

**Senate
Notice of Meeting**

Date: Monday 16 January 2023

Time: 3:30 pm

Place: NH 3407 ¹

	OPEN Session		Page #
3:30	1. Conflict of Interest	Declaration	
	2. Approval of the Agenda	Decision	
	3. Minutes of the 21 November 2022 Meeting	Decision	5
	4. Business Arising from the Minutes		
	5. Senate Workplan	Information	11
3:35 [30]	6. Report of the President		
	a. President's Update	Oral/Information	
	b. Presentation: Strategic Plan – Talent		
	i. 2020-2025 Strategic Plan Thematic Spotlights on Talent	Information	13
	ii. Graduate Student Panel: Design of Course on 'Wicked Problem of Climate Change'	Discussion	
4:05 [25]	7. Leadership Updates		
	a. Report of the Vice-President, Academic & Provost	Oral/Information	
	i. Operational and Strategic Matters		
	ii. Policy 30		
	iii. Co-op Annual Report		
4:30 [15]	b. Report of the Vice-President, Research & International	Oral/Information	
	i. Operational and Strategic Matters		
	ii. Annual Report, Intellectual Property		
4:45 [15]	8. Reports from Committees and Councils		
	a. Senate Graduate & Research Council		
	i. <i>To approve updates to the non-degree graduate student definition, effective 1 January 2023, as presented.</i>	Decision	25
	ii. <i>To approve the deletion of the coursework study option for the Master of Arts (MA) in Economics, effective 1 May 2023, as presented.</i>	Decision	29
	b. Senate Undergraduate Council		
	i. <i>That Senate approve the academic program changes associated with the renewal of the joint academic agreement between Dalian Maritime University (DMU) and the University of Waterloo, effective as of the date of the last required signature on the signing page of the agreement, as presented.</i>	Decision	35

¹ Telephone coordinates will be provided to Senators unable to attend in person
SENATE

	ii. <i>That Senate approve the proposed changes to the Technical Writing Minor for the Faculty of Arts, effective 1 September 2024, as presented.</i>	Decision	37
	iii. <i>That Senate approve the proposed Neuroscience Minor for the Faculty of Health, effective 1 September 2024, as presented.</i>	Decision	39
	c. Honorary Degrees Committee		
	i. <i>That Senate approve the revised Terms of Reference for the Senate Nominating Committee for Honorary Degrees, as presented in attachment A and the revised Guidelines for the Awarding of Honorary Degrees as presented in attachment B.</i>	Decision	43
	d. Senate Executive Committee		
	i. <i>To elect members to Senate committees as described in this report.</i>	Decision	53
	9. Other Business		
	a. Delegation of Authority to Senate Executive Committee <i>That Senate approve a one-time delegation of authority to the Senate Executive Committee to elect (on behalf of Senate) one faculty member of Senate to the Board of Governors, with said election expected to be completed in late January 2023.</i>	Decision	55
5:00 [5]	CONSENT Agenda Motion: To approve or receive for information the items on the consent agenda, listed as items 10-13 of the Senate agenda		
	10. Reports from Committees and Councils		
	a. Senate Graduate & Research Council	Information	57
	b. Senate Undergraduate Council	Information	59
	i. <i>That Senate approve the proposed academic regulation revisions to the Bachelor of Arts Degree Requirements and the Bachelor of Arts Co-op Requirements for the Faculty of Arts, effective retroactively for the 2021-2022 and 2022-2023 academic calendars, as presented.</i>	Decision	61
	ii. <i>That Senate approve the proposed academic regulation revisions to the Bachelor of Arts Degree Requirements and the Bachelor of Arts Co-op Requirements for the Faculty of Arts, effective retroactively for the 2018-2019, 2019-2020 and 2020-2021 academic calendars, as presented.</i>	Decision	63
	11. Report of the Vice-President, Research & International	Information	
	a. Research outputs and outcomes: Awards, Distinctions, Successful Grants, Waterloo International Engagements		
	12. New Convocation Hood: Bachelor of Sustainability and Financial Management	Decision	
	a. <i>To approve the new degree hood for the Bachelor of Sustainability and Financial Management as presented</i>		

5:05	13. Updating the Distinguished Teacher Awards	Information	
	14. Reports from the Faculties	Information	65
	CONFIDENTIAL Session		
	15. Minutes of the 21 November 2022 Meeting	Decision	67
	16. Business Arising from the Minutes		
	17. Report of the President	Oral/Information	
	18. Other Business		

9 January 2023

Mike Grivicic
Associate University Secretary
Secretary to Senate

This page intentionally left blank.

University of Waterloo
SENATE
Minutes of the Monday 21 November 2022 Meeting
[in agenda order]

Present: John Abraham, Sheila Ager, Marc Aucoin, Sandra Banks, Michael Beauchemin, Trevor Charles, Joan Coutu, Neil Craik, Kristine Dalton, David DeVidi, Laura Deakin, Charmaine Dean, Jack DeGooyer, Natalie Doan (for Julian Surdi), Nenone Donaldson, Catherine Dong, Aiman Fatima, Wendy Fletcher, Cindy Forbes, Bruce Frayne, George Freeman, Mark Giesbrecht, Moira Glerum, Vivek Goel (chair), Rob Gorbet, Kelly Grindrod, Mike Grivicic (secretary), David Ha, Kevin Hare, Narveen Jandu, Martin Karsten, Veronica Kitchen, Christiane Lemieux, Lili Liu, Brad Lushman, Ellen MacEachen, Carol Ann MacGregor, Blake Madill, Ceileigh McAllister, Peter Meehan, Nasser Mohieddin Abukhdeir, Graham Murphy, Richard Myers, Beth Namachchivaya, Cathy Newell Kelly, Erin O’Connell, Daniel O’Connor, Troy Osborne, Nicholas Pfeifle, Luke Potwarka, Mary Robinson, James Rush, Naima Samuel, Matthew Schwarze, Siv Sivaloganathan, Siva Sivoththaman, Chao Tan, Sharon Tucker, Graeme Turner, Paul Ward, Dan Weber, Mary Wells, Stephanie Ye-Mowe

Guests: Jean Becker, Bruce Campbell, Aldo Caputo, Donna Ellis, Rebecca Elming, Anne Galang, Diana Goncalves, Sarah Hadley, Myeengun Henry, Michele Hollis, Ross Johnston, Karim Karim, Andrea Kelman, Nick Manning, Amanda McKenzie, Dina Meunier, Fayaz Noormohamed, Chris Read, Ian Rowlands, Rida Sayed, Daniela Seskar-Hencic, Akashia Smith, Allan Starr, Brandon Sweet, Anita Taylor, Mat Thijssen, Tim Weber-Kraljevski, William Woodworth, Katy Wong-Francq

Absent: Dominic Barton*, Jason Blokhuis, Jeff Casello*, Lisa Bauer-Leahy, Kim Cuddington, Lori Curtis, Onurcan Gokkaya, Dennis Huber, Natalie Hutchings, Sonia Ismail*, Achim Kempf, Jennifer Kieffer*, Scott Kline, Alysia Kolentsis*, Robert Lemieux*, Xianguo Li, Oudy Noweir, Marcus Shantz*, Diana Vangelisti*, Stan Woo*, Clarence Woudsma*, Changbao Wu, Annie Yang*, En-Hui Yang*
*regrets

OPEN SESSION

The chair called Senate’s attention to the framed Wampum belts hung for display in the room, recalling the Commitment Ceremony of 22 September 2022 where the University of Waterloo gave its full commitment to reconciliation, Indigenization and decolonization and inviting Elder William Woodworth to speak to the significance of the belts.

Elder William Woodworth spoke to the history of the belts, noting that the Wampum belts mark the important agreements and advances in the relationship between the Indigenous community and the University; he also described the belts’ designs, which represent the spirit of cooperation and generosity in the relationship and serve as a reminder of the commitments that have been made. He affirmed the importance of exploring opportunities for Indigenization for the betterment of the University community.

Elder Myeengun Henry offered: at Waterloo the opportunity exists to develop an exemplary model of cooperation that can be further emulated; continued importance of acknowledging the travesties to the Indigenous community that have historically marked relations with the settler community, including the impacts of residential schools and the ongoing gap in quality of life for Indigenous Canadians; the University has demonstrated that it wants to engage with Indigenous communities for a better future.

Vivek Goel thanked the elders for accepting the invitation to share their knowledge and for the gifts given to the University. He observed that the institution continues its efforts toward Indigenization, which include exploring how best to ensure representation on the University’s governance bodies (including Senate); these efforts will be driven through community engagement led by Indigenous Relations AVP Jean Becker and the advice of Elder Woodworth and Elder Henry.

CHAIR’S REMARKS

The chair’s remarks are combined with the president’s report, under item 6.

1. 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.

2. APPROVAL OF THE AGENDA

A member requested that item 10(b)(ii) be extracted from the consent agenda for discussion. By consensus, members approved the agenda as amended.

3. MINUTES OF THE 17 OCTOBER 2022 MEETING

A motion was heard to approve the minutes as distributed. Ward and Glerum. Carried.

4. BUSINESS ARISING FROM THE MINUTES

No items of business arising from the minutes were noted.

5. SENATE WORKPLAN

This item was received for information.

6. REPORT OF THE PRESIDENT

The president provided a general update on recent events: memo issued to campus community on 8 November reinstating the masking requirement for indoor academic activity; masking is an important measure to mitigate the impact and spread of respiratory disease in order to reduce risk of disruption to the upcoming exam period; the most important measure is keeping one's vaccination status current for both the flu and for COVID-19 ; campus events to observe Remembrance Day; recent economic statements issued by the federal and provincial governments, with the former emphasizing affordability and signaling the intent of making Canada Student Loans interest-free, while the latter did not provide any specific new initiatives pertaining to the university sector; in the past week the provincial auditor general issued their special report on Laurentian University, including observations on oversight role of both the Board and the Ministry – it is expected that the province will give attention to accountability measures for postsecondary institutions in light of the report, and the Auditor General affirmed in their report that institutions require adequate resources and support to carry out the oversight function.

Considering the absence of urgent business for the December cycle, the Senate Executive Committee has decided to cancel the December meeting of Senate. The next meeting of Senate will be on 16 January 2023.

The president recognized the upcoming retirement of Dennis Huber - he is the university's longest-serving senior administrator having joined on in 1986 and serving as Vice-President, Administration & Finance since 2001, and he is renowned for his dedication to the University.

7. LEADERSHIP UPDATES

a. Report of the Vice-President, Research & International

i. Operational and Strategic Matters

Charmaine Dean provided a PowerPoint presentation: current cross-section of CRC holders, with 2029 diversity targets; progress has been made in recent years on targets, with more work to be done; trend of reductions to provincial research funding since 2018; grant funding represents approximately 63% of financial support for graduate students; Waterloo leads comprehensive universities in CIHR funding and SSHRC funding, and is fourth among U15 institutions for NSERC funding; increased attention to research security/international security from funding bodies.

ii. Commercialization and Strategic Matters

Karim Karim presented: new unit Waterloo Ventures combines current programming in Velocity and WatCo with new activity in thought leadership and social impact; a new web-based gateway for entrepreneurship (innovation.uwaterloo.ca) is up and running; details on Velocity, which is likely to be Canada's best deep tech incubator; Waterloo compares very well against similar institutions with respect to startup activity when accounting for overall research expenditure.

Members discussed/clarified on items (i) and (ii): specific definitions in the presentation regarding the four equity-seeking groups will be refined and the deck to be distributed to senators following the meeting; there is no formal analysis of return-on-investment (ROI) for innovation/entrepreneurship support, though this would be worthwhile to consider in the future; there is some analysis on ROI for certain funding envelopes; the Finance & Investment Committee of the Board of Governors is examining investment opportunities in the venture capital space; Velocity is distinguished from other similar facilities/programs in North America by its deal flow, with about a dozen deals every quarter; no statistics immediately available for WatCo re: individuals who have left their studies to pursue a successful venture full-time; recognition that funding tends to increase with the accumulated experience of the individual researcher.

b. Report of the Vice-President, Academic & Provost

James Rush provided a PowerPoint presentation: enrollment data for the fiscal year to date, along with financial information/projections; recent trends of fewer international new admits and overall downward trending international FTEs since 2020, due to COVID and students accelerating their studies due to the pandemic conditions; domestic undergrad FTEs have been steady since 2020; the opening budget is constructed with a conservancy factor on projected enrollments, especially international enrollments to help better assist if there are downward trends in meeting international enrollment targets; HREI report was issued more than a year ago with many of the recommendations requiring ongoing work, and with progress being tracked within the Strategic Plan themes and the Futures Framework; detail on the increase to the new resources devoted as a result of the HREI report, including for new hires and for appropriate space.

i. Briefing Note – Graduate and Undergraduate Admissions Data

This item was received for information.

ii. Briefing Note – HREI Review Report

Jean Becker discussed the work of the Office of Indigenous Relations, which aims to build a strong Indigenous community through supports to employees and students, both within the office and embedded in other offices across campus. Anita Taylor spoke to the work of the Office of Equity, Diversity, Inclusion and Anti-racism, including initiatives to support racialized staff, implementation of the President's Anti-racism Taskforce (PART) recommendations, and a new initiative in progress for inclusive washrooms. This item was received for information.

Members discussed/clarified on the general update along with items (i) and (ii): year-to-year budget surpluses are designated for future projects, some of which are multi-year or are so significant that they are not fully funded within the one year operating budget (e.g., building projects, information systems, etc.); institutional attention is being paid to enrollment trends for international undergraduates and domestic master's students, and the challenges to diversify source countries of international students is shared by all U15 institutions; a report focusing on international is planned for a future meeting; detail on ways to make buildings Indigenous-friendly, including the inclusion of Indigenous symbols and making smudging feasible in the facilities.

8. REPORT FROM COMMITTEES AND COUNCILS

a. Senate Graduate & Research Council

Charmaine Dean introduced item (i), and Mark Weber spoke in support of the recommended new plan. A motion was heard to approve a new research-based Doctor of Philosophy in Entrepreneurship

and Organization, offered by the Conrad School of Entrepreneurship and Business in the Faculty of Engineering, effective 1 September 2023, as presented. Dean and Wells. Carried, with Pfeifle opposed.

Dean took items (ii) through (vi) together and provided an overview of the recommendations. The following motions were heard together:

To approve the removal of the part-time option from the following programs: both the Master and Doctor of Philosophy in Pure Mathematics and both the Master and Doctor of Philosophy in Pure Mathematics-Quantum Information.

To approve identifying the process for students to enter the thesis study option for the Master of Mathematics in Pure Mathematics and the Master of Mathematics in Pure Mathematics-Quantum Information.

To approve removing the personal statement from the list of minimum admission requirements for the Doctor of Philosophy in Pure Mathematics and the Doctor of Philosophy in Pure Mathematics-Quantum Information.

To approve adding a transfer entry internship option to the Doctor of Philosophy in Combinatorics and Optimization and the Doctor of Philosophy in Combinatorics and Optimization-Quantum Information programs, in addition to keeping the regular existing PhD programs. Note: Other than the internship requirement and the fact that these are not direct-entry programs, these two PhD programs are identical to the regular existing PhD programs. The program name that appears on diplomas and transcripts will be identical for both options.

To approve adding a Master's Research Paper study option to the Master of Mathematics in Data Science program.

Dean and Giesbrecht.

On item (ii), members confirmed that there are currently no students in the part-time option, and that the department will be able to consider part-time studies for individual students on a case-by-case basis.

The five motions carried, with one opposed and one abstention.

b. Senate Undergraduate Council

David DeVidi discussed items (i) and (ii), and the motions were taken together:

That Senate approves the following proposed Biomaterials and Tissues Specialization, Medical Artificial Intelligence Specialization, and Medical Devices Specialization, effective 1 September 2023.

That Senate approves the following proposed Building Science Specialization, effective 1 September 2023.

DeVidi and Wells. Both motions were carried.

DeVidi provided an overview of (iii) and a motion was heard that Senate approve the following changes to the Bachelor of Sustainability and Financial Management, effective 1 September 2023. DeVidi and Ager. Carried, with one opposed.

c. Joint Report – Senate Graduate & Research Council and Senate Undergraduate Council

Cathy Newell Kelly provided an overview of item (i) and specified that the submission brings no changes to the associated guidelines but that the appendix shows where any deviations were required. A motion was heard to approve the 2023-2024 academic calendar dates and calendar guidelines for establishing academic dates, as presented. Newell Kelly and DeVidi. Carried.

David DeVidi spoke to item (ii), noting that both SGRC and SUC have recommended the principles and guidelines document. He clarified that the content on page 124 of the Senate agenda was removed as the content was procedural in nature and the aim was to focus on the principles and guidelines being put forward; both the Undergraduate Operations Committee and the Graduate Operations Committee will examine options for the development of online courses, and it would be expected approaches to this would mature over time.

A motion was heard to approve the Principles and Guidelines for Digital Learning, effective 1 January 2023, as presented.

DeVidi and Dean.

Members discussed: during the recent years of intensive remote learning, students have expressed frustrations at having to adapt to multiple delivery platforms, and it could be envisioned that the university would implement a handful of centrally funded and supported platforms; issues pertaining to online examinations are independent of the principles and guidelines under consideration; Senate has the authority to establish standards in this space within its empowerment to establish the educational policies of the institution; online courses must comply with other externally-imposed requirements e.g. accessibility, copyright rules. Concerns were expressed by some members touching on areas including academic freedom, scope for innovation, the speed at which this proposal has come forward, certain bodies on campus with mandates related to the subject matter where the document has not been vetted, and the potential to foster a divide between in-person and online courses.

In light of the deliberations, it was recognized that further consideration of the proposal would be beneficial, and the motion was withdrawn.

d. University Committee on Student Appeals

DeVidi provided a short overview of the item, observing that incidents are down from the previous year and noting that work is planned to harmonize the reporting from Faculties for future reports to ensure consistency. He conveyed that the campus incident system software is nearing end of life.

9. OTHER BUSINESS

There was no other business.

CONSENT AGENDA

Members discussed item 10(b)(ii) and confirmed that the academic promotion rules are unchanged, but that the revisions aim to provide greater clarity and ease of navigation to the reader. A motion was heard that Senate approve the following proposed revisions to the Academic Promotion Rules for the Faculty of Engineering, effective 1 September 2023. DeVidi and Wells. Carried, with one abstention.

A motion was heard to approve or receive for information the remaining items on the consent agenda, listed as items 10-12 of the Senate agenda. Ward and Dong. Carried with one abstention.

10. REPORTS FROM COMMITTEES AND COUNCILS

-
- a. **Senate Graduate & Research Council.** Received for information.
 - b. **Senate Undergraduate Council.** Two items approved; remaining items received for information.
 - i. That Senate approve the following proposed revisions to the Academic Decisions for the Faculty of Engineering, effective 1 September 2023.
 - iii. That Senate approve the following proposed revisions to the Undergraduate Communication Requirement for the Faculty of Environment, effective 1 September 2023.
 - c. **Senate Long Range Planning Committee.** Received for information.

11. REPORT OF THE VICE-PRESIDENT, RESEARCH & INTERNATIONAL. Received for information.

12. REPORTS FROM THE FACULTIES. Received for information.

With no further business in open session, Senate convened in confidential session.

25 November 2022
/dg

Mike Grivicic
Associate University Secretary
Secretary to Senate

Senate Agenda Items • expected *as needed	16 January 2023 <i>Strategic Plan - Talent</i>	27 February 2023 <i>TBD</i>	27 March 2023 <i>Strategic Plan – Communities - Sustainability</i>	17 April 2023 <i>TBD</i>	15 May 2023 <i>Strategic Plan - Research</i>	19 June 2023	18 September 2023	16 October 2023 <i>Strategic Plan Annual Update / Waterloo at 100</i>	20 November 2023	18 December 2023
REGULAR AGENDA (including items for information and discussion)										
Minutes	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Business Arising	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
LEADERSHIP UPDATES⁶										
Report of the Vice-President Academic and Provost	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Report of the Vice-President Research & International	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
REPORTS FROM COMMITTEES AND COUNCILS										
Executive Committee	*	*	*	*	*	*	*	*	*	*
Graduate & Research Council (GRC)	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Undergraduate Council (UC)	▪	▪	▪	▪	▪	▪	▪	▪	▪	▪
Long Range Planning Committee		▪		▪				▪	▪	
Joint Report of GRC & UC on Academic Calendar Dates									▪	
University Committee on Student Appeals Annual Report (Policy 72)									▪	
University Appointment Review Committee Annual Report (Policy 76)				▪						
Finance Committee - Budget Update ³		▪								
Finance Committee - Budget recommendation ^{2, 3}			▪							
OTHER SENATE AGENDA ITEMS										
New Senator Orientations (before meeting)					▪					
Teaching Awards Committee			▪							
Roster of Graduands					▪			▪		
Undergraduate and Graduate Admissions Update				▪						
SENATE PRESENTATIONS										
Presentations from the Presidents of the Faculty Association, Waterloo Undergraduate Association and Graduate Student Association				▪						
Strategic Plan Accountability Update								▪		
PART Annual Update		•								
Faculty Update (6x/year)							ENG	▪	▪	

¹ Annual item

² Board of Governors approval

³ Presented by the Vice-President Academic and Provost

⁴ Presented by the President and Vice-Chancellor, and Chair of Senate

⁵ Presented by the University Secretary

⁶ Leadership updates may include such topics as: Talent, We Accelerate Report, Communities (EDI, Sustainability), Waterloo International, etc.

Senate Agenda Items • expected *as needed	16 January 2023 <i>Strategic Plan - Talent</i>	27 February 2023 <i>TBD</i>	27 March 2023 <i>Strategic Plan - Communities - Sustainability</i>	17 April 2023 <i>TBD</i>	15 May 2023 <i>Strategic Plan - Research</i>	19 June 2023	18 September 2023	16 October 2023 <i>Strategic Plan Annual Update / Waterloo at 100</i>	20 November 2023	18 December 2023
CONSENT AGENDA										
Reports from Faculties (e.g., appointments, administrative appointments, sabbaticals) ²	•	•	•	•	•	•	•	•	•	•
Tenure and Promotion Report ⁴							•			
University Professor Designation ³			•							
Call for Nominations for University Professor ³							•			
Call for Nominations for Honorary Degree Recipients and Convocation Speakers ⁴		•								
Report of the COU Academic Colleague									•	
Senate Committee Appointments ⁵	*	*	*	*	*	*	•	*	*	*
CONFIDENTIAL AGENDA										
Minutes	•	•	•	•	•	•	•	•	•	•
Business Arising	•	•	•	•	•	•	•	•	•	•
Reports from Committees and Councils	*	*	*	*	*	*	*	*	*	*
Honorary Degree Recommendations	*	•	*	*	*	*	*	*	•	*
Reports from Search and Review Committees for Policy-based Senior Leadership Appointments and Reappointments	*	*	*	*	*	*	*	*	*	*
Report of VP Advancement on Policy 7						•				

Joint SENATE/BOARD Strategic Plan Focus Sessions 3-4:30	Joint SENATE/BOARD Continuing Education Sessions 3-4:30
<ul style="list-style-type: none"> January 10, 2023 - Talent March 21, 2023 - Communities (Sustainability) May 2, 2023 - Research 	<ul style="list-style-type: none"> February 1, 2023 – Quality Assurance Framework (Undergrad/Grad Programs) March 1, 2023 – Funding Environment, SMA, Corridors

Special Topics for 2022-2023 to be Scheduled:

- President’s Anti-racism Task Force Update (PART)
- Waterloo at 100
- Senate Governance Review Recommendations and Updates

For more information:

uwaterloo.ca/secretariat
secretariat@uwaterloo.ca
 NH 3060

¹ Annual item

² Board of Governors approval

³ Presented by the Vice-President Academic and Provost

⁴ Presented by the President and Vice-Chancellor, and Chair of Senate

⁵ Presented by the University Secretary

⁶ Leadership updates may include such topics as: Talent, We Accelerate Report, Communities (EDI, Sustainability), Waterloo International, etc.

For Information**Public****Open Session****To:**

Senate

Sponsor:

Vivek Goel, President and Vice-Chancellor

Contact Info:president@uwaterloo.ca**Presenter:**

Vivek Goel, President and Vice-Chancellor

Contact Info:president@uwaterloo.ca**Date of Meeting:**

January 16, 2023

Item Identification:

2020-2025 Strategic Plan Thematic Spotlights on Talent

Recommendation/Motion:

Not applicable.

Jurisdictional Information:

Not applicable.

Governance Path:

Not applicable

Highlights/Rationale:

As shared last week for our strategic plan thematic discussion on our Talent theme, enclosed is the same briefing material on three initiatives spotlighted this cycle for board and senate engagement. At our Senate meeting next week, we move to a panel presentation focused on the work of the Teaching Innovation Incubator, the pre-read for which starts on page 3 of the enclosed report. One of the Incubator's beta projects, The Wicked Problems Courses Project, is our focus next week, where a combination of faculty, staff, and students will discuss their roles and experiences in designing and now delivering the interdisciplinary graduate course.

Documentation Provided:

Report of the President – Strategic Plan Thematic Update (January 16, 2023)

Table of Contents

2020-2025 Strategic Plan Thematic Spotlights on Talent	2
1. The Teaching Innovation Incubator (TII)	3
2. Indigenizing the Curriculum and Anti-Racist Pedagogies	7
3. Digital Learning Strategy	10

2020-2025 Strategic Plan Thematic Spotlights on **Talent**

This Report focuses on briefings compiled on specific initiatives that were spotlighted at the January 10th discussion with Governors and Senators on the strategic plan thematic area of Developing **Talent** for a Complex Future. The discussion at the January 10th discussion supports a broader effort for governance engagement with the university's current strategic plan, based on the three principal themes: (1) Developing **Talent** for a Complex Future, (2) Strengthening Sustainable & Diverse **Communities**, and (3) Advancing **Research** for Global Impact. At our Senate meeting next week, we build on the January 10th discussion with panel presentations featuring students, faculty, and staff who are directly implementing and/or benefiting from **The Wicked Problems Courses Project** presented in this report (page 3). At subsequent Senate meetings we will address the Communities and Research themes. In the Fall, Governors and Senators will receive an annual progress update on the plan's goals with indicators across the three theme areas.

The Talent theme of our strategic plan has four goals. The goals being addressed by each initiative are indicated at the top of each brief.

The Talent theme's goals are:

Developing Talent for a Complex Future

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

This paper spotlights the strategic direction and progress of three initiatives in this theme: the Teaching Innovation Incubator, Indigenizing the Curriculum and Anti-Racist Pedagogies, and the Digital Learning Strategy.

1. The Teaching Innovation Incubator (TII)

Directly addressing Goal **T1**

The University of Waterloo does not currently have, but needs, a means to *develop and try out bold new approaches to teaching and learning*. This is essential if we are going to be ready for the students of the future and the world in which they will live. At the time of the development of the current 2020-2025 strategic plan, an issue paper on Undergraduate Learning was prepared with the central recommendation to create a teaching and learning incubator. After more discussion about implementation of the 2020-2025 Strat Plan, it was decided by senior leadership (including Deans Council) that we would accept this recommendation in 2021. Last year at Senate and BOG, there was a report on the early thinking about what shape the Teaching Innovation Incubator (TII) should have to meet the university's needs. Elements of what was envisioned include that the Incubator should: capitalize on the creativity and expertise of the people already at Waterloo (faculty, students, and staff) instead of hiring incubator staff to do the thinking for us; that it will need suitable physical space to be effective; that it should be a place for experimentation and evaluation of ideas, and we must recognize that not all bold ideas work out. This update is progress report on current implementation.

A Two-Pronged Strategy

When the decision was made to launch a teaching incubator, there was considerable excitement and buzz. There were also questions about *what, exactly, it would be and do*. Hoping to not lose momentum, we implemented a phased approach that would allow us to pilot the TII immediately while also developing a longer-term strategy for permanent application. At the same time as a Project Planning Team was tasked with developing the long-term plans for the TII, we launched the Beta TII, which would start incubating and testing some innovative ideas right away. In addition to maintaining momentum and doing good work, the Beta Incubator is a way to learn additional lessons about the permanent structure and processes of the TII.

Prong 1: Beta TII

The Projects

In 2022, the Beta TII operated without dedicated staff: two staff from Centre for Teaching Excellence moved things along off the sides of their desks. The Planning Team (described below) has devised an intake process for the TII as one of its central tasks. In year one the selection of projects for the Beta TII was much more ad hoc, made by senior leadership based on which projects have been “ready to go.” To match the availability of support, the three projects currently running in Beta TII began a few months apart and are in different stages of progress. They are described in corresponding degrees of detail.

Project 1: The Wicked Problems Courses Project is an idea that started with the Associate Deans, Graduate and Graduate Studies and Postdoctoral Affairs. The idea is to capitalize on the cutting-edge research knowledge distributed across campus in our PhD

students who are often researching *the same problem* from *very different perspectives*. A Wicked Problem is often defined as one that must be simultaneously considered from multiple perspectives if progress is to be made. Bringing together PhD students from different disciplines to develop courses based on their PhD research should result in *exceptional, interesting, interdisciplinary courses*. The project idea is that the University will provide that support (important professional development for the grad students), that the courses will be developed and offered to upper-year undergraduates from across campus, and that the course will be offered in a “flipped” format so that the online portions of the course can be re-used in future course offerings.

This is a three-year project. The first course involved six PhD students, one from each Faculty, and focuses on Climate Change. The team of graduate students have received training on interdisciplinary course design from the Centre for Teaching Excellence, and support from the Centre for Extended Learning and Instructional Technologies and Media Services in preparation for developing the online parts of the course. It will be offered to undergrads from all over campus in Winter 2023 (each Faculty has an allocation of spots), and an enrollment of about 40 is expected. Year two will involve: (a) an evaluation report on Year 1, due in early spring; (b) development of a second course on a different Wicked Problem, during Spring and Fall, to be ready for offer in Winter 2024; (c) a second offering of the first course with a different set of graduate student instructors.

Project 2: The Sustainability Thinking as a Learning Outcome Project is headed jointly by the Sustainability Office and faculty members from at least two Faculties. One current challenge facing undergraduate students is that certain degree programs have a full roster of required courses, so students don’t have the capacity to take an additional course specially on sustainability. The goal of this project is to consider ways to ensure that Waterloo students graduate understanding the essential features of sustainability thinking when they are in programs that are not focused in that area and that are already very full of course requirements of other sorts (so adding in an extra required course is not an option). This is a two-year project has launched recently and will call on expertise from all Faculties (including, for instance, the Associate Deans but also academic program leaders) and many administrative units, including Co-op and Experiential Education, the Centre for Teaching Excellence, and the Registrar.

Project 3: The Student Led Individually Created Courses Project (SLICC) is in a developmental phase. SLICCs can be a valuable learning experience that teach students much more than the content of a course, as they must plan, propose, carry out, reflect and evaluate their learning experience. Such opportunities are available at some schools (University of Edinburgh is the best-known example) and there have been small-scale experiments with SLICCs in various Faculties at Waterloo. The goal of the project is to examine the feasibility of opening this opportunity to more students on campus (for instance, interdisciplinary teams of students). While the project team is still being put together, success will require involving both tenure stream and teaching stream faculty members, academic leaders in programs, Associate Deans, and others at the Undergraduate Operations Committee, and staff in a variety of support units such as the Registrar’s Office, Centre for Teaching Excellence, and others still TBD.

The Lessons

As we had hoped, we learned (and confirmed) some significant things while working on these projects:

It takes a cross-functional team to develop an innovative idea, because the people with the initial idea won't know everything they need to know. For example, the Wicked Problems project is led by the Associate Deans, Grad, and from the start the need to involve the Centre for Teaching Excellence and the Centre for Extended Learning was clear. But determining how to offer the course also required consultations with the Registrar's Office. Determining how to offer it *successfully* required consultations with the Associate Deans Undergraduate. Determining how to devise an appropriate agreement for the course's many authors required consultations with the Centre for Extended Learning and Legal and Immigration Services.

As TII projects evolve, they will uncover procedural tangles that were invisible until we tried something new. Leaving this type of innovation for individuals to try to maneuver in the face of red tape and outdated rules almost guarantees failure, not to mention frustration.

Prong 2: TII Planning Project

The TII Project Team includes representatives from both teaching stream and tenure stream faculty members, representatives from academic support units, and graduate and undergraduate students. The Team is charged with gathering information then making informed recommendations on a whole range of issues around the long-term plans for the TII: What exactly will it do? How are projects selected? What sort of space does it need? Etc. The Team has been gathering information from two main sources:

Environmental Scan

The Team did an extensive environmental scan of local, national, and international initiatives at other schools that might be classified as Teaching Incubators. In addition to researching written materials, the scan involved several Teams/Zoom interviews and a few site visits. A few of the key lessons are:

- Many such units rely on a single charismatic individual for their success, which sometimes makes their success fleeting
- Many such units are less ambitious, in the sense of focusing on improvements to individual courses for individual instructors. Support for this is a role that the Centre for Teaching Excellence already plays at Waterloo. Units at some other schools are much more focused on Scholarship of Teaching and Learning than the TII is imagined to be
- Successful teaching innovation units *have appropriate space* ... space where people with like interests can be brought together to find like-minded educational innovators and work through project ideas together; teaching spaces where ideas can be tried out; attractive space that is welcoming and that students, staff and faculty are all happy to be in.
- It is important to match staffing models to the number, size, and phase in the life cycle of projects that will be underway at any time. The number of staff varies considerably in the different units we looked at, and some units that seem to be struggling are under-

resourced for the number of projects they are involved in. None seems to have implemented Waterloo's proposed approach of a smaller incubator staff that draws on the expertise that already exists on campus to be part of project teams

- No other incubator reviewed had multi-year innovation projects that were meant to challenge institutional systems or inspire interdisciplinary teaching and learning initiatives as part of its remit.

Consultations

The Team is nearing completion of an extensive round of in-person consultations (with both undergraduate and graduate students, with Chairs, Directors of Centres and Institutes, Teaching Fellows, key staff in academic support units (e.g., Cooperative and Experiential Education, the Centre for Teaching Excellence, Information Systems and Technology, Human Resources, Graduate Studies and Postdoctoral Affairs, Waterloo International, the Writing and Communication Centre, the Student Support Office, Institutional Analysis and Planning, the Secretariat, Space Planning, Accessibility, the office of Equity, Diversity, Inclusion and Anti-Racism, and the Library). There was also a campus-wide online survey to gather information from those not consulted directly.

Of course, an extensive consultation is intended to help the committee recommend an Incubator that Waterloo faculty, students, and staff will participate in by *asking people what they want* instead of telling them what they need. Admittedly, some found the process frustrating because they wanted to react to a more determinate proposal than to be asked "early stage" questions. But the most frequent form of responses during consultations has been "this is an awesome idea ... have you thought about *this*?"

The Team is now processing and synthesizing the results of our consultations, so stating "lessons learned" is still based on impressions. But some valuable and frequently heard comments are:

- **Leadership in some Faculties suspect that the degree of involvement in Incubator projects will vary depending on Faculty finances and resulting local capacity to develop innovative ideas internally.** On the other hand, some see the Incubator as a mechanism that promotes equity between Faculties, and most everyone recognizes its value for supporting cross-Faculty initiatives.
- **The degree of the Incubator's success will depend on messaging.**
 - The point is not that *there is no innovation happening in teaching at Waterloo*. The people at the heart of these innovations told us that the work developing these innovations was hard, somewhat lonely, and frustrating because they were often blazing their own trail through institutional red tape without any sort of map. Our messaging should not suggest that there are not good ideas already bubbling at Waterloo, or that they never get implemented. Instead, we need to emphasize the role of the TII in bringing together the appropriate resources and systems to support the development of innovative ideas and increasing the likelihood of implementing the good ones.
 - Maybe the name "Teaching Innovation Incubator" and the rhetoric of "transformative ideas" will scare away people with good ideas that could make a big but local impact. We don't want people to be concerned that their idea is "not big enough"

- **We heard repeatedly that to be maximally useful the TII should have the capacity to temporarily bend or circumvent rules as an idea is tried out.** If the idea works out, we'll then know how to rewrite the rules for the future.
- **We need to guard the interests of the people willing to take part in these experiments (as well as the institution).** Faculty and staff are more likely to take part if they know that they will be recognized and valued for having had a good idea that was tested (but didn't work out) instead of being frowned on for a failure. (Many bold ideas are sure to fail ... that's part of what it means to be bold). And if students agree to be part of an experimental approach to something, safeguards need to be in place to ensure that they benefit sufficiently, whether the idea is one the University adopts long-term.

Plans for 2023

- The Team began the analysis of the consultation responses in November 2022
- The Team's report, including recommendations for the structure of the Incubator, should be completed in early Spring 2023
- The Beta TII will hire/second a dedicated staff person to support Beta TII projects during 2023-24 fiscal year. The three current projects will continue into their second year, and two more projects will be launched (by a project still tbd, but probably one that will remain somewhat ad hoc until the permanent incubator is launched, with a formal intake process, next year)
- The permanent TII currently has a target launch date of January 2024, probably in temporary space

2. Indigenizing the Curriculum and Anti-Racist Pedagogies

Directly addressing Goal **T1**

Supporting Resource Development and Building Capacity – Stories from the Faculties Embracing Indigenization

The Indigenous Knowledges and Anti-Racist Pedagogies (IK-AR) team in the Centre for Teaching Excellence (CTE) is an important recent addition (1 hire in Nov 2021 and 3 in Sept 2022). The work of this team has been steadily increasing as they support faculty in creating discipline-specific resources, introducing flexible curricula that stimulate reflective practices, and building capacity and competencies that address global challenges and opportunities specific to Indigenization. A key strength at the University of Waterloo came very clearly in September of 2022 with executive endorsement and commitment to Indigenization, which coincided with growth in the Indigenous community of Indigenous staff in support units. CTE's new educational developer hires and the new Manager of Indigenous Initiatives in the Faculty of Science bring both energy and capacity to support the work of Indigenization on campus. Added to these strengths, amongst the staff and faculty at UW there is a strong willingness and desire that has created a pent-up demand for Indigenization work within various departments.

Our first activity as a team was to each share [our personal visions for Indigenization work](#) with one another and so support each other in achieving what each of us most wants to see accomplished. We are finding new ways to work together as both an Indigenous staff group and with settler allies to remove barriers to collaboration and interdisciplinarity to find the places where integration of knowledges might occur.

Snapshots of STEM Projects in 2022

The School of Pharmacy initiated a pilot project with CTE to Indigenize their full four-year curriculum. Working with leadership, staff, and faculty within the School over the last year, we have co-designed a new course for Pharmacy in Culturally Safe Patient Care that addresses cultural safety from both Indigenous and Anti-Racist positions to prepare students for the diverse work placements, co-ops and career opportunities within the healthcare sector. CTE's new Educational Developer in Indigenous Anti-Racism came on board in September, and through her experience in curriculum in UBC's Centre for Excellence in Indigenous Health, Nahannee Schuitemaker is now leading a year-long project to co-create the course materials in a flipped design. CTE's educational developers are working both with the Centre for Extended Learning for the online module design and within the Pharmacy classrooms to support faculty in piloting the material.

Faculty of Science: Madison Hill, as an Educational Developer, Indigenous Knowledges approaches the work from her own position as a graduate from the Faculty of Environment (York University) and work within regional conservation. Within her first three months Madison designed the content for the first proto-type module on Traditional Ecological Knowledge (TEK) as a foundational teaching in the Faculty of Science. Working with Savannah Sloat, Science's Indigenous Initiatives manger, Savannah offered a land-based pedagogy teaching through the Program Area Leads program run through the EDI-R office. The aims for the online and in-person components are to expand educational experiences and teachings around land-based approaches to learning within the Science and Environment Faculties. Madison, Savannah and Jessica have joined a large federally funded proposal where Indigenous faculty members, Knowledge Keepers and allies are building out a space on campus for land-based experiences throughout 2023 and 2024.

Faculties of Environment and Engineering are leading a STEM community of practice in building faculty members' capacity through the creation of a resource hub with the support of Jessica Rumboldt, also an Educational Developer, Indigenous Knowledges hired in late September. These two Developers immediately joined the existing STEM Community of Practice (CoP) on Indigenization. The CoP had secured a seed grant for Indigenous resource development in 2019, and as Jessica and Madison arrived, they began helping to strategize and define the first steps for gathering resources to support teaching and learning efforts of these fields. A full environmental scan of existing resources is underway as the faculty create the online infrastructure for this hub, including where best to locate it for the various disciplines accessing its content. The hub's launch is set for 2024.

Jessica has also been busy creating a series of facilitated teachings co-designed with Engineering's Elder-in-Residence, William Woodsworth. The design of the workshops prepares

any interested staff, students and/or faculty attending circle with their elder with specific protocols and principles of learning found within the Haudenosaunee cultures.

Faculty of Mathematics: Jessica has also begun developing a set of Indigenous practice principles in Mathematics for faculty to begin considering how learning outcomes and Indigenous principles of learning are aligned. Like the project with Elder Bill in Engineering, the Mathematics project engages instructors in discussions around the relational aspects of Indigenous Knowledge and provides opportunities to experience Indigenous teaching in circles which can be used to set environments for learning within classrooms. These decolonizing efforts within Mathematics and Engineering work differently than resource hubs by helping to establish relational understanding and showcases the depth and scope of the work possible beyond curricular content.

All these projects also funnel into the larger strategic plan to build content across disciplines to complement a foundational course for all students in Indigenous History, Culture, and Worldview.

Scope, Demand, and Impact of Indigenous Collaborations

Scope: Faculty are currently most seeking resources that respond to the TRC's calls to action to build stronger relationships with our local Indigenous communities and community organizations. Each of the Indigenous staff is collaborating with faculty on building the necessary infrastructure for resources, protocols, and curriculum by sharing approaches and knowledge. The goal of the team is to build relationships and offer flexible models (both online content and in-person support) that showcase the process of a curriculum project, how to design and build resource hubs in collaboration with faculty groups, and how to implement resources and activities through our support within classrooms. These models will provide reference points for other departments to consider how to consider indigenization in their own disciplines.

Demand: Current demand for support is coming primarily from STEM and health science programs. For example, of the 81 consultations with individuals between January 2022 – April 2022 with CTE's Senior Educational Developer, approximately 40 were in STEM disciplines, 25 in Health-related disciplines and the social sciences, and the balance were in the Arts and AFIW.

Impact: The current STEM work has the potential of impacting up to approximately 22,000 undergraduate and 800 STEM faculty. As we develop and implement a comprehensive intake process, more data on reach will become available. An impact story on our work with Pharmacy appeared in [CTE's annual report](#) and more stories will be shared over time.

Building Understanding around Indigenizing Work

Indigenous content and approaches to teaching and learning are new for many at the University of Waterloo. Our work focuses on building understanding with our collaborators and settler allies about key elements of the work and how we do it.

Time-Intensive: Indigenization work takes the time it takes and cannot be rushed. For example, one foundational element to this work is relationship-building. Building relationships between faculty and educational developers takes time. Building relationships with discipline-specific traditional knowledge keepers and learning from different elders from various nations requires time and flexibility. Building knowledge and confidence also takes time. For instance, the School of Pharmacy had a pre-existing hub of resources to supply faculty with material necessary to Indigenize, but uptake of these resources and implementation of them proved nominal and sporadic. Through the pilot in Pharmacy, we found a strong indicator for success in the uptake of the work: consistent Indigenous support over time. Faculty require time to discuss, adjust, co-design and pilot the materials with support from Indigenous staff due to the complexity and newness of the subject matter and approaches.

Limited-Resources: The pace of the work means one of our challenges is striking a balance between responding to requests while setting reasonable expectations. Our team has limited human resources and many more faculty to support: capacity building will take time. We are grateful for our Indigenous Elders providing their own teachings and Indigenous colleagues across student services and with from within facilities who collaborate in this work.

3. Digital Learning Strategy

Directly addressing Goal **T1**

The Vision

The goal of a Digital Learning Strategy is to transform learning by ensuring flexible, equitable pathways to student success, and further the institutional mission by providing a shared vision for digital learning across the whole of the institution and aligning resources with initiatives. Transformation in teaching and learning – a primary component of the institution’s mission – will lead the way in inspiring broader digital transformation across the University of Waterloo, including research, governance, and administration.

Waterloo has long been a Canadian leader in distance and online education and is proud of its title as Canada’s most innovative university. The University can, if it chooses to strategically draw on its resources and align its focus, establish itself as a leader in the evolving area of digital teaching and learning, which is much broader than traditional online education. Better use of digital means of instruction will enhance the student experience for all students regardless of mode of learning or location.

The Need

The University currently has no comprehensive strategic framework to guide the development of digital instruction and program design, the selection of digital teaching and learning tools and support for the learning experience, instead relying on historic practices, ad hoc planning, and disparate standards. The UW strategic plan, with our past accomplishments in digital teaching and learning, and our recent extensive experience with digital education necessitated by our

response to the pandemic all underscore that it is timely and important for Waterloo to develop an explicit digital learning strategy (DLS), to become more efficient and effective and better serve student success and to be more resilient in the face of future challenges.

The pandemic is a watershed moment. To remain viable and successful, all universities must be willing to reimagine themselves and foster a lifelong relationship with learners in the face of emerging societal changes and expectations. Learners at all stages of life are seeking more accessible and flexible opportunities tailored to their needs, and timely access to programs that help them not only enter the workforce but remain viable and progress within it. The value and ROI of degree structures is being questioned, and both traditional and non-traditional institutions are stepping in to fill those needs. Community and residency will remain a key component of our character; therefore, we must define and deliberately exploit the value of residency, while extending our brand and disciplinary strengths globally just as we also expand the use of digital tools effectively to enhance experience.

The Value

The DLS is critical to the T1 Goal stated above, supporting learner-centered approaches and student success by providing flexible pathways, and countless other opportunities to enhance learning, such as the blended/flipped courses supported by the Blended Learning Initiative.

The DLS plays an invaluable role in achieving strategies T2, T3, and T4, including supporting lifelong learning, helping expand and support opportunities for grad student skill development and Graduate Work Integrated Learning, helping facilitate interdisciplinary programs, and supporting internationalization by increasing the global reach of our institution as well as the diversity of both learner and instructor voices in the classroom.

The Digital Learning Strategy will better position us for future disruption regardless of type, making us more resilient and make us more efficient by aligning projects and investments with one another and with strategic goals.

Plans for 2023

The team has completed initial consultations and is working on a report of its findings, focusing on actionable recommendations. Because teaching and learning is so integral to the University, the Digital Learning Strategy impact many areas, all of which require input into the final plan. Therefore, the Working Group is currently working to socialize and refine the Strategic Directions and Recommendations that have been drafted and ensuring alignment with other lenses of the University Strategic Plan.

The Digital Learning Strategy recommendations will fall into short-, medium- and long-term timelines. Many will reinforce initiatives already underway, such as defining modes of learning, digital learning minimum requirements, and Educational Technology governance processes. These will form the immediate foundations for more ongoing substantive, longer-term initiatives, and changes.

Senate Graduate and Research Council

For Approval

Public

Open Session

To:

Senate

Sponsor:

Charmaine Dean

Contact Information:

Vice-President, Research & International

Sponsor:

Jeff Casello

Contact Information:

Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Presenter:

Jeff Casello

Contact Info:

jcasello@uwaterloo.ca

Date of Meeting:

January 16, 2023

[Senate Graduate & Research Council](#) met on 14 November 2022 and 12 December 2022 and agreed to forward the following items to Senate for approval as part of the Regular agenda.

Item Identification:

Graduate Studies Academic Calendar (GSAC) changes.

Recommendation/Motion:

To approve updates to the non-degree graduate student definition, effective 1 January 2023, as presented.

Jurisdictional Information:

This item is being submitted to Senate in accordance with [Senate Bylaw 2](#); section 4.03(a): "Make recommendations to Senate with respect to the governance, direction and management of, or any changes in rules, regulations or policies for graduate studies and research in the university."

Governance Path:

Graduate Operations Committee review date (mm/dd/yy): 09/20/22

Senate Graduate and Research Council approval date (mm/dd/yy): 12/12/22

Highlights/Rationale:

Some suggested changes to the GSAC non-degree graduate student definition are being proposed. The recommendation is to consider the transfer of any courses taken as a non-degree student to a degree program, on a case-by-case basis, at the time of admission assessment. This would align with the practice at the undergraduate level.

Senate Graduate and Research Council

When students apply for non-degree status, they must indicate their course plan and intent for taking these courses. Note, not all programs offer a non-degree status. Students are advised to connect with the program where they wish to take courses to determine the viability of such enrolment.

Documentation Provided:

Appendix A.

November 30, 2022

TO: Kathy Winter, Privacy Officer and Assistant University Secretary,
Senate Graduate and Research Council

FROM: Jeff Casello, Associate Vice-President, Graduate Studies and Postdoctoral Affairs and Marianne Simm, Director, Graduate Studies and Postdoctoral Affairs

RE: Graduate Studies Academic Calendar (GSAC) changes

Item for approval:

Updates to the non-degree graduate student definition.

Description and rationale for proposed changes:

Some suggested changes to the GSAC non-degree graduate student definition are being proposed.

The recommendation is to consider the transfer of any courses taken as a non-degree student to a degree program, on a case-by-case basis, at the time of admission assessment. This would align with the practice at the undergraduate level.

When students apply for non-degree status, they must indicate their course plan and intent for taking these courses. Note, not all programs offer a non-degree status. Students are advised to connect with the program where they wish to take courses to determine the viability of such enrolment.

Consultations:

IAP – it was confirmed that courses taken while enrolled under non-degree status are still submitted under the government claim. The rate would be equivalent to the Master's level, either 0.42 WGU (part-time Category 6 programs), or 0.60 WGU (part-time Category 7 programs).

Finance – we have confirmed that tuition is charged at the part-time rate. Note, some programs do not have a part-time option/tuition rate, so consultation on availability to enroll as non-degree status is important.

Proposed effective date: Term: Winter Year: 2023

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

<https://uwaterloo.ca/graduate-studies-academic-calendar/general-information-and-regulations/non-degree-students>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Non-degree graduate students</p> <p>Applicants possessing an Honours Bachelor's degree or equivalent who intend to take one or more graduate courses but are not proceeding to a degree or a diploma should apply for non-</p>	<p>Non-degree graduate students</p> <p>Applicants possessing an Honours Bachelor's degree or equivalent who intend to take one or more graduate courses but are not proceeding to a degree or a diploma should apply for non-</p>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>degree admission. Courses taken by non-degree students may not be used for credit toward a degree in a graduate program. Students in this non-degree category who subsequently decide to proceed to a degree will pay fees according to their category at that time. Non-degree students will not normally be granted full-time status.</p>	<p>degree admission. <u>Consult with the department/school offering the intended course(s) to determine if non-degree status is possible. Non-degree admission will be limited to programs that offer part-time status, and fees will be charged at the research/coursework master’s rate including any incidental fees. Any requests for full-time enrolment would not normally be granted.</u></p> <p><u>Non-degree graduate students who wish to apply to a graduate degree program must follow the regular admission process and meet program requirements. Admission into a graduate degree program from a non-degree status is not guaranteed.</u></p> <p><u>Students accepted into a graduate degree program will only receive credit for courses taken as a non-degree graduate student on the recommendation of the academic unit offering that graduate degree program and with approval by the Associate Dean (Graduate Studies). As an upper bound, students may transfer no more than one-half the course credits required for the degree. Programs may choose to set a lower limit, at the time of admission, of courses allowed for transfer.</u></p>

GradOps review date: 09/20/22

Senate Graduate and Research Council

For Approval

Public

Open Session

To: Senate

Sponsor: Charmaine Dean
Contact Information: Vice-President, Research & International

Sponsor: Jeff Casello
Contact Information: Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Presenter: Jeff Casello
Contact Info: jcasello@uwaterloo.ca

Date of Meeting: January 16, 2023

[Senate Graduate & Research Council](#) met on 14 November 2022 and 12 December 2022 and agreed to forward the following items to Senate for approval as part of the Regular agenda.

Item Identification:

Major Program Modification to the Master of Arts (MA) in Economics.

Recommendation/Motion:

To approve the deletion of the Coursework study option for the Master of Arts (MA) in Economics, effective 1 May 2023, as presented.

Jurisdictional Information:

This item is being submitted to Senate in accordance with [Senate Bylaw 2](#); section 4.03(e):

"Consider, study and review all proposals for new graduate programs, the deletion of graduate programs, major changes to existing graduate programs, arrange for internal appraisals as the council shall see fit, and make recommendations to Senate thereon."

Governance Path:

Department approval date (mm/dd/yy): 05/06/22

Graduate Studies and Postdoctoral Affairs review date (mm/dd/yy): 05/12/22

Faculty approval date (mm/dd/yy): 11/15/22

Senate Graduate and Research Council approval date (mm/dd/yy): 12/12/22

Senate Graduate and Research Council

Highlights/Rationale:

The department of Economics within the Faculty of Arts is placing greater emphasis on the Master of Arts (MA) Co-op program. The Regular MA program is now meant for those who are planning on going on to a PhD or for those who were not able to find co-op positions. Since students move between these two programs, the progression for the first two terms need to be kept the same, which would not be enough courses for the Coursework option in the first two semesters. Since we do not offer graduate courses in the Spring, this leaves the Major Research Paper (MRP) option as the only way to go.

Documentation Provided:

Program Revision Template - Appendix A.



Graduate Studies

Program Revision Template

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

Faculty: Arts

Programs: Master of Arts (MA) in Economics

Program contact name(s): Phil Curry, Maureen Stafford

Form completed by: Phil Curry

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the [SGRC Graduate Studies Course/Milestone Form](#).

- 1) *Deleting the Coursework study option.*
- 2) *Updating the course requirements.*
- 3) *Removing the required sequencing of the courses.*
- 4) *Removing the required average that must be maintained for courses.*

Is this a [major modification](#) to the program? Yes

Rationale for change(s):

- 1) *We are placing greater emphasis on the MA (Co-op) program. The Regular MA program is now meant for those who are planning on going on to a PhD or for those who were not able to find co-op positions. Since students move between the two programs, we need to keep the progression for the first two terms the same, which would not be enough courses for the Coursework option in the first two semesters in our opinion. Since we do not offer graduate courses in the Spring, this leaves the MRP option as the only way to go.*
- 2) *We have found that our students get good training in data analysis but struggle to collect and manage data, which is often an important component of their co-op positions and careers post-degree. We are removing the second required course in Econometrics and replacing the Research Methodology course with a course designed to address the shortcoming. We are also replacing the Capstone course with an elective. We have also found that students are often unable to handle the workload of 4 courses for the first two terms. Eliminating a course should help them get more out of the courses they take. Finally, the Capstone course was introduced so that students would end their degree on an academic semester as required. Students will now have a final academic semester with more options.*
- 3) *Removing the required course sequencing will provide more flexibility for students which is consistent with the PhD in Economics programs.*
- 4) *The required average is being removed from the GSAC program page since the average is consistent with the published University requirement.*

Proposed effective date: Term: Spring Year: 2023

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

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/departement-economics/master-arts-ma-economics>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ○ Fall • Delivery mode <ul style="list-style-type: none"> ○ On-campus • Length of program <ul style="list-style-type: none"> ○ The coursework option can be completed in two terms while the major research paper option requires three terms to complete. • Program type <ul style="list-style-type: none"> ○ Master's ○ Research • Registration option(s) <ul style="list-style-type: none"> ○ Full-time • Study option(s) <ul style="list-style-type: none"> ○ Master's Research Paper ○ Coursework <p>Degree requirements</p> <p>Master's Research Paper option:</p> <ul style="list-style-type: none"> • Graduate Academic Integrity Module (Graduate AIM) • Courses <ul style="list-style-type: none"> ○ Students must complete 8 courses (6 required and 2 elective) in the following sequence: ○ Fall term (year 1) <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 606 Research Methodology 	<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ○ Fall • Delivery mode <ul style="list-style-type: none"> ○ On-campus • Length of program <ul style="list-style-type: none"> ○ The Master's research paper option requires three terms to complete. • Program type <ul style="list-style-type: none"> ○ Master's ○ Research • Registration option(s) <ul style="list-style-type: none"> ○ Full-time • Study option(s) <ul style="list-style-type: none"> ○ Master's Research Paper <p>Degree requirements</p> <p>Master's Research Paper option:</p> <ul style="list-style-type: none"> • Graduate Academic Integrity Module (Graduate AIM) • Courses <ul style="list-style-type: none"> ○ Students must complete <u>the following 7 graduate level</u> courses (<u>5</u> required and 2 elective): <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 602 Macroeconomic Theory I ▪ <u>ECON 607 Data Science for Economists</u> ▪ ECON 621 Econometrics I ▪ <u>2 elective courses</u>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ▪ ECON 621 Econometrics I ▪ 1 elective course ○ Winter term (year 1) <ul style="list-style-type: none"> ▪ ECON 602 Macroeconomic Theory I ▪ ECON 622 Applied Microeconometrics I or ECON 623 Applied Macroeconometrics I ▪ 4 elective course ○ Normally, students must complete all of their required courses in the first two terms. Fall term: ECON 600, ECON 601, ECON 606 and ECON 621. Winter term: ECON 602, and ECON 622 or ECON 623. ○ Students will be required to maintain a cumulative average of 70% at the end of each term. Students who do not meet this average will be required to withdraw. ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the Graduate Advisor. ○ All electives (ECON or otherwise) must be 600, 700, 800 or 900 level graduate courses. <ul style="list-style-type: none"> • Master's Research Paper <ul style="list-style-type: none"> ○ A 2 course equivalent requiring an in-depth study of a topic approved by the Department (to be completed in the spring term of year 1). <p>Coursework option:</p> <ul style="list-style-type: none"> • Graduate Academic Integrity Module (Graduate AIM) • Courses <ul style="list-style-type: none"> ○ Students must complete 9 courses (6 required and 3 elective) in the following sequence: ○ Fall term (year 1) <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 606 Research Methodology 	<ul style="list-style-type: none"> ○ Normally, students must complete all of their required courses in the first two terms. ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the <u>Economics Associate Chair, Graduate Studies.</u> <ul style="list-style-type: none"> • Master's Research Paper <ul style="list-style-type: none"> ○ A 2 course equivalent requiring an in-depth study of a topic approved by the Department (to be completed in the spring term of year 1).

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ▪ ECON 621 Econometrics I ▪ 1 elective course ○ Winter term (year 1) <ul style="list-style-type: none"> ▪ ECON 602 Macroeconomic Theory I ▪ ECON 622 Applied Microeconometrics I or ECON 623 Applied Macroeconometrics I ▪ 2 elective courses ○ Normally, students must complete all of their required courses in the first two terms. Fall term: ECON 600, ECON 601, ECON 606 and ECON 621. Winter term: ECON 602, and ECON 622 or ECON 623. ○ Students are expected to write a paper with a value of at least 30% in at least 1 of their courses. ○ Students will be required to maintain a cumulative average of 70% at the end of each term. Students who do not meet this average will be required to withdraw. ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the Graduate Advisor. ○ All electives (ECON or otherwise) must be 600, 700, 800 or 900 level graduate courses. 	

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

- 1) *Students currently registered in the Coursework option of the MA will be able to complete it.*
- 2) *Students currently registered in the MA program will complete the program according to the requirements when they entered.*
- 3) *This will not impact students currently registered in the program.*
- 4) *This will not impact students currently registered in the program as the grade requirement being deleted is redundant.*

Department/School approval date (mm/dd/yy): 05/06/22

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 05/12/22

Faculty approval date (mm/dd/yy): 11/15/22

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

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

Senate Undergraduate Council

For Approval

Public

Open Session

To: Senate

Sponsor: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Presenter: David DeVidi, Associate Vice-President, Academic
Contact Info: david.devidi@uwaterloo.ca

Date of Meeting: January 16, 2023

[Senate Undergraduate Council](#) met on 15 November 2022 and agreed to forward the following item to Senate for approval as part of the regular agenda.

Item Identification:

Faculty of Science

Joint Academic Agreement Renewal with Dalian Maritime University (DMU)

Summary:

The pre-existing agreement between DMU and UWaterloo has expired, but the program will continue. The agreement requires renewal and this renewal includes program changes that are deemed to be major under the Institutional Quality Assurance Process.

Recommendation/Motion:

That Senate approve the academic program changes associated with the renewal of the joint academic agreement between Dalian Maritime University (DMU) and the University of Waterloo, effective as of the date of the last required signature on the signing page of the agreement, as presented.

Jurisdictional Information:

This item is being submitted to Senate in accordance with Senate Bylaw 2; section 5.03(b): "Make recommendations to Senate with respect to new undergraduate programs/plans, the deletion of undergraduate programs/plans, and major changes to undergraduate programs/plans."

Previous Action Taken:

The pre-existing Joint Academic Agreement was signed in May 2005.

Senate Undergraduate Council

Highlights:

This is a renewal of the Joint Academic Agreement between UWaterloo and DMU in China, under which successful students will be awarded an academic credential from each Institution.

Participating Students will complete two (2) years of study as a DMU student and spend a minimum of two (2) years as a Waterloo student.

Applicants can apply to one of the following eligible Waterloo Faculty of Science Undergraduate regular programs:

- Biology
- Chemistry
- Environmental Sciences
- Physics
- Mathematical Physics

For each Academic Year of the Program, DMU and Waterloo will work together to select up to Fifteen (15) Participating Students for the Faculty of Science.

The renewal of the agreement with DMU reactivates a program that has been dormant for several years - the most recent joint academic agreement between the two institutions were signed in 2005. While there are no substantive changes to the program itself, the University's approved Institutional Quality Assurance Process (IQAP) would classify the renewal of this agreement as a major modification due to "Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery"; in this case the germane changes would be to the faculty delivering the program, given the considerable time that has elapsed since the most recent agreement.

Next Steps:

If approved, the agreement will be sent for signing.

Documentation Provided:

Appendix A: Joint Academic Program Agreement Between Dalian Maritime University China and University of Waterloo Canada

Senate Undergraduate Council

For Approval

Public

Open Session

To: Senate

Sponsor: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Presenter: David DeVidi, Associate Vice-President, Academic
Contact Info: david.devidi@uwaterloo.ca

Date of Meeting: January 16, 2023

[Senate Undergraduate Council](#) met on 13 December 2022 and agreed to forward the following item to Senate for approval as part of the regular agenda.

Item Identification:

Faculty of Arts
Academic Plan Changes for the Technical Writing Minor

Recommendation/Motion:

That Senate approve the proposed changes to the Technical Writing Minor for the Faculty of Arts, effective 1 September 2024, as presented.

Jurisdictional Information:

This item is being submitted to Senate in accordance with Senate Bylaw 2; section 5.03(b): "Make recommendations to Senate with respect to new undergraduate programs/plans, the deletion of undergraduate programs/plans, and major changes to undergraduate programs/plans."

Governance Path:

Department approval date (mm/dd/yy): 04/25/22
Faculty approval date (mm/dd/yy): 11/15/22
Senate Undergraduate Council approval date (mm/dd/yy): 12/13/22

Highlights/Rationale:

Students have had trouble completing the minor because of course availability. In consultation with the Undergraduate Committee, the Associate Chair, Undergraduate has added appropriate courses that can count towards the minor, and changed the name of the minor to reflect that its scope, while still focusing on technical writing, has broadened to include courses in additional writing genres as well as courses that enhance the skills of professional writers.

Senate Undergraduate Council

This minor is picking up steam and demand but there are some roadblocks when it comes to availability of courses. Adding some more options to the minor will help make it easier for students to complete. Because these changes include more kinds of writing than just technical writing, a name change is recommended. It's believed that the new name will have wider appeal and that it more accurately reflects what the minor does.

Students enrolled under the current requirements and plan name will be given the option of moving to the revised plan with the new name or remaining with their current requirements and plan name.

Proposed Changes:

Current calendar text: <https://ugradcalendar.uwaterloo.ca/page/ARTS-English-Technical-Writing-Minor>

Proposed Calendar Text: (underlined and bolded = new, strikethrough = deletion)

Students enrolled in any degree program may pursue a minor designation in Technical **and Professional** Writing.

The Technical **and Professional** Writing Minor requires successful completion of a minimum of four academic units (eight courses) with a minimum cumulative minor average of 65%, including:

- ENGL 210E, ENGL 210J, ENGL 292, ENGL 392A
- two of ENGL 109, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, ENGL 193/SPCOM 193, ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291
- two of **ENGL 293**, **ENGL 306B**, ENGL 335, **ENGL 371**, ENGL 392B, **ENGL 408A**, ENGL 408B, ENGL 408C, ENGL 472, **ENGL 493**

Courses List

ENGL 293 – Introduction to Digital Media Studies

ENGL 306B – How English Grammar Works

ENGL 371 – Editing Literary Works

ENGL 408A – Writing for the Media

ENGL 493 – Topics in Professional Writing and Communication Design.

Senate Undergraduate Council

For Approval

Public

Open Session

To: Senate

Sponsor: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Presenter: David DeVidi, Associate Vice-President, Academic
Contact Info: david.devidi@uwaterloo.ca

Date of Meeting: January 16, 2023

[Senate Undergraduate Council](#) met on 13 December 2022 and agreed to forward the following item to Senate for approval as part of the regular agenda.

Item Identification:

Faculty of Health
New Academic Plan, Neuroscience Minor

Recommendation/Motion:

That Senate approve the proposed Neuroscience Minor for the Faculty of Health, effective 1 September 2024, as presented.

Jurisdictional Information:

This item is being submitted to Senate in accordance with Senate Bylaw 2; section 5.03(b): "Make recommendations to Senate with respect to new undergraduate programs/plans, the deletion of undergraduate programs/plans, and major changes to undergraduate programs/plans."

Governance Path:

Department of Kinesiology and Health Sciences approval date (mm/dd/yy): 12/22/21
Department of Biology approval date (mm/dd/yy): 5/31/22
Department of Psychology approval date (mm/dd/yy): 10/18/21
School of Public Health Sciences approval date (mm/dd/yy): 10/20/21
Faculty of Health approval date (mm/dd/yy): 11/15/22
Faculty of Science approval date (mm/dd/yy): 7/18/22
Faculty of Arts approval date (mm/dd/yy): 11/15/22
Senate Undergraduate Council approval date (mm/dd/yy): 12/13/22

Highlights/Rationale:

This proposal is to add a shared Neuroscience Minor between the Departments of Kinesiology and Health Sciences, Biology, Psychology, and the School of Public Health Sciences. This interdisciplinary minor will encourage students to take courses across four disciplines and will provide undergraduate students the ability to enhance their breadth and depth of knowledge related to Neuroscience. By leveraging the expertise of each program, we will be able to provide students an impactful educational experience. The collaborative and interdisciplinary aspects of this minor align well with the core values and strategic goals of the University.

The Departments of Kinesiology and Health Sciences, Biology, Psychology, and the School of Public Health Sciences, have developed the Neuroscience Minor through in-depth consultations and appropriate approval of the requirements, which includes the list of courses (PSYCH, BIOL, KIN, HLTH). Permission to include the SYDE (cross-listed with BIOL) course was granted by the Department of Systems Design Engineering.

The Minor will be managed by the Associate Chair of Kinesiology and Health Sciences, with regular discussions of the administrative structure including academic requirements, advising, curricular revisions, etc. with the Associate Chairs of Biology, Psychology, and Associate Director of Public Health Sciences. Academic advising will occur within the student's respective faculty. Students not in the Faculty of Arts, Health, or Science may contact an academic advisor in any one of the host faculties.

Academic regulations associated with new plan: The Neuroscience Minor will not be awarded together with a Medical Physiology Minor, Biology Minor, Addictions, Mental Health, and Policy Minor, or the Psychology Minor due to the common themes and courses in the minors.

Proposed Calendar Text:

The Neuroscience Minor is a shared minor between the Departments of Biology, Kinesiology and Health Sciences, Psychology, and the School of Public Health Sciences. The Neuroscience Minor provides students a breadth of course offerings including neurobiology, neurophysiology, neuropharmacology, motor control systems, neurological disorders, neurorehabilitation, and behavioural, cognitive, computational, developmental, health, and systems neuroscience. The Neuroscience Minor is designed to provide additional elective courses to prepare University of Waterloo students for health professional school and/or other neuroscience graduate programs/careers.

Requirements:

1. Students must be in an honours or three- or four-year general program at Waterloo.
2. An overall minimum average of 60% will be required for courses presented for the Minor.
3. Courses obtained on a Letter of Permission or in transfer credit must be equivalent to courses listed in the course requirements.
4. Successful completion of 5.0 units from the requirements listed below.
 - 2.5 units to be chosen, with no more than 1.5 in the same subject, from:
BIOL 371, BIOL 373, BIOL 376
KIN 255, KIN 301, KIN 312
HLTH 290

Senate Undergraduate Council

PSYCH 261, PSYCH 306, PSYCH 307, PSYCH 335

- 2.5 units to be chosen, with no more than 1.5 in the same subject, from:
BIOL 472, BIOL 476, BIOL 477L, BIOL 487/SYDE 552
HLTH 358, HLTH 458, HLTH 459, HLTH 461, HLTH 471
KIN 356, KIN 357, KIN 359, KIN 360, KIN 415, KIN 416, KIN 459
PSYCH 390, PSYCH 420
Independent project, senior essay, or honours thesis courses (see Note 2):
BIOL 499A, BIOL 499B, HLTH 432A, HLTH 432B, HLTH 472, KIN 431, KIN 432, KIN 433,
KIN 472, PSYCH 461, PSYCH 481, PSYCH 483, PSYCH 499A, PSYCH 499B, PSYCH 499C

Notes

1. Students in the Neuroscience Minor are expected to have already taken BIOL 130, BIOL 273, and PSYCH 101, which are prerequisites for one or more of the courses listed.
2. The independent project, senior essay, or honours thesis courses must be a topic on neuroscience or related area of study that is approved by the associate chair/director, undergraduate studies, for the respective department/school in charge of the course listed. Independent project, senior essay, or honours thesis courses from programs not listed (e.g., Sociology) must be a topic on neuroscience or related area of study that is approved by the Department of Kinesiology and Health Sciences associate chair, undergraduate studies.

This page intentionally left blank.

Senate Nominating Committee for Honorary Degrees

For Approval

Public

Open Session

To: Senate

Sponsor: Vivek Goel, President and Vice-chancellor
Contact Information: president@uwaterloo.ca

Sponsor: Jim Rush, Vice-President Academic & Provost
Contact Information: provost@uwaterloo.ca

Presenter: Vivek Goel, President and Vice-chancellor
Contact Info: president@uwaterloo.ca

Date of Meeting: January 16, 2023

Item Identification:

Honorary Degree Process Update

Summary:

Following discussion at the February 9, 2022 Senate Nominating Committee for Honorary Degrees meeting and a presentation at Dean's Council on September 7, 2022, this item is a follow up from the action to consider process improvements for the coordination of honorary degrees. The objective of this exercise was to consider ways to streamline the process, improve the diversity of candidates, and provide some consistency and support for the recipient's overall experience. In order to implement these process improvements, the Guidelines for the Awarding of Honorary Degrees and the Terms of Reference for the Senate Nominating Committee for Honorary Degrees require the proposed revisions. Dean's Council was asked to review the proposed changes on 7 December 2022, which they were supportive of. The Senate Nominating Committee for Honorary Degrees met on 12 December 2022 and agreed to forward this item to Senate for approval.

Recommendation/Motion:

That Senate approve the revised Terms of Reference for the Senate Nominating Committee for Honorary Degrees, as presented in attachment A and the revised Guidelines for the Awarding of Honorary Degrees as presented in attachment B.

Jurisdictional Information:

Under the [University of Waterloo Act](#), section 22(h) and 22(i), Senate has the power to confer honorary degrees in Divinity and in any department of learning. Under section 22(m) Senate has the power to

Senate Nominating Committee for Honorary Degrees

create councils and committees to exercise its powers. As a committee of Senate, the Senate Nominating Committee for Honorary Degrees is bringing forward this item for approval.

Proposed changes to the Honorary Degree Process:

Generating Nominations

- **Revised nomination process to be open and annual**
 - All employees, students or alumni will now be able to submit a nomination, increasing the number of potential nominators.
 - Nominations will be submitted to the Secretariat on an annual basis.
 - Nominations for a Faculty Honorary Degree will be distributed to the appropriate Faculties for review by their Faculty Committees and Deans before being sent to the Senate Committee for Honorary Degrees (HD Committee).
 - Nominations for an LLD will be reviewed by the President and Vice-President Academic & Provost in consultation with Deans.
- **Introduction of an annual call for nominations**
 - Each February, a call for nominations will be widely shared by the Secretariat with the university community.
 - Various means will be used (ex. email, social, Daily Bulletin, Alumni newsletter, Provost's Digest).
 - The Secretariat will also connect with Faculty Deans to encourage nominations within their Faculties.
- **Standardized nomination form, and new support to be provided for nomination submission.**
 - The nomination form is designed to simplify the nomination process for nominators.
 - The Secretariat will provide support with the nomination process. Faculties are also encouraged to identify teams that will provide support for writing nomination submissions.
 - Unsuccessful nominations can carryover for two additional years. Nominators will be advised of the option to update the file for the next annual call.
- **Open nominations from the University community.**
 - Opening nominations beyond faculty members allows for nominations from individuals who are motivated to see high quality HD recipients and who are highly aligned to strategic priorities of the University.
 - Annual calls will identify areas in which the University is encouraging nominations to ensure diversity of candidates
 - As Waterloo considers world renowned individuals, efforts will be encouraged to ensure the potential HD Recipients have a connection to Waterloo.
- **Limit the number of Honorary Degrees conferred.**
 - As the university's highest honor, only a limited number of honorary degrees are to be conferred each year to ensure the delivery of a high-quality recipient experience.

Senate Nominating Committee for Honorary Degrees

Securing Acceptances:

- **Revised HD invitation process.**
 - Invitations will normally be sent as soon as they are approved by Senate.
 - The HD nominees will select a convocation ceremony to attend within a two-year window.
 - This provides more flexibility for the recipient and more time for the Secretariat to follow up with those who do not initially respond.
 - The Secretariat will work with the HD recipients and Faculties to accommodate the ceremony of their preference while ensuring ceremonies are appropriately distributed.

Next Steps:

If approved, Honorary Degrees will be awarded under the new process in accordance to the revised Guidelines for the Awarding of Honorary Degrees, and the Senate Nominating Committee for Honorary Degrees will operate under the revised Terms of Reference.

Documentation Provided:

Appendix A: Revised Terms of Reference for the Senate Nominating Committee for Honorary Degrees

Appendix B: Revised Guidelines for the Awarding of Honorary Degrees

Appendix A

Senate Nominating Committee for Honorary Degrees Terms of Reference

1. To consider and make recommendations to Senate for ~~inclusion in a 'pool' of candidates for honorary degrees those candidates~~ who meet the established criteria.
~~To select from the pool of approved names, the individuals to receive degrees at any particular convocation, and to approach these individuals.~~
~~**Note:** The name of an individual recommended for an honorary degree is to be removed from the pool if no degree has been awarded to that person within a period of four years.~~
2. To consider and make recommendations to Senate for the conferring of the title "Distinguished Professor Emeritus" on those candidates who meet the established criteria. ~~Senate will then forward the recommendation(s) to the Board of Governors for approval.~~
3. To consider and make recommendations to Senate for the conferring of the title "Honorary Member of the University" on those candidates who meet the established criteria. Nominations will be forwarded to the Senate Committee from the Honorary Member of the University Committee. The Senate Committee will also be responsible for appointing members to the Honorary Member of the University Committee.

Membership and frequency of meetings:

- the president of the university, chair
- the vice-president, academic & provost
- the vice-president, advancement
- the associate provost, graduate studies
- the chair of the Honorary Member of the University Committee
- one member of Senate from the federated university and affiliated colleges
- one elected faculty member of Senate from each faculty of the university
- two members of Senate from the elected undergraduate student members
- one member of Senate from the elected graduate student members
- one member of Senate from among the alumni members

The committee will normally meet not more often than four times per year.

Amended by Senate, January 15, 1996

Amended February 22, 2010 (title only)

Amended by Senate, November 19, 2012

Amended by Senate, November 18, 2013

Amended by Senate, February 26, 2018

[Amended by Senate \[...\]](#)

Appendix B

University of Waterloo Guidelines for the Awarding of Honorary Degrees

In these guidelines, the following terms shall have the following meanings:

“committee” shall mean the Senate Nominating Committee for Honorary Degrees at the university.

“FUACAFIW” shall mean, collectively, the federated university and affiliated colleges of the University of Waterloo, and each federated university or affiliated college shall be referred to as “a FUACAFIW institution.”

“university” shall mean the University of Waterloo.

Honorary degrees awarded

The university confers the following honorary degrees, *honoris causa*:

- For scholarly/professional achievement: DEng (Doctor of Engineering), DES (Doctor of Environmental Studies), DLitt (Doctor of Letters), DSc (Doctor of Science), DD (Doctor of Divinity), DMath (Doctor of Mathematics). These degrees are normally awarded to persons of international stature who have made outstanding contributions to their discipline, to the development of their profession, or who have pioneered or revolutionized a field.
- For service to society: LLD (Doctor of Laws). This degree is awarded for outstanding contributions to the enrichment of society.

Purpose

An honorary degree is the highest honour conferred by the university. Through the conferring of honorary degrees, the University of Waterloo seeks to recognize outstanding achievement, whether academic or through service to society.

Selection guidelines

The committee will review each nominee in terms of whether ~~he or she personifies~~ they personify the core values of the relevant faculty and/or the university, and ~~exemplifies~~ exemplify the personal and professional characteristics to which we wish our students to aspire. People thus recognized should be such as to provide example and inspiration to students and graduates of the university. Decisions taken by the committee will seek to reflect the diverse social and cultural character of Canada as well as the academic diversity embodied in the university itself.

The range of achievement considered by the committee is broad, and includes such fields as research, scholarship, the arts, business, and professional and voluntary

service, including exceptional service or significant contribution to the university, the community, the nation, or the world.

It is not required that nominees have a direct connection with the university, but there should be a compelling reason why this particular university should confer its highest honour on an individual at a particular time.

Serving politicians, either Canadian or foreign, are not excluded from consideration for honorary degrees. Sensitive, however, to the perception of government influence on institutional autonomy and academic freedom, the committee will look for evidence in nominees of: exceptional service or leadership over an extended period in public life; general (as distinct from partisan) esteem; and a strong reason why the University of Waterloo in particular should confer the honour.

Individuals holding adjunct appointments are not excluded from consideration.

Exclusions

Active or newly retired members of the university faculty or staff will not normally be considered for honorary degrees. Where an exception is made, it should be for achievement or service beyond the university.

In absentia

Normally, honorary degrees are not awarded posthumously or in absentia.

Nomination package

All nominations must be submitted in writing.

For all honorary degrees ~~other than the LLD~~, the nomination package should normally include:

- a nomination letter (2-3 pages) from a member of the university community or a FUACAFIW institution, signed by one or more faculty members internal to the university or nominators;
- ~~a FUAC institution, none of whom need be a member of the faculty or FUAC institution that reviews the nomination prior to its submission to the committee (see Procedure below);~~
- form with a clear statement (up to 300 words) of the reasons why the nominee should be honoured by the university at this time. This statement should provide a brief overview of the outstanding achievements/contributions the nominee has made that have led to the nomination and why it is believed that this university in particular should consider conferring an honorary degree on this individual;

- ~~a letter in support of the nomination signed by the dean of the faculty supporting the nomination or by the appropriate president or principal of the FUAC institution out of which the nomination emerges;~~
- a current *curriculum vitae*, including current mailing and email addresses;
- links to online information, or other attachments, or any other appropriate materials such as news articles, literature, etc., that would help in the committee's evaluation of the nomination.

~~For the LLD, the nomination package should normally include:~~

- ~~a nomination letter (2-3 pages) signed by at least two members of the university or any FUAC institution;~~
- ~~a clear statement (up to 300 words) of the reasons why the nominee should be honoured by the university at this time. This statement should provide a brief overview of the outstanding achievements/contributions the nominee has made that have led to the nomination and why it is believed that this university in particular should consider conferring the LLD on the nominee;~~
- ~~a letter in support of the nomination signed by the vice-president, academic & provost of the university;~~
- ~~a current *curriculum vitae* for the nominee, including current mailing and email addresses; and~~
- ~~links to online information, or other attachments, or any other appropriate materials such as news articles, literature, etc., that would help in the committee's evaluation of the nomination.~~

Because of the need for strict confidentiality, nominators must not seek letters of support or reference from individuals external to the university and FUACAFIW. However, prior to signing the letterform in support of the nomination, the vice-president, academic & provost, or the dean of the relevant faculty, ~~or the president or principal of a FUAC institution (as the case may be)~~ shall use best efforts to consult with their colleagues to achieve as broad a perspective as possible on the suitability of the nominee to be honoured by this university. The committee may contact the nominators should it require further information to make an evaluation.

Completed nomination packages should be sent to the secretary of the Senate Nominating Committee for Honorary Degrees, c/o Secretariat, NH 3060. All information received by the committee is held in confidence.

If possible, and as deemed appropriate, nominators are encouraged to organize supplementary events within the nominating faculty or the university to complement the convocation activities (such as a special lecture by the honorary degree recipient).

Considerations

Since almost all candidates for honorary degrees will be distinguished people in one way or another, it is the task of the committee to investigate and judge their relative merits

and make preferential choices. While there are not specific criteria against which to assess nominees, there are certain questions which will guide the committee in its deliberations:

- In what ways is this nominee's achievement truly outstanding?
- In what ways has scholarship, a profession, or some significant segment of society benefitted by this contribution?
- Will this person's achievement be seen to be important and exemplary to the students who will graduate at that convocation?
- Has this person been appropriately recognized by the field or profession in which ~~he/she is~~they are said to excel?
- Why is it appropriate for this university to honour this person at this time?
- Does this candidate help Waterloo achieve the goal of reflecting, in the honours it bestows, the diversity of Canadian society or the academic diversity of the university?

Procedure

Honorary degrees are approved by Senate on recommendation of the committee. The committee shall consist of the following members:

- ~~five~~Five *ex-officio* members: the president (chair); vice-president, academic & provost; vice-president, advancement; associate provost, graduate studies; and chair, Honorary Member of the University Committee (a staff member); and
- the following members appointed by Senate: one member from each faculty; one faculty member representing the federated university and affiliated university colleges; two undergraduate students and one graduate student; and one alumnus/a.

~~All nominations for DEng, DES, DLitt, DSc, and DMath and DD must be first considered by the pertinent faculty committee or committee of a FUAC institution, and supported in writing by the dean of the faculty, or president/principal of a FUAC institution, as appropriate. Nominations for the LLD must be supported in writing by the vice-president, academic & provost, but otherwise will be made directly to the committee.~~

An open-call for nominations will be issued once a year. All employees, students or alumni will be invited to submit a standardized nomination form/package. The Secretariat (on behalf of the HD Committee) will provide support for nomination writing/submissions.

The Secretariat will collect nominations and distribute to relevant Faculties for review. LLD nominations received by the Secretariat will be distributed to the President and Vice-President Academic & Provost and reviewed in consultation with the Deans.

Supportive nominations from the Faculty Deans and Provost will be forwarded to the Secretariat for due diligence research and forwarded to the HD Committee for

consideration. The committee will meet ~~periodically~~once a year in the Fall term to consider nominations.

While quorum for the conduct of ordinary business of the committee is a majority of its membership, the quorum for approving nominees for recommendation to Senate shall be two-thirds of the membership. Only nominees who have the support of at least two-thirds of the members of the committee present at the meeting will be approved for forwarding to Senate. The committee may, where it chooses, defer consideration of candidates pending further information. Mindful that committee discussions are confidential, in the event that a candidate is not approved ~~for inclusion in the pool (i.e., not forwarded to Senate),,~~ a brief note will be sent to the ~~nominators, copied to the appropriate dean or to the appropriate president or principal of a FUAC institution, indicating why a nominator(s) advising that the nomination was not successful.~~can carryover for two additional years. Nominator(s) will be provided the option to update the file for the next annual call.

Once approved by Senate, candidates are ~~added~~normally invited on behalf of the President to the "pool" of potential~~receive an~~ honorary degree ~~recipients.~~ The invitations are not intended to be chosen by open-ended, candidates will be expected to communicate their acceptance of the committee in advance of each convocation. ~~University's offer within three months, and to attend a convocation ceremony for the conferral of the honorary degree within two years of the offer.~~ Normally, not more than one honorary degree will be conferred at any convocation ceremony.

~~Choice of convocation speakers will be left to the president, acting with the advice and support of the President's Advisory Committee on Convocation Speakers.~~ Nominees chosen to receive an honorary degree at any particular convocation ceremony may be asked to deliver the convocation address, but this is not required.

Approved at Senate:

March 22, 1999

April 17, 2006

June 21, 2010

November 18, 2013

February 26, 2018 (reflects a change to the terms of reference approved by Senate)

This page intentionally left blank.

University of Waterloo
SENATE EXECUTIVE COMMITTEE
Report to Senate
16 January 2023

FOR APPROVAL

Elections to Senate Committees

Motion 1: To elect members to Senate committees/councils as described in this report.

Senate Undergraduate Council

Faculty – One from each Faculty – term from 1 January 2023 to 30 April 2024

- Faculty of Arts – Janice Aurini (Sociology and Legal Studies)
- Faculty of Environment – Mike Wood (School of Environment, Enterprise and Development)

Senate Executive Committee

Faculty – One from each Faculty – term from 1 January 2023 to 30 April 2023

- Faculty of Engineering – Mary Robinson (Engineering)

Senate Finance Committee

Faculty – One from each Faculty – term from 1 January 2023 to 30 April 2023

- Faculty of Engineering – Marc Aucoin (Chemical Engineering)

Background: These vacancies arise from the stepping down of one senator, as well as from instances where no appointments were made in the usual course for the normal 1 May start date. The deans have been asked to recommend names of nominees to fill vacant seats on Senate committees and councils and the Board of Governors.

Further nominations will be accepted from the floor at the Senate meeting. Where there is more than one name for a position, an electronic election will follow the meeting.

This page intentionally left blank.

For Approval**Public****Open Session****To:**

Senate

Sponsor:

Andrea Kelman, University Secretary (acting)

Contact Info:andrea.kelman@uwaterloo.ca**Presenter:**Mike Grivicic, Associate University Secretary
and Secretary to Senate**Contact Info:**mgrivicic@uwaterloo.ca**Date of Meeting:**

January 16, 2023

Item Identification:

Delegation of authority to elect one Senate faculty representative to Board of Governors

Recommendation/Motion:

That Senate approve a one-time delegation of authority to the Senate Executive Committee to elect (on behalf of Senate) one faculty member of Senate to the Board of Governors, with said election expected to be completed in late January 2023.

Jurisdictional Information:

This item is submitted to Senate in accordance with [Senate Bylaw 2](#); section 1.04(b):

...to exercise the powers of Senate, within the limits of *The University of Waterloo Act, 1972*, on all matters considered by the Executive Committee in its discretion to be of sufficient urgency that they must be decided prior to the next regular meeting of Senate, provided that the Executive Committee shall have no power under any circumstances to repeal, amend or modify Senate bylaws, or to exercise Senate's responsibilities under Policies 45, 48, 50 and 68. All such actions are to be reported to Senate.

Governance Path:

Not applicable

Highlights/Rationale:

According to section 11(3) the *University of Waterloo Act, 1972*, the membership of the University's Board of Governors includes "Seven members to be appointed by the Senate from among the members of the faculty of the Senate". One such vacancy has recently arisen and the Secretariat has begun the process of calling for nominations to fill said vacancy, with the nomination/election period anticipated to run beyond the 16 January 2023 Senate meeting where the member would ordinarily be elected.

For this member to be duly elected by Senate in time for the upcoming Board of Governors meeting on 7 February 2023, it is proposed that Senate delegate its authority on a one-time basis to the Senate Executive Committee to carry out the election on Senate's behalf.

Documentation Provided:

Not applicable.

This page intentionally left blank.

Senate Graduate and Research Council

For Information

Public

Open Session

To: Senate

Sponsor: Charmaine Dean
Contact Information: Vice-President, Research & International

Sponsor: Jeff Casello
Contact Information: Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Presenter: Charmaine Dean
Contact Info: vpri@uwaterloo.ca

Date of Meeting: January 16, 2023

[Senate Graduate & Research Council](#) met on 14 November 2022 and 12 December 2022 and agreed to forward the following items to Senate for information as part of the consent agenda.

Jurisdictional Information:

As provided for in [Senate Bylaw 2](#), section 4.03, council is empowered to make approvals on behalf of Senate for a variety of operational matters:

(c) Receive, consider, study and review briefs on any aspect of graduate studies and research from members of the university.

(f) On behalf of Senate, consider and approve all new graduate courses, the deletion of graduate courses, and proposed minor changes to existing graduate courses and programs, and provide Senate with a brief summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.

(h) On behalf of Senate, consider and approve renewals for centres and institutes, and report such renewals to Senate for information. Any matter of controversy that might arise may be referred to Senate.

(i) On behalf of Senate, consider and approve all new graduate scholarships and awards. Any matter of controversy that might arise may be referred to Senate.

Item Identification

On behalf of Senate, the following items were approved:

1. Research Institute

Council approved the renewal of the [Cybersecurity and Privacy Institute](#) for a five year term.

2. University Research Ethics

Council approved [one \(1\) new member](#) on the Clinical Research Ethics Board.

Senate

3. Academic Program Reviews

Council approved the following reports:

- a) [Final Assessment Report: Master of Catholic Thought](#)
- b) [Final Assessment Report: Doctor of Optometry and Vision Science](#) /
[Two-year Progress Report: Doctor of Optometry and Vision Science](#)
- c) [Two-Year Progress Report: Graduate Diploma in Climate Risk Management](#)

4. Graduate Awards

[Council approved](#) the Faculty of Arts Research and Travel Grants Fund (trust), Students-At-Risk Bursary (trust), [along with](#) the Black Graduate Students EDI-RO Award (operating), and Ogimaa Indigenous Graduate Scholarship (trust).

5. Curricular Submissions

Council approved new courses, course revisions, course inactivations, milestone revisions, and minor program revisions for:

- a. [Faculty of Health](#) (School of Public Health Sciences)
- b. [Faculty of Environment](#) (School of Environment, Enterprise and Development; Geography and Environmental Management)
- c. [Faculty of Arts](#) (Economics, Psychology, Global Governance, Sociology and Legal Studies, Political Science)

Senate Undergraduate Council

For Information

Public

Open Session

To: Senate

Sponsor: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Presenter: David DeVidi, Associate Vice-President, Academic
Contact Info: david.devidi@uwaterloo.ca

Date of Meeting: January 16, 2023

Senate Undergraduate Council met on 15 November 2022 and on 13 December 2022, and agreed to forward the following items to Senate for information as part of the consent agenda.

Jurisdictional Information:

As provided for in [Senate Bylaw 2](#), section 5.03, council is empowered to make approvals on behalf of Senate for a variety of operational matters:

(c) On behalf of Senate, consider and approve all new undergraduate courses, the deletion of undergraduate courses, and proposed changes to existing undergraduate courses and minor changes to programs and/or plans, and provide Senate with a summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate

(e) Consider, study and review briefs on any aspect of undergraduate studies from members of the university.

Item Identification

On behalf of Senate, the following items were approved:

Academic Program Reviews

Council approved the following reports:

- [Two-Year Progress Report \(PR\) Religious Studies and Jewish Studies](#)
- [Two-Year Progress Report \(PR\) Sexuality, Marriage, and Family Studies](#)

Minor Plan & Curricular Modifications

Council approved minor plan changes, new courses, course changes and course inactivations for:

- a. [Faculty of Arts](#) (anthropology; applied language studies minor; co-operative education & career action; diploma in applied language studies; Germanic & Slavic studies; history; political science; psychology; religious studies; Renison university college; school of accounting & finance; sociology and legal studies; technical writing specialization)
- b. Renison University College (social work). [\[link 1\]](#) [\[link 2\]](#)
- c. [Faculty of Science](#) (work term report)

This page intentionally left blank.

Senate Undergraduate Council

For Approval

Public

Open Session

To: Senate

Sponsor: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Presenter: David DeVidi, Associate Vice-President, Academic
Contact Info: david.devidi@uwaterloo.ca

Date of Meeting: **January 16, 2023**

[Senate Undergraduate Council](#) met on 15 November 2022 and agreed to forward the following item to Senate for approval as part of the consent agenda.

Item Identification:

Faculty of Arts
Bachelor of Arts Degree and Co-op Requirements – PD Courses

Recommendation/Motion:

That Senate approve the proposed academic regulation revisions to the Bachelor of Arts Degree Requirements and the Bachelor of Arts Co-op Requirements for the Faculty of Arts, effective retroactively for the 2021-2022 and 2022-2023 academic calendars, as presented.

Jurisdictional Information:

This item is being submitted to Senate in accordance with Senate Bylaw 2; section 5.03(a):
"Make recommendations to Senate with respect to rules and regulations for the governance, direction and management of undergraduate studies in the university."

Governance Path:

Arts Regulations Committee approval date (mm/dd/yy): 09/19/22
Faculty approval date (mm/dd/yy): 11/15/22
Senate Undergraduate Council approval date (mm/dd/yy): 11/15/22

Background and Rational:

At the May 2020 Senate Undergraduate Committee meeting, effective for the 2021-2022 Undergraduate Calendar, the requirements for PD courses for Bachelor of Arts students was changed.

- “Add one (1) PD course to PD course requirements, to a total of five (5) PD courses.”

Senate

Senate Undergraduate Council

The fifth PD course was expected to be a new course that supported students' "digital literacy", but this new course has not since been developed. The Faculty of Arts is developing other plans to support digital literacy among BA students, but this requirement will not be confined to a PD course. The requirement for five PD courses was inconsistent with other faculties and also with other Arts plans – Global Business and Digital Arts (GBDA) and Accounting and Financial Management (AFM) students only require four PD courses. Moving forward, Bachelor of Arts students will be required to complete four PD courses.

Proposed Changes:

Current calendar text: <https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements>

Proposed Calendar Text: (underlined and bolded = new, strikethrough = deletion)

...

In order to be eligible to receive a co-op designation at the time of graduation, students in Bachelor of Arts (BA) coop plans are required to complete:

- a minimum of four work terms beyond the 2A level, and
- a minimum of ~~five~~ **four** Professional Development (PD) courses.

Professional Development (PD) Courses

PD courses are intended to enhance the professional development of the student and assist in integrating their academic and work-term experiences. With the exception of PD 1, students are expected to take the courses while on their co-op work terms. The required schedule for completing the PD courses is as follows:

- PD 1 must be taken in an academic term prior to the first work term,
- PD 12 must be taken during the first work term,
- ~~three~~ **two** additional PD courses of the student's choice should be taken during the second, third, ~~and~~ **or** fourth work terms.

...

Current calendar text: <https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Degree-Requirements>

Proposed Calendar Text: (underlined and bolded = new, strikethrough = deletion)

...

- for co-op:
 - minimum work-term units: 2.0,
 - minimum Professional Development (PD) units: ~~2.5~~ **2.0**

...

Senate Undergraduate Council

For Approval

Public

Open Session

To: Senate

Sponsor: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Presenter: David DeVidi, Associate Vice-President, Academic
Contact Info: david.devidi@uwaterloo.ca

Date of Meeting: **January 16, 2023**

[Senate Undergraduate Council](#) met on 15 November 2022 and agreed to forward the following item to Senate for approval as part of the consent agenda.

Item Identification:

Faculty of Arts
Bachelor of Arts Degree and Co-op Requirements – Work term reports

Recommendation/Motion:

That Senate approve the proposed academic regulation revisions to the Bachelor of Arts Degree Requirements and the Bachelor of Arts Co-op Requirements for the Faculty of Arts, effective retroactively for the 2018-2019, 2019-2020 and 2020-2021 academic calendars, as presented.

Jurisdictional Information:

This item is being submitted to Senate in accordance with Senate Bylaw 2; section 5.03(a):
"Make recommendations to Senate with respect to rules and regulations for the governance, direction and management of undergraduate studies in the university."

Governance Path:

Arts Regulations Committee approval date (mm/dd/yy): 09/19/22
Faculty approval date (mm/dd/yy): 11/15/22
Senate Undergraduate Council approval date (mm/dd/yy): 11/15/22

Background and Rational:

Prior to Fall 2021, students in Co-op programs were required to complete and submit work term reports. Work term reports will no longer be accepted. Students who began Co-op before Fall 2021 are now required to complete a total of four work term reports and/or PD courses.

Senate Undergraduate Council

At the May 2020 Senate Undergraduate Council meeting, effective for Fall 2021, the requirement to complete work-term reports was removed from Bachelor of Arts students. The intention was that BA students would meet the reports requirement by completing more PD courses, with integrated reflection assessments. With the addition of a PD course (from four to five PD courses) in the same motion, pre-2021 students could not be required to fulfil the new requirements. It was decided that we would manually track those students by using transcript text, and that they would submit their work reports rather than take PD courses. The Faculty of Arts have had larger numbers of students than anticipated falling between the two systems, however, making them impractical to track. Also, work report marking fees have since been eliminated, meaning that there is no longer a system in place to fund the marking of these reports.

Now that the PD course requirement is returning to four PD courses, it is possible to back-date the change to apply to the majority of current BA students (following 2018–2019, 2019–2020, and 2020–2021) academic calendar requirements, so that the work-term report requirement no longer needs to be tracked. This cleans up the student record with the current process. As the work-term report requirement has not been present in the Undergraduate Calendar since September 2021, this retroactive change will not be recorded in the affected Calendars.

Related to Calendar pages:

<https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements>

<https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Degree-Requirements>

University of Waterloo
REPORT TO SENATE FROM THE FACULTIES
16 January 2023

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/default/files/uploads/documents/supp-all.pdf#page=47>