is combined with another lecture section (undergraduate or graduate), enrolment may be limited to less than three students in either one of the class sections.
Online (OLN) [no definition provided]	**Online Activities (OLN):** Teaching and learning occur online for a fully online course or as part of a blended course. This component indicates that a range of instructional approaches are used online such as lectures, readings, discussions, and assessments. For blended courses, usually there are weekly online activities that help students prepare for or otherwise complement the in-person learning component of the course.
Oral conversation (ORL): Teaching is based primarily on engaging the students in instructor-guided group discussions and verbal interaction, usually in a language other than English. The student/instructor ratio is similar to a seminar. The course is usually held in a smaller teaching or seminar room to facilitate more group involvement. Usually there is one	**Oral conversation (ORL):** Teaching is based primarily on engaging the students in instructor-guided group discussions and verbal interaction, usually in a language other than English. ~~The student/instructor ratio is similar to a seminar. The course is usually held in a smaller teaching or seminar room to facilitate more group involvement. Usually there is one~~

meeting per week for a total contact time of one hour.	~~meeting per week for a total contact time of one hour.~~
Practicum (PRA): Supervised placement time in a work setting exercising practical routines and techniques related to a particular academic plan. This is a secondary or tertiary meet where research and analytical skills are demonstrated based on the practical application of material learned in the primary meet. Usually, a formal report summarizing the skills learned is required. Facility requirements will vary by discipline. In some disciplines the course may need a specially equipped room and may meet off campus. Meetings are usually one to three per week for a total contact time of three to 10 hours.	**Practicum (PRA):** Teaching involves supervised placement time in a work setting exercising practical routines and techniques related to a particular academic plan. ~~This is a secondary or tertiary meet where r~~Research and analytical skills are demonstrated based on the practical application of material learned as part of the academic program ~~in the primary meet~~. Usually, a formal report summarizing the skills learned is required. Facility requirements will vary by discipline. In some disciplines the course may need a specially equipped room and may meet off campus. ~~Meetings are usually one to three per week for a total contact time of three to 10 hours.~~ For graduate courses: to meet criteria for a PRA component, there must be an identified external partner that students engage with; courses identified with PRA must always offer a practicum experience, even if delivered with other course components.
Project (PRJ): Similar to the reading component, learning usually takes place as a result of independent study/research. However, in this case it makes use of special purpose equipment for student observation, participation, experimentation, or practice. This component is used at the undergraduate level only. There is usually a smaller student/instructor ratio.	**Project (PRJ):** Similar to the reading component, learning usually takes place as a result of independent study/research. However, in this case it makes use of special purpose equipment for student observation, participation, experimentation, or practice. ~~This component is used at the undergraduate level only. There is usually a smaller student/instructor ratio.~~
Reading (RDG): Learning takes place as a result of student independent study under the supervision of an instructor. Normally there is a one-to-one student/instructor ratio, although, there may be several students studying the same topic with the same instructor. Typically, there is no defined time/room booking and usually the student(s) meet with the instructor on an informal basis.	**Reading (RDG):** Learning takes place as a result of student independent study under the supervision of an instructor. ~~Normally there is a one-to-one student/instructor ratio, although there may be several students studying the same topic with the same instructor. Typically, there is no defined time/room booking and usually the student(s) meet with the instructor on an informal basis.~~
Seminar (SEM): Teaching normally takes place in a less formal teaching atmosphere than a lecture. There is typically a smaller student/instructor ratio than with a lecture. The course is usually held in a smaller teaching or seminar room to facilitate more group interaction than occurs in a lecture course. Usually there is one meeting per week for a total contact time of one to three hours.	**Seminar (SEM):** Teaching involves students collectively exploring a topic or field of study. May be led all or in part by the students. ~~normally takes place in a less formal teaching atmosphere than a lecture. There is typically a smaller student/instructor ratio than with a lecture. The course is usually held in a smaller teaching or seminar room to facilitate more group interaction than occurs in a lecture course. Usually there is one meeting per week for a total contact time of one to three hours.~~
Studio (STU): This is a primary meet where teaching consists of instructor coaching focused on practical skills execution, normally in a room	**Studio (STU):** ~~This is a primary meet where~~ Teaching consists of instructor coaching focused on practical skills execution, normally in a room

with special purpose equipment, such as, audio visual recording equipment, theatre technical equipment, etc. There are strict limit capacities on enrolment. Meetings are at least two times per week for a total contact time of four or more hours.	with special purpose equipment, such as audio visual recording equipment, theatre technical equipment, etc. ~~There are strict limit capacities on enrolment. Meetings are at least two times per week for a total contact time of four or more hours.~~
Test slot – lecture (TLC): This component is used in situations where the course has multiple lecture sections and reserve caps and the department does not care how many reserved students go into each section, but they want an overall number of reserved students in the entire course. This means that the course is setup with one TLC primary component and LEC (lecture) is the secondary component	~~**Test slot – lecture (TLC):** This component is used in situations where the course has multiple lecture sections and reserve caps and the department does not care how many reserved students go into each section, but they want an overall number of reserved students in the entire course. This means that the course is setup with one TLC primary component and LEC (lecture) is the secondary component~~
Test slot (TST): Used only to designate a time slot for holding mid-term exams. Tests are conducted in lecture-type seating equipped with tables and chairs. Tests for a course are usually held once or twice per term for a period of two to three hours each time. A specific calendar date for each test slot must be included with each TST component section.	**Test slot (TST):** Used only to designate a time slot for holding mid-term exams. ~~Tests are conducted in lecture-type seating equipped with tables and chairs. Tests for a course are usually held once or twice per term for a period of two to three hours each time.~~ A specific calendar date for each test slot must be included with each TST component section.
Tutorial (TUT): Often optional, a tutorial is a meeting designed to provide the student with additional information and assistance with the course material that is presented in the primary meet. The format is typically in the form of an open discussion or problem-solving session. There may be a high student/instructor ratio. Lecture or seminar type seating may be utilized. Usually there is one meeting per week for a total contact time of one to three hours.	**Tutorial (TUT):** ~~Often optional,~~A tutorial ~~is a meeting designed to~~ Teaching provides ~~the~~ students with additional information, assistance, and practice ~~with~~ applying the course material ~~that is presented in the primary meet~~. The format is typically in the form of an open discussion or problem-solving session. ~~There may be a high student/instructor ratio. Lecture or seminar type seating may be utilized. Usually there is one meeting per week for a total contact time of one to three hours.~~
Work term (WRK): This is a primary meet component that is only used on a co-operative education course to represent an official work-term placement.	**Work term (WRK):** This ~~is a primary meet~~ component ~~that~~ is only used on a co-operative education course to represent an official work-term placement.
Workshop (WSP): This is a primary meet where teaching includes intensive instructor/student contact as well as independent project work. It may be held in a theatre, studio, or a specially equipped room. Projects may include such topics as audio-visual recording, theatrical scenic painting, puppet construction, costume construction. There are strict limit capacities on enrolment. The duration of a workshop is four hours or more at least twice per week.	**Workshop (WSP):** ~~This is a primary meet where~~ Teaching includes intensive instructor/student contact as well as independent project work. It may be held in a theatre, studio, or a specially equipped room like a flexible or active learning classroom to support groupwork. ~~Projects may include such topics as audio-visual recording, theatrical scenic painting, puppet construction, costume construction. There are strict limit capacities on enrolment. The duration of a workshop is four hours or more at least twice per week.~~

To:	Senate Graduate & Research Council
	Senate Undergraduate Council
From:	Secretariat
Date:	3 February 2023
Re:	**Potential amendments to the annual meeting schedule of Senate**

For consideration:

In response to the Senate Governance Review, the Secretariat is exploring potential changes to the annual schedule of regular Senate meetings.

Upon examination, it appears that the normal number of general Senate meetings may be feasibly reduced from ten (10) meetings annually to eight (8) annually, with meetings approximately evenly spaced as follows: five (5) regular meetings of Senate between 1 January and 30 June and three (3) regular meetings of Senate between 1 September and 30 November. This recognizes the general pattern of cancelling the regular December Senate meeting as well as the possibility of condensing regular Senate meetings in the January-June period. A revised Senate meeting schedule would aim to complete the same amount of regular business annually with fewer regular meetings (example provided):

1. Mid-May
2. Late June
3. Late September
4. Late October
5. Late November
6. Late January
7. Early March
8. Mid-April

NB: academic year beginning 1 May

In considering these potential changes we are mindful that the revised schedule needs to be feasible for Senates councils to complete the large volume of work that comes through these bodies. It is particularly important to keep Senate meetings in months that are key for each Senate council (November/March/May for SUC per the effective dates chart, November/April/June for SGRC per the GSPA office).

REQUEST: This is to seek the feedback of Senate's councils on the potential amendments to the Senate meeting schedule, in consideration of the factors noted in this memo and any other germane to the matter.

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Senate Governance Review Guiding Questions

- How would you describe the current level of engagement within the Senate Undergraduate Committee?
- Is the current timing, cadence, and length of meetings appropriate? Could improvements be expected from changing one or more of these elements?
- Does the Committee's agenda accurately reflect its mandate? Is the Committee appropriately engaged on matters in its mandate? What examples support this (if any)? Are there any changes required to the mandate of the Committee?
- Do members observe any inappropriate overlap (whether minor or significant) in the mandate, membership, or responsibilities with other Senate Committees and Councils? Are there committees with similar mandates that could be combined?
- Are the Senate-delegated powers of the Committee appropriate? Are there any matters/powers that could be delegated from Senate to this Committee or from this Committee to a subcommittee or other university committee? Would creation of a subcommittee (e.g.
- committee to handle curricular submissions on behalf of the Senate councils) be appropriate to handle routine approvals, and so to liberate time and space to focus on more strategic issues? • Is the membership composition of the committee appropriate? How could it be changed with tasks delegated to sub-committees or other committees?
- How does this Committee communicate with Senate? How might the Committee communicate differently with Senate?
- For consideration of proposals with a scope that is cross-campus/interdisciplinary or otherwise does not neatly fall within the remit of a single governance body, could the committee adopt mechanisms (for itself or with other bodies) to provide a more efficient pathway toward approval?

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Senate Governance Review Summary of Discussion from the 10 January 2023 Meeting

At the 10 January 2023 meeting Senate Undergraduate Council (SUC) discussed the following as part of the Senate Governance Review:

- **Approval timelines:**
    - It can often take two years to launch a program, are their ways to compress the timeline?
    - The recruitment timeline and site visits are responsible for much of the approval timeline and cannot be changed.
    - The new calendar system will help reduce the timeline.
    - Senate encouraging Faculty Councils to adhere to a specific schedule could also help reduce delays.
    - Is it possible to change the approval necessary for interdisciplinary programs?

- **Consent Agenda:**
    - Introducing a consent agenda could make the Council more efficient and save time for more detailed discussions of bigger picture items.
    - Consent agendas are often not read and the Council risks losing the 'have you considered' discussions that can be useful and becoming more important with the increase in interdisciplinary programs.

- **Creating subcommittees:**
    - There is a general desire for SUC to create a subcommittee or possibility two subcommittees for curricular items and for quality assurance.
    - Curricular items and quality assurance items each require different resource members.
    - It is important to ensure that the subcommittee(s) do not create extra work for members.
    - It is also important that the approval power of the subcommittee(s) is considered to ensure delays are not introduced.

- **Meetings:**
    - The Council's TORs indicate five areas that the Council is expected to engage on, however the focus has been on items b. and c. and other items are typically added to the end of agendas and rushed.
    - Curricular items from the Faculties come forward at different time but in predictable ways, could these items be scheduled to be more efficient.
    - Is it possible to reduce the number of meetings each year?

For discussion: By striking two new subcommittees and focusing the curricular and QA business that cannot be done in those subcommittees to two SUC meetings per year, we can reduce the number of SUC meetings from 10 to 6, leaving the bulk of SUC meetings open for discussion of the many UG education related issues that fall wtihin the SUC remit that may not have received due SUC attention in recent years. The Senate Exec document circulated with the SUC materials, which proposes reducing the number of Senate meetings, states:

> *In considering these potential changes we are mindful that the revised schedule needs to be feasible for Senate's councils to complete the large volume of work that comes through these bodies. It is particularly important to keep Senate meetings in months that are key for each Senate council (November/March/May for SUC per the effective dates chart, November/April/June for SGRC per the GSPA office).*

The "effective dates" chart indicates that the November and May Senate dates are the crucial ones for curricular and program items, which means that the October and April SUC meetings are essential for those matters.

Moving the bulk of the "all in favor, all opposed, any abstentions, carried" routine curriculum and QA business off SUC's plate will create more openings for using SUC as a forum for substantive discussion of items within our remit. **The proposal leaves *two meetings per year* that include curricular/new program/IQAP business. Most of it will be included in a consent agenda, but contentious or very substantive matters will be on the regular agenda.**

With this, it would be possible **to reduce the number of meetings of the full SUC committee from 10 per year to (say) six per year**. **For the ADUs and student reps on the subcommittees, this process should not result in their devoting more time to SUC business than they do already**.

Subcommittee 1: Curriculum and New Program Approvals
Membership:
1. AVPA
2. Three ADUs (two-year staggered terms?)
3. One UG student member of SUC
4. Editor, UG Calendar (support)
5. Coordinator, Quality Assurance (support)

Remit and processes (this is a jumble of two things that will need to be disentangled if we decide to propose something like this to Senate Exec).
1. When curriculum submissions arrive from Faculties, they will be reviewed by the Editor, UGC the Coordinator, QA, and the AVPA, as they are now. The Editor catches many infelicities and has

them fixed at an early stage; the QA person ensures that major and minor modifications are appropriately categorized. The AVPA has a look at rationales and flags concerns.

2. After review, amendment, resubmission, the other members of the committee do what the ADUs now often do in advance of SUC meetings …
   a. they find other clarifications and corrections that are needed.
   b. reach out to non-committee members as necessary in this process (since not all ADUs are on the committee) they would. The work can take place asynchronously and largely without the need for in-person meetings.
   c. The new scheduling software may facilitate workflows … this is tbd
3. Procedure tbd (do we a tick box vote or something else easy to complete but suitably official?), but presumably this will normally result in a unanimous or almost unanimous approval of the suitably corrected submissions within the committee.
4. All the unanimously approved courses, minor modifications, major modificationss would appear on the consent agenda of the October or April meetings.
   a. Issues that couldn't be brought to unanimous approval would go on the regular agenda for an SUC vote. Ideally this would not need to happen often.
5. New program proposals would appear on the regular agenda, with a recommendation from the subcommitee.

In short, the remit is to do the de facto approving of all courses, major and minor modifications, though it is always a possibility that an SUC member will ask to move an item from the consent agenda to the regular agenda.

Subcommittee 2: Academic Quality Assurance Committee (joint with SGRC) Membership:
1. AVPA
2. AVPGSPA
3. One ADU (two year term)
4. One ADG (two year term) …. ADU and ADG terms staggered
5. Director, QACI (support)

Process and Remit:
1. This committee reviews FARs and Two-Year Reports on behalf of SUC/SGRC.
2. As currently happens, each FAR/Two-Year Report is first read by one of the AVPs; pressing questions are passed on to the authors of the report for repair. When the report is judged to be in decent shape, it is shared with the other members of the committee along with residual, less pressing questions from the AVP.
3. Representatives of the program attend a meeting to answer questions. The committee votes to recommend acceptance of the report to SUC/SGRC, or to send it back for further revision (in which case, go back to step 2)
   a. Option: Perhaps there can be an "entirely asynchronous" option for programs whose FARs and Two-year reports are in good shape when they arrive, and only reports that need significant discussion need the in-person event.
4. The recommendations for approval of the FARs/Two-Year Reports are on the consent agenda for either SGRC or SUC in October or April.

This committee would probably need to meet between two and four times a year in person.