



Senate

June 9, 2025

3:30 p.m.

Needles Hall

NH 3407

Waterloo Campus

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2025 06 09 Senate Meeting

AGENDA

Link to Governance Resources

<https://uwaterloo.ca/secretariat/governing-bodies/senate>

OPEN SESSION

3:30 p.m.	1. Territorial Acknowledgement [Marc Jerry]			
3:35 p.m.	2. Approval of the Agenda and minutes [Goel]			
	2.1 Conflict of Interest	Declaration		
	2.2 Approval of the Agenda and Consent Items	Decision		
	2.3 Minutes of the May 5, 2025 Meeting - open and confidential	Decision		
	2.4 Business Arising from the Minutes	Information		
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3:40 p.m.	3. Report of the President [Goel]			
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4:00 p.m.	4. Presentation - Waterloo Student Experience & Engagement (WatSEE) [Marlee Spafford]			
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4:20 p.m.	5. Annual Report of the COU Academic Colleague [Scott Kline]	Information		
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4:35 p.m.	7. Report of Senate Undergraduate Council			
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4:40 p.m.	8. Report of Senate Executive Committee			
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4:50 p.m.	9. CONSENT AGENDA			
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9.8 Report of the Vice-President, Research and International - Awards, Distinctions, Grants, Waterloo International Engagements, Commercialization Activity	66	
4:55 p.m.		
10. Items Removed from the Consent Agenda		
11. Other Business	Input	
11.1 Discussion Item - Making Use of Existing Senate Committees for Review of Academic Programs	Discussion	72
5:00 p.m.		
CONFIDENTIAL SESSION		
Senators, Vice-Presidents, Secretariat and Technical Staff as required		
12. Approval of the Minutes [Goel]		
12.1 Minutes of the May 5, 2025 Meeting (confidential session)	Decision	76
12.2 Business Arising from the Minutes	Information	
5:05 p.m.		
13. Report of the Vice-President, Advancement & External Relations		
13.1 Annual Report of New Gifts and Pledges \$250,000+ received (May 1, 2024 to April 30, 2025)	Information	77
5:10 p.m.		
14. Annual Senate Self-Evaluation		
14.1 Senate Effectiveness Survey 2024-25, Initial Observations and Next Steps (Senate)	Discussion	82
15. Other Business	Input	
16. Adjournment		
Non-senators interested in attending a Senate meeting can find meeting dates, registration details, and guidelines for visitors through the link		
https://uwaterloo.ca/secretariat/senate-meeting-dates		

For Information**Open Session**

To: **Senate**

From: Gen Gauthier-Chalifour, University Secretary

Agenda Item: **2. Approval of the Agenda and Minutes**

2.1 Conflict of Interest

Senators are invited to declare any conflicts related to the open session agenda at this time. Should a conflict of interest arise during discussion, senators are asked to declare a conflict of interest as it arises.

The Secretariat can provide guidance regarding potential conflicts of interest in advance of or during the Senate meeting.

2.2 Approval of the Agenda, and Approval of the Consent Agenda

Motion: To approve the agenda as presented/amended, and to approve or receive for information the items on the consent agenda, listed as items 11.1-11.8 of the Senate agenda.

Senators wishing to have an item removed from consent to the regular agenda are asked to contact the University Secretary in advance of the meeting. Senators may also request to have items moved to the regular agenda immediately prior to the approval of the agenda.

2.3 Minutes of the May 5, 2025 Meeting – open and confidential

Motion: To approve the minutes of the meeting (open session), and to approve the minutes of the meeting (confidential session), as distributed/amended.

Documentation Provided:

- Minutes of the May 5, 2025 Meeting – Open Session

2.4 Business Arising from the Minutes

- i. Item 8.2, Amendments to Bylaw 2 – the amendments to Senate Bylaw 2 are brought for second reading/final approval

**University of Waterloo
Senate
Minutes of the May 5, 2025 meeting
[in agenda order]**

Present: John Abraham, Nasser Abukhdeir, Bilal Ahmed, Avery Akkerman, Veronica Austen, Aubrey Basdeo, Jordan Bauman, Jean Becker, Andrew Chang, Martin Cooke, Cecilia Cotton, Kim Cuddington, Hans De Sterck, Laura Deakin, Charmaine Dean, David DeVidi, Catherine Dong, Mark Ferro, Paul Fieguth, Teresa Fortney, Genevieve Gauthier-Chalifour (Secretary), Mark Giesbrecht, Vivek Goel (Chair), Mike Grivicic (Associate Secretary), Vikas Gupta, David Ha, Peter Hall, Kevin Hare, Meray Sadek, Natalie Hutchings, Nadine Ibrahim, Marc Jerry, Acey Kaspar, Achim Kempf, Veronica Kitchen, Scott Kline, Sachin Kotecha, Christiane Lemieux, Ondrej Lhotak, Lili Liu, Brad Lushman, Jennifer Lynes, Stephanie Maaz, Shana MacDonald, Carol Ann MacGregor, Blake Madill, Colleen Maxwell, Kristiina Montero, Richard Myers, Cathy Newell Kelly, Christopher Nielsen, James Nugent, Troy Osborne, Nicholas Pellegrino, Damian Mikhail, David Porreca, Jacinda Reitsma, Mary Robinson, James Rush, John Saabas, Beth Sandore Namachchivaya, Asher Scaini, Mark Seasons, Marcus Shantz, Jagdeep Singh Bachher, James Skidmore, Christopher Taylor, Alexie Tcheuyap, Sharon Tucker, Diana Vangelisti, Johanna Wandel, Mary Wells, Clarence Woudsma, Changbao Wu, En-Hui Yang

Regrets: Marc Aucoin, Judy Castaneda, Bruce Frayne, Murray Gamble, Rob Gorbet, Chris Houser, Ellen MacEachen, Peter Meehan, Kirsten Muller, Neil Randall, Rida Sayed, Siva Sivoththaman, Katie Traynor, Stanley Woo

Guests: Graham Brown, Aldo Caputo, Ashley Day, Nenone Donaldson, Bernard Duncker, Donna Ellis, Melanie Figueiredo, Jenny Flagler-George, Richard Florizone, Katy Fulfer, Jennifer Gillies, Diana Goncalves, Janine Graham, Sarah Hadley, Marc Hurwitz, Samantha Hurwitz, Diane Johnston, Andrea Kelman, Alex Kunert, Tony Ly, Nick Manning, Jon Mason, Norah McRae, Christine McWebb, Ian Milligan, Elena Neiterman, Josh Neufeld, Fayaz Noormohamed, Nicholas Pfeifle, Nick Pfeifle, Daniela Seskar-Hencic, Nadia Singh, Kathy Smidt, Greg Smith, Allan Starr, Kerry Stryker, Brandon Sweet, Tim Weber-Kraljevski, Maris Weiss, Kate Windsor, Esther Wingate, Katy Wong-Francq

OPEN SESSION

The chair welcomed senators to the meeting and offered remarks. Today is Red Dress Day, which is a National Day of Remembrance for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+). Earlier today, there was a celebration of life for Professor Siv Sivaloganathan, and members of the community may contribute to the Siv Sivaloganathan Memorial Scholarship which will fund graduate studies in his area of mathematical medicine research. The chair welcomed two new members of Senate: Damian Mikhail as the new president of WUSA, and Meray Sadek as the new GSA president.

1. Territorial Acknowledgement

The territorial acknowledgement was given by the chair.

2. Approval of the Agenda and Minutes

2.1 Conflict of Interest.

No conflicts of interest were declared.

2.2 Approval of the Agenda, and Approval of the Consent Agenda.

A motion was heard to approve the agenda as presented, and to approve or receive for information the items on the consent agenda, listed as items 10.1-10.7 of the Senate agenda. Seasons and Lynes. Carried.

2.3 Minutes of the March 3, 2025 Meeting – open and confidential.

One senator noted a few minor amendments, and the Secretariat will liaise with them following the meeting to confirm the suggested amendments. A motion was heard to approve the minutes of the meeting (open session) as amended. Bauman and Gupta. Carried.

2.4 Business Arising from the Minutes.

Various business items were noted in the memo included with the agenda.

3. Report of the President

3.1 General Update

President and Vice-Chancellor Vivek Goel provided his report. He noted the recent federal election which resulted in several new MPs from the Waterloo area, and observed that none of the platforms of the leading parties paid significant attention to postsecondary education – in this context, the sector continues to advocate on a variety of issues. Slower study permit renewal processing times are being observed (around 220 days) which move the prospective approvals past the start of fall term. The province has announced \$750 million in STEM program investment over five years, and while this is welcome support the increment does not fully address funding gaps. The University continues to monitor the situation in the USA, with issues of relevance including changes to agency funding. Recently, the Vice-President, Research and International issued a memo providing guidance on international travel to reflect the shifting geopolitical situation.

3.2 Amendment to Policy 40 – The Chair

Goel provided a short overview of the report and recommendation. Vice-President, Academic and Provost James Rush observed that these amendments were initiated by the Faculty Relations Committee to update language that was gendered and anachronistic, to update titles, and to align language around new appointments to clarify current practices for internal/external searches. FAUW President David Porreca indicated that further amendments have been identified since this initially was recommended, but that those amendments will be held in abeyance to not hold up the current approvals. Members noted that reference to St. Paul's should instead refer to United College, and the minor amendment to correct this reference will be reflected in the version that proceeds to the Board of Governors for final approval. A motion was heard that Senate recommend the Board of Governors approve the proposed revisions to Policy 40 – The Chair, as amended. Porreca and Hare. Carried.

4. Report – Teaching Awards Committee

4.1 Teaching Award Winners. Associate Vice-President Academic David DeVidi announced the winners of the Distinguished Teacher Awards: Chad Wriglesworth (St. Jerome's), Elena Neiterman (School of Public Health Sciences), Marc Hurwitz (Conrad School) and Martin Pei (Combinatorics & Optimization), with an honorable mention of Katy Fulfer (Philosophy) in recognition of her extraordinary courage and care in the face of targeted classroom violence that occurred in June 2023. Interim Co-Associate Vice-President, Graduate Studies and Postdoctoral Affairs Clarence Woudsma announced the winners of the Amit & Meena Chakma Awards for Exceptional Teaching by a Student: Alexandra Kunert (Earth and Environmental Sciences), Ali Syed (Pharmacy), Jeremy Cohen (Kinesiology & Health Sciences), and Serena McDiarmid (Psychology).

Senate invited Elena Neiterman and Alexandra Kunert to offer comment in relation to the awards. Neiterman and Kunert spoke to the importance of making connections with students, the impact that teachers have on students' lives, being able to create space for growth and thriving, being able to learn from students, having tremendous support from colleagues including exemplary mentorship from other teachers. They thanked the members of the selection committees, the nominator, and the award donors.

5. University Task Force Updates

5.1 Reports from the Task Force on Principles for Institutional Partnerships and the Task Force on Social Responsibility in Investing

Associate Vice-President, Chief Financial Officer Sarah Hadley and Associate Vice-President, Research Oversight and Analysis Ian Milligan provided a slide presentation to convey the key findings and recommendations of the two task forces along with outlining prospective activity arising from those reports through the end of 2025. Discussion questions were provided to foster conversation at Senate. Hadley and Milligan relayed some of the challenges pertaining to these task forces' recommendations, including measurement issues for certain investments, what engagements would be considered to be institutional partnerships, the relative complexity of having to make assessments of partnerships in the context of human rights issues, and the potential need for a mechanism to review partnerships.

Discussion was invited. A senator observed that the existing Responsible Investment Policy is not a numbered policy, and perhaps this should be considered. The language in the task force reports is not necessarily binding and there is less comfort among some senators if implementation is done through the establishment of guidelines whereas a policy would be a stronger response. The prospective action on investments would apply to the endowment and pension plan funds. A question was raised as to whether the policy could be applied to the Student Venture fund run through the School of Accounting and Finance. In reviewing partnerships, it would be advisable to review the partner institution's record on human rights. The move to increase investment disclosure is laudable. There was question of how credible evidence would be defined for the purpose of investigating partnerships, and who specifically would be involved in any potential review mechanism. An active process of continual review of partnerships would be beneficial. The cited UN conventions are relatively old and may not be germane. Senate may establish ad hoc committees, and a senator suggested that this could be a mechanism for

Senate to be engaged on these matters. There are differing levels of investment flexibility for the endowment and the pension plan, which may suggest that differing approaches ought to be applied to each fund. Institutional neutrality applies to institutional communications, but not necessarily for operational considerations.

5.2 Statement on Institutional Neutrality, Institutional Restraint and Communications – Guidelines for Collective Bodies

Goel provided a short introduction and Associate Vice-President, Faculty Planning and Policy Christine McWebb spoke to the report. It is proposed that when a body want to take a collective position, that body should make the greatest possible effort to emphasize that the position is taken only by the body and not by the University. The aim today is to obtain feedback from Senate to be combined with feedback from others in the campus community toward a recommendation that is anticipated to be brought in Fall 2025.

Discussion was invited. It was noted that while Faculty Relations Committee is observed on the governance path, that body did not formally endorse this. The approach seen here for implementing task force recommendations has been commonly taken in recent years, however some senators believe this would be better implemented as a policy. In response to a concern raised regarding guidance on social media and for non-unit informal collectives, it was confirmed that bodies are not barred from using social media but would not be able to utilize University communications brand assets since amplification of this collective message in that way could be seen as an institutional position, which in turn could abridge the academic freedom of colleagues who may not agree with the collective position that was taken. Questions were raised around clarification between the applicability of policies which require upholding, and guidelines which aim to provide guidance without enforcement. For digital assets, it may be helpful to delineate which assets' use would be construed as the University's endorsement of the position. A senator expressed concern at the prospect of selective application of guidelines, and at the absence of policy guidance in the formulation of guidelines.

6. Report of the Senate Executive Committee

6.1 New Committee Proposal: Senate Planning and Finance Committee

Goel provided a short overview of the proposal, and senators discussed the report. The version brought forward to Senate includes minor amendments which were not included in the versions recommended by the two bodies, and the terms of reference proposed do not have any reduced scope but rather increases the scope of the combined committee. The combination of the two committees will help to increase synergy and support the integrated planning approach through generative discussions. A motion was heard that Senate establish a new committee, the Senate Planning and Finance Committee, as described in this report and effective September 1, 2025. DeVidi and Woudsma. Carried.

6.2 Senate Graduate & Research Council Restructuring Proposal

Goel observed that this proposal arises from the Senate Governance Review, with considerable discussion having occurred at the council over several years. A motion was heard that Senate approve the restructuring of the Senate Graduate & Research Council into two separate councils of Senate – the Senate Graduate Council and the Senate Research and Innovation Council – as described in this report and effective September 1, 2025. Dean and Woudsma. Carried.

6.3 Amendment to Senate Bylaw 2

Goel indicated that this report will reconcile the removal of the progenitor bodies to the new bodies approved in 6.1 and 6.2 of the agenda, and that in keeping with modern practices Senate has been approving new terms of reference outside of bylaws and this approach is reflected here. A motion was heard that Senate approve and give first reading to the amendments to Senate Bylaw 2 as presented in this report and effective September 1, 2025. Lynes and DeVidi. Carried.

6.4 Submission Received – Proposal to Amend Senate Bylaw 4

Goel noted that the Senate Executive Committee agreed in principle with the merits of adding staff representation to Senate, with further investigation and consultation as described in the report. Senator James Nugent indicated that he would elect to withdraw his motion on the basis that the staff association is currently reviewing its structure.

7. Report of Senate Undergraduate Council

7.1 Senate Undergraduate Council: Faculty of Science – Major Modifications

DeVidi provided an overview of the report and recommendation, noting that this new program will provide more flexibility and replace a program that has been seeing increasing attrition. A senator asked whether the BScFM is too similar and may be confused with the Bachelor of Sustainability and Financial Management (BSFM), and it was clarified that the latter program's marketing is sufficiently differentiated. A motion was heard that Senate approve the creation of a Bachelor of Science and Financial Management (BScFM) program with three new science and three new business specializations, and, to retire the Bachelor of Science, Biotechnology/Chartered Professional Accountancy program at the same time, effective September 1, 2026, as presented. DeVidi and Deakin. Carried.

8. Report of the Faculty of Health

8.1 Amendments to the Faculty of Health Constitution

Dean of Health Lili Liu provided a short overview of the report. A motion was heard that Senate approve the amended Constitution for the Faculty of Health at the University of Waterloo, as described in this report. Liu and Giesbrecht. Carried.

9. Report of the University Secretary

9.1 Election of Graduate Student Senator to Board of Governors

With no further nominations forthcoming after a call from the floor, a motion was heard that Senate elect Meray Sadek as the graduate student senator for a two-year term to August 31, 2027. Maxwell and Porreca. Carried.

9.2 Election Results - Senators to Board of Governors

This item was received for information.

9.3 Senate Governance Processes

Nugent takes issue with the approach taken by the Senate Executive Committee (SEC) in considering how to integrate his submission [see item 6.4] into the Senate agenda, asserting that the submission ought to have been brought for a potential first reading. Nugent agreed with the committee's ability to comment on the submission, but not with the committee placing the report on the agenda for information and argued that action exceeded the committee's role in preparing the Senate agenda.

Senators discussed the matter. Senate may consider ways to foster discussions/debates initiated by senators. The role of SEC in preparing the Senate agenda also includes examining the soundness of all reports/submissions to Senate. A senator suggested the Senate agenda might add a new section to offer a forum where senators may raise potential new business, which thereon may be taken up or declined. SEC has established processes in the context of an appropriate agenda development function for the Senate. One perception could be that SEC was acting in a paternalistic manner in referring said submission to Senate in the form that it was, rather than as the submission was received. There are many ways to debate items of interest, and the format of debate that is frequently taken up by Senate does not invite all types of input. University Secretary Gen Gauthier-Chalifour indicated that the submission in question was not necessarily out of order but rather that SEC was of the view that not enough information had been provided, and this is appropriate in the context of SEC's responsibilities under section 1.04(g) of Senate Bylaw 1 "To receive and review the reports and recommendations of all committees and councils, prior to their presentation to Senate and to make at its discretion recommendations to Senate thereon". She further observed that most Senate operations are carried out through its committees and councils, and that SEC's terms of reference would be slated for review in the coming year. It was noted that Gauthier-Chalifour and Nugent will meet following the meeting, and that this item may come forward for discussion again at a future meeting.

10. CONSENT AGENDA

The following items were received for approved / received for information.

10.1 Senate Work Plan

10.2 Senate Graduate & Research Council

10.3 Senate Undergraduate Council

10.4 Senate Long Range Planning Committee

10.5 Academic Quality Enhancement Committee

10.6 Report of the Provost: Faculty Appointments, Leaves

10.7 Report - Vice President, Research and International: Awards, Distinctions, Grants, Waterloo International Engagements

11. Items Removed from the Consent Agenda

No items removed from the consent agenda.

12. Other Business

12.1 Report – Honorary Degrees Committee: 2025 Spring Convocation List of Honorands

This item was received for information.

There was no other business. Senate proceeded into confidential session.

For Information**Open Session**

To: Senate

From: Gen Gauthier-Chalifour, University Secretary

Presenter: Vivek Goel
President and Vice-Chancellor

Agenda Item: **3.1 General Update**

Summary

Dr. Vivek Goel, President and Vice-Chancellor, will provide an update on matters of interest to Senate.

For Information**Open Session**

To: Senate

From: Gen Gauthier-Chalifour, University Secretary

Presenter: Marlee Spafford
Special Advisor to the Provost on Student Experience

Agenda Item: 4. **Presentation - Waterloo Student Experience & Engagement (WatSEE)**

Summary

Marlee Spafford, special advisor to the Provost on student experience, will provide a presentation on Waterloo Student Experience & Engagement (WatSEE).

For Information**Open Session**

To: Senate
From: Scott Kline
Chair, Religious Studies, and COU Academic Colleague
Date of Meeting: June 9, 2025
Agenda Item: **5.1 Report from COU Academic Colleague**

The following is a summary of meetings since my last report in June 2024.

Summary of Meetings**1. Academic Colleagues Meeting, August 13-14, 2024**

Discussion Theme: The Future of Higher Education in Ontario

Glen Jones, Professor of Higher Education at the University of Toronto, identified six key themes relevant to the future of higher education in Ontario: responding to the truth and reconciliation commission; international engagement; expanding credentials; leadership and stability; increasing politicization; and comparatively general positive views of postsecondary education in Ontario. A number of key themes emerged from the discussion, including communicating the value of universities; leadership and governance; and advancing both the recommendations of the TRC, but also EDI more broadly, such as Scarborough Charter. Colleagues identified additional themes, including internationalization; differentiation within the sector; and the foundations that make Canadian universities desirable.

Updates and Reports—Highlights

Steve Orsini, COU President, provided an update on key issues affecting the sector. He noted that the government is starting the process of negotiating the SMA 4 agreements. He also provided an overview of the current financial situation of the sector: (1) Because of chronic underfunding and the extension to the 10% tuition cut and freeze, all universities are facing significant financial pressures. COU estimates that ten universities are expected to report more than \$300 million in operating deficits in 2023-2024; (2) Universities are seeing historic negative operating income as a sector and the February 26, 2024, funding announcement fell far short of sector needs. The COU continues to push the government to implement the Blue-Ribbon Panel's recommendations and that it is critical that the sector remains united in its call for increased funding.

2. Academic Colleagues Meeting, October 2-3, 2024

Krista Orendorff, VP Public Affairs at COU, presented COU's Advocacy Strategy in advance of the next provincial election. COU has identified key decision-making milestones, including the Fall Economic Statement, the Budget, and a potential early election. The COU strategy is focused on three components: advocacy, stakeholder engagement, and communications.

Key messaging includes the following: (1) Ontario's universities are essential to building the workforce and the economy of the future. They are preparing graduates with the skills and experience necessary to meet Ontario's growing labour market demands today and lay the foundation for tomorrow's prosperity. (2) Ontario's universities are graduating job-ready students. In fact, the latest [Graduate Survey](#) from the Ministry of Colleges and Universities shows that 95.1% of university graduates are not only employed within two years of graduating, but they are successfully finding employment in some of Ontario's most in-demand areas, aligning with Ontario's workforce needs. (3) Investing in long-term, stable funding for Ontario's universities means investing in the high-quality programs, services and resources students need to graduate job-ready while also ensuring they have the supports they need to succeed in today's rapidly changing job market. Government, business, community partners, and universities must work together to ensure universities have the resources they need to continue support students, lead innovation, and drive economic growth for the benefit of Ontario.

Updates and Reports—Highlights

The COU Chief of Staff and Acting Corporate Secretary provided an update on key issues affecting the sector. She noted that the government is continuing the process of negotiating the SMA 4 agreements and that government directives on [the Strengthening Accountability and Student Supports Act](#) had been released. She further noted, that the recent federal government [announcement](#) of an additional 10% cut to international student study permits, as well as the inclusion of Masters and PhD programs in the cap, would add to the continuing financial challenges that the sector is currently facing and that was noted in a [public response](#) to government. The COU Chief of Staff and Acting Corporate Secretary reiterated to Colleagues that COU is continuing to advocate with the government for the full implementation of the Blue-Ribbon Panel's recommendations. Colleagues discussed the impacts of the current financial situation, as well as the impact of government decisions on institutional autonomy.

3. 318th Meeting of Council, November 20, 2024

The discussion theme: Promoting the Value of Universities to the Public. Based on various survey data regarding public perceptions of universities and colleges, Members focused on the need to develop an effective narrative that communicates to the public the value of the university to society, culture, and the economy. There was consensus on the need to communicate with the internal community (faculty, staff, students, and other members of the university community), so that everyone understands the scope of the issue, including the current public perceptions, and are working together to address it. There was also broad agreement regarding the need for each university to tell the local story by engaging local communities and partners.

4. Academic Colleagues Meeting, February 11-12, 2025

Discussion Theme: Graduate Education Landscape and Innovation

Suzanne Curtin (Vice-Provost and Dean, Faculty of Graduate Studies, Brock University; Chair of Ontario Council of Graduate Studies) and Ben Bradshaw (Assistant Vice-President, Graduate Studies, University of Guelph; Member of the Ontario Council of Graduate Studies) presented on major issues facing graduate studies in Ontario. In particular, funding and recruitment have been adversely affected by budget deficits (across the sector, with a few exceptions), which also include cuts to graduate student funding (with a couple of exceptions). The international student cap has created instability both on the "branding" side of recruitment (likely leading to fewer international students than previously thought)

and on the processing side of admissions (largely due to delays and unclear expectations related to visa timelines). The OCGS is also interested in understanding better the role of AI in the graduate student experience, from the application process to degree completion.

Updates and Reports—Highlights

Steve Orsini, the COU President, delivered an update on the provincial attestation letter (PAL) allocation process for international students, the creation of two new [Working Groups with the Ontario Centre for Innovation](#) on Life Sciences and Critical Minerals and Battery Technology, and activities underway in preparation to escalate advocacy with the government following the provincial election. During the writ period, COU is not commenting on party platforms or engaging in advocacy.

5. Academic Colleagues Meeting, April 15-16, 2025

Discussion Theme: Impacts of US Policies on Academic Activities at Ontario Universities

Dr. Sarah Laframboise, Executive Director, Evidence for Democracy, presented on emerging challenges facing Ontario academics and researchers in light of recent US policy shifts. Dr. Laframboise stated that her organization is receiving numerous cases of significant disruption, some of which can be found on the [effects of American policies on Canadian research](#). Some recent examples include the following:

- Cuts to funding for Canadian researchers collaborating with US counterparts;
- Threats to environmental protections;
- Data censorship and loss of scientific integrity;
- Restrictions on international collaboration and talent flow; and
- Weakening of public trust in science.

Dr. Laframboise noted that other countries have been actively responding to US policy changes with an eye to recruit researchers in the US by relocating grants, fast-tracking of visas, and direct recruitment. Challenges within Canada that may limit its ability to benefit from a “brain gain” of US researchers include a declining percentage of GDP expenditure on research and development, financial constraints in Ontario universities, and international student caps.

The equity, diversity, and inclusion (EDI) landscape in Canada may also be attractive to researchers who not only work with but are also a part of under-represented groups.

The Academic Colleagues considered additional outcomes related to US policy changes:

- The possibility that international undergraduate students may choose to study in Canada rather than the US as a result of American policies. (recognizing that the international cap remains in place)
- Concerns about American promotion of a merit-based system spilling over into Canada, and the importance of collecting evidence on the positive impacts of EDI across research and teaching activities as a pre-emptive measure.
- Concern about future missed career opportunities for researchers in light of travel advisories for the US, and the measures universities may take should researchers traveling to the US find themselves in difficult situations.

Updates and Reports—Highlights

The COU Chief of Staff briefed Colleagues COU’s advocacy leading up to the provincial budget, anticipated in mid-May, and recent signals about targeting funding, in the new budget, toward STEM disciplines and research.

6. 319th Meeting of Council, April 16, 2025

The Academic Colleagues brought the topic Impacts of US Policies on Academic Activities in Ontario Universities to Council for discussion. Among the issues that garnered lengthy attention were travel-related concerns, the withholding/cancellation of funds supplied by US government agencies, and privacy issues related to data collection and storage. Members engaged in an extended discussion focusing on how best to recruit scholars to Ontario universities, including using existing research excellence initiatives as a way to expedite the recruiting process.

Updates and Reports—Highlights

Steve Orsini, President of COU, briefed Members on ongoing COU advocacy efforts related to the budget, the development of a public narrative that highlights the value and role of universities, and ongoing discussions with Universities Canada in developing a national strategy related to international students.

7. Academic Colleagues Meeting, May 13-14, 2025

Discussion Theme: Research Impact in University Storytelling

Dr. Barbara Fallon, Associate Vice-President, Research, University of Toronto, presented on the importance of developing university-specific narratives that include faculty research impact. Research impact can help demonstrate a university's commitment to its mission and vision. Moreover, such stories can be tailored to communicate the value of university-based research to key stakeholders, including the general public. Dr. Fallon argued that universities would do well to support initiatives that help faculty translate their work into accessible forms of communication.

The Colleagues generally acknowledged the need for universities to include research impact in their storytelling. However, there was widespread concern that such initiatives may not yield a high return on the investment. For instance, an initiative that would have a large number of faculty researchers bringing their stories to communications staff would mean a significant need for increased staffing, which is not currently an option in many universities, especially as many universities are seeking to trim administrative staff. Additionally, there was widespread concern that the work of developing research impact stories would eventually be downloaded onto faculty, increasing the workload of faculty. Other strategies, such as renewing the commitment to effective teaching *with* faculty research, which may prepare students to tell the story of research impact as alumni, might be more effective in the current climate than increasing additional academic-communication supports. Other strategies, such as listening to what Ontarians view as valuable in university education and research, if anything, might help the sector better understand the apparent gap in the understanding of "value" between public and academics/researchers.

Updates and Reports—Highlights

Steve Orsini, President of COU, briefed Council on COU advocacy efforts with the Ontario government, especially in advance of the May budget release. The COU continues to work with Universities Canada to advocate for the development of an international student policy that differentiates university recruitment from college recruitment. One area where COU will need to play a role is re-branding Canada as a place welcoming to international students, especially in light of other countries (e.g., the UK) reducing immigration numbers as a matter of political policy. This will need to be a coordinated effort, Orsini argued, which will involve leaders in the business, tech, and manufacturing sectors advocating for increased international student flexibility and ease of process in university recruitment.

For Approval**Open Session**

To: Senate

From: Senate Graduate and Research Council

Presenter(s): Charmaine Dean
Vice-President, Research & International

Clarence Woudsma
Interim Co-Associate Vice-President, Graduate Studies and
Postdoctoral Affairs

Date of Meeting: June 9, 2025

Agenda Item: **6.1 Senate Graduate and Research Council: Graduate Certificate in Work-Integrated Learning**

Recommendation/Motion

Motion: That Senate approve the new graduate certificate in work-integrated learning, with related amendments to the graduate calendar, as described in this report and effective September 1, 2025.

Purpose/Rationale

This recommendation comes as part of the University's strategic commitment towards developing talent for a complex future and the expansion of Work-Integrated Learning (WIL) at the graduate level. A Graduate Certificate in WIL (which leverages the existing Certificate of Participation credential) offers a cost-effective, flexible and customizable pathway for faculties to differentiate their program(s) by packaging and promoting existing and developing WIL. Additional description and rationale is provided in the attachments to this report.

Jurisdictional Information

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

- i. Senate Graduate and Research Council – May 6, 2025
- ii. Senate – June 9, 2025

Documentation Provided

- Attachment 1: Graduate Certificate in Work-Integrated Learning
- Attachment 2: Graduate Work-Integrated Learning – amendments to section 10.1 and addition of section 11.5 in the Graduate Calendar

Attachment 1: Graduate Certificate in Work-Integrated Learning

Description and rationale for proposed changes:

As part of the University's strategic commitment towards developing talent for a complex future and the expansion of Work-Integrated Learning at the graduate level, Graduate Certificates in Work-Integrated Learning (WIL) are proposed as a new credential. By reducing barriers, offering customization, and enhancing the visibility of WIL through recognized credentials, Graduate Certificates in WIL advance our institutional commitment to offering "WIL for all".

A Graduate Certificate in WIL, leveraging the existing Certificate of Participation credential, offers a cost-effective and customizable pathway for faculties to differentiate their program(s) by packaging and promoting existing and developing WIL. Graduate Certificates in WIL can include course-level WIL, applied research, and other WIL experiences but cannot include Program-level WIL (i.e., internships or co-op).

The Graduate Certificate in WIL requirements include career development learning; professional skills curriculum; authentic WIL experience(s), and iterative reflection on practice to inform their career direction. These Graduate Certificates integrate student coursework and research with professional experience to demonstrate their practical skills through a recognized credential. Graduate students completing the Certificate will: integrate what they've learned into their own self-concept; connect their deep disciplinary knowledge with relevant WIL experiences; and translate and articulate that knowledge and experience to differentiate themselves to potential employers.

Graduate Certificates in WIL will adhere to requirements and standards of WIL set out in the Graduate Studies Academic Calendar and be assured through consultation with the Centre for WIL. Consultation to enable programs in building, offering, and operating Graduate Certificates in WIL will be available through Co-operative & Experiential Education and ongoing services (administration, WIL courses, experience management, etc.) can be made available for cost.

Graduate Certificates in WIL offer a flexible, customizable, and scalable approach that aligns with the University of Waterloo's strategic goals – empowering programs to shape WIL in ways that fit their unique contexts, expanding access for all students regardless of background or discipline, and reinforcing Waterloo's leadership in innovative WIL.

Note: the proposed Graduate Certificate in WIL has been reviewed and endorsed by the GradWIL Sponsors Committee and the GradWIL CoreOps group including members from Co-operative & Experiential Education, Graduate Studies and Postdoctoral Affairs, and the Graduate Student Association. Additional consultations at varying stages of the development of the Graduate Certificate in WIL have included multiple graduate student focus groups, Associate Deans (Graduate Studies), Deans, and the Associate Vice-President, Academic.

Current Calendar copy	Proposed Calendar copy
No equivalent section	<u>11.5 Graduate Certificate in Work-Integrated Learning</u> <u>A Graduate Certificate in Work-Integrated Learning (WIL) is a graduate certificate of</u>

participation that recognizes the student's completion of a minimum of 150 hours of work-integrated learning that includes career curriculum, professional skills curriculum, and reflection on practice where the majority of the time students are engaged in authentic work on problems, processes, and/or projects producing work reflecting professional practice with a host organization. Graduate Certificates in WIL must align to the requirements and standards of Graduate Work Integrated Learning. Programs offering a Graduate Certificate in WIL may include additional WIL courses or milestones outside of their degree requirements in order to meet the Graduate Certificate in WIL requirements and standards.

The Graduate Certificate in WIL will formally integrate the student's academic studies with (1) paid or unpaid quality WIL experiences, (2) engaged external partnerships, and (3) program-relevant student learning outcomes related to employability, agency, knowledge and skill mobility, and life-long learning.

Graduate Certificates in WIL can include course-level WIL, applied research, and other WIL experiences but cannot include program-level WIL (i.e., internships or co-op).

Before a new Graduate Certificate in WIL is approved, it must undergo a quality assurance review by the Centre for Work-Integrated Learning. Existing programs that offer a Graduate Certificate in WIL, guidelines, and approval processes for each component of the Certificate are available at the Centre for Work-integrated Learning website.

Attachment 2: Graduate Work-Integrated Learning – amendments to section 10.1 and addition of section 11.5 in the Graduate Calendar

Description and rationale for proposed changes:

Adding WIL 601 Career Foundations for Work-Integrated Learning as an over-arching co-op requirement. Students in CEE-supported co-op programs will be required to complete WIL 601 in their first academic term (or prior to a work term in certain programs). WIL 601 may be recommended instead of required in some programs in the Faculty of Engineering, which will be identified within their program's degree requirements.

WIL 601 will equip students with the practical tools and strategies to engage in Graduate Work-Integrated Learning (e.g., co-operative education, internships). WIL 601 benefits both early-career and experienced professionals by packaging the tasks, strategies, and resources they will need to engage in ahead of the recruitment and job search process. The course enables students to critically reflect on career identity, values and goals, evaluate their current skillsets and competencies, practice interview skills and networking, understand workplace rights, and establish learning goals for their WIL experience. The credit/no-credit online course content was informed through collaboration with industry partners and graduate students and includes approximately 15-20 hours of content and assessment.

Additional updates to the Graduate work-integrated learning section are being made to clearly identify Applied Research WIL as one of the available models of WIL. The Graduate Certificate in WIL is also being added as another available models of WIL (more details are available in the Graduate Certificate in WIL section/proposal). Editorial updates are also being made to provide better clarity on what constitutes WIL activity.

Current Graduate Studies Academic Calendar (GSAC) page:
<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policies>

Current Calendar copy	Proposed Calendar copy
<p>10.1 Graduate work-integrated learning</p> <p>Work-integrated learning (WIL) opportunities are provided to students across numerous graduate programs at the University of Waterloo. Adopting the Co-operative and Work-Integrated Learning Canada (CEWIL) definition, WIL “is a form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to:</p>	<p>10.1 Graduate work-integrated learning</p> <p>Work-integrated learning (WIL) opportunities are provided to students across numerous graduate programs at the University of Waterloo. Adopting the Co-operative and Work-Integrated Learning Canada (CEWIL) definition, WIL “is a form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to:</p>

<p>employability, agency, knowledge and skill mobility and life-long learning.”</p> <p>WIL allows for theoretical learning to be integrated with practice, promoting deeper understanding of theory through practical application. Graduate programs offering WIL opportunities should follow best-practices through the inclusion of the following key WIL components: pedagogy (curricular elements that include when the activity occurs, duration/intensity, and training); experience (ensuring meaningful activities and alignment with the WIL definition); assessment (of activities based on identified learning outcomes); and reflection (on what constitutes purposeful work for each student). Regardless of how WIL is structured, activities should align with Graduate WIL (GradWIL) learning development process.</p> <p>At the University of Waterloo, there are different WIL models that provide consistency in how WIL experiences are offered and recorded across academic programs. While there may be some WIL activities that do not fall within one of the models (as well as accreditation requirements for professional programs), academic units should use one of the following WIL models to facilitate standardization and institutional tracking of experiences.</p> <ol style="list-style-type: none"> 1. Course-level WIL is delivered in the context of a course (either required or elective) and activities are typically facilitated through a course instructor. Students receive course credit for the activity, with the <u>unit</u> weight being determined by the intensity/duration of activities. Course-level WIL comes in the form of the following models: 1) Community and Industry Research Projects (CIR) or 2) Practicums: <ol style="list-style-type: none"> 1. Community and Industry Research Projects (CIR): Supporting the course objectives, CIR consist of a project or assignment within the course wherein students engage with a partner organization either individually or in teams. The course project/assignment would 	<p>employability, agency, knowledge and skill mobility and life-long learning.”</p> <p>WIL allows for theoretical learning to be integrated with practice, promoting deeper understanding of theory through practical application. Graduate programs offering WIL opportunities should follow best-practices through the inclusion of the following key WIL components: pedagogy (curricular elements that include when the activity occurs, duration/intensity, and training); experience (ensuring meaningful activities and alignment with the WIL definition); assessment (of activities based on identified learning outcomes); and reflection (on what constitutes purposeful work for each student). Regardless of how WIL is structured, activities should align with <u>Graduate WIL (GradWIL) learning development process</u>.</p> <p>At the University of Waterloo, there are different WIL models that provide consistency in how WIL experiences are offered and recorded across academic programs. While there may be some WIL activities that do not fall within one of the models (as well as accreditation requirements for professional programs), academic units should use one of the following WIL models to facilitate standardization and institutional tracking of experiences.</p> <ol style="list-style-type: none"> 1. Course-level WIL is delivered in the context of a course (either required or elective) and activities are typically facilitated through a course instructor. Students receive course credit for the activity, with the <u>unit</u> weight being determined by the intensity/duration of activities. Course-level WIL comes in the form of the following models: 1) Community and Industry Research Projects (CIR) or 2) Practicums: <ol style="list-style-type: none"> 1. Community and Industry Research Projects (CIR): Supporting the course objectives, CIR consist of a project or assignment within the course wherein students engage with a partner organization either individually or in teams. The course project/assignment would
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<p>occur in or with external organizations, with examples being consulting projects, design projects, program evaluations. When a course involves CIR, the activity would be identified with a secondary (or tertiary) component using the <u>course component</u> CIR.</p> <p>2. Practicums (PRA): Practicums are a work-integrated learning experience that form the basis of the course and provide students with intensive, hands-on experience in a setting relevant to their subject of study (paid or unpaid). Practicums are typically supervised within the external setting by identified person(s) who are approved by the program (based on their professional and other competencies). Practicum hour requirements are established by the program, vary across different programs and courses. Practicums are denoted as a primary component using the <u>course component</u> PRA. Practicums are usually graded as credit/no-credit.</p> <p>2. Program-level WIL is delivered as a required component of the program with associated WIL activities typically facilitated through the academic unit, often in partnership with Co-operative and Experiential Education (CEE). Program-level WIL comes in the form of the following models: a) Co-operative Education or b) Internship. Program-level WIL would be identified through the program name, plan code, and corresponding milestone(s). In both models, the WIL activity provides experience in a practice/workplace setting related to the student's field of study. Typically the WIL activity would occur at a time in the student's academic program to allow for an</p>	<p>occur in or with external organizations, with examples being consulting projects, design projects, program evaluations. When a course involves CIR, the activity would be identified with a secondary (or tertiary) component using the <u>course component</u> CIR.</p> <p>2. Practicums (PRA): Practicums are a work-integrated learning experience that form the basis of the course and provide students with intensive, hands-on experience in a setting relevant to their subject of study (paid or unpaid). Practicums are typically supervised within the external setting by identified person(s) who are approved by the program (based on their professional and other competencies). Practicum hour requirements are established by the program, vary across different programs and courses. Practicums are denoted as a primary component using the <u>course component</u> PRA. Practicums are usually graded as credit/no-credit.</p> <p>* <u>There are other types of experiential learning courses that take place in a setting outside the classroom [e.g., Labs (LAB), Field Studies (FLD), Studio (STU)]. The key distinction between these types of courses and those that denote WIL is that, for the former, a meaningful partnership with an external/host organization is not required. If criteria for WIL is met, courses should be identified as CIR or PRA.</u></p> <p>2. Program-level WIL is delivered as a required component of the program with associated WIL activities typically facilitated through the academic unit,</p>
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<p>integration of learning between the WIL experience and academic/research activities. As program-level WIL typically involves full-time activity, students would be required to have a <u>change of enrolment status</u> during their experience(s).</p> <ol style="list-style-type: none"> <li data-bbox="344 367 804 1290"> Co-operative Education (Co-op): Co-op is full-time, paid work experience in a workplace setting that is related to the student's area of study and career interest. Co-op programs typically include completion of a professional development course prior to a work term (WIL 601**), work term(s), and reflective and/or work reports as required by the graduate program. In masters-level programs with co-op designations, students are required to successfully complete a minimum of one <u>standard work-term</u> and, <u>if specified by their program</u>, one <u>additional work term (standard or flexible work-terms)</u>. Co-op doctoral programs require a minimum of three standard work-terms and, if specified by their program, additional work terms (standard or flexible work-terms). <li data-bbox="344 1269 804 1888"> Internships: Internships are supervised work-integrated learning experiences that are discipline-specific and directly align with the graduate program's learning outcomes. Internships require approval by the graduate program. Internships vary in length and intensity, but are typically between 4 months to 12 months of full-time work experience (that is paid or unpaid), and supervised within the external setting by identified persons who are approved by the graduate program (based on their 	<p>often in partnership with Co-operative and Experiential Education (CEE). Program-level WIL comes in the form of the following models: a) Co-operative Education or b) Internship. Program-level WIL would be identified through the program name, plan code, and corresponding milestone(s). In both models, the WIL activity provides experience in a practice/workplace setting related to the student's field of study. Typically the WIL activity would occur at a time in the student's academic program to allow for an integration of learning between the WIL experience and academic/research activities. As program-level WIL typically involves full-time activity, students would be required to have a <u>change of enrolment status</u> during their experience(s).</p> <ol style="list-style-type: none"> <li data-bbox="964 840 1424 1888"> Co-operative Education (Co-op): Co-op is full-time, paid work experience in a workplace setting that is related to the student's area of study and career interest. <u>In addition to program course requirements, students in CEE-supported co-op programs are required to successfully complete WIL 601 Career Foundations for Work-Integrated Learning</u> prior to a work term <u>(typically completed within the first academic term)</u>. In masters-level programs with co-op designations, students are required to successfully complete a minimum of one <u>standard work-term</u> and a <u>work/reflective report</u> and, <u>if specified by their program</u>, one <u>additional work term (standard or flexible work-terms)</u> and a <u>second work/reflective report</u>. Co-op doctoral programs require a minimum of three standard work-terms and <u>three work/reflective reports</u>, and <u>if specified by their program</u>, additional work terms
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<p>professional and other competencies).</p> <p>Separate from course or program-level offerings, many graduate students are involved in discipline-specific research activities that constitute WIL either as part of degree requirements (e.g., thesis or Master's Research Paper) or as additional research projects during their graduate training (i.e., during a time when they have active enrolment status). Such research would involve an industry or community partner and an identified faculty collaborator (in most cases, the research supervisor). For research activities to be considered WIL, there must be co-creation of the research objectives by the external partner and the student/faculty member, active engagement and interaction between the student and external partner, and the external partner should have a role in providing feedback to and/or assessment of the student activity.</p> <p><i>* There are other types of experiential learning courses that take place in a setting outside the classroom [e.g., Labs (LAB), Field Studies (FLD), Studio (STU)]. The key distinction between these types of courses and those that denote WIL is that, for the former, a meaningful partnership with an external/host organization is not required. If criteria for WIL is met, courses should be identified as CIR or PRA.</i></p> <p><i>** WIL 601 does not count towards home program degree course requirements.</i></p>	<p>(standard or flexible work-terms).</p> <p>2. Internships: Internships are supervised work-integrated learning experiences that are discipline-specific and directly align with the graduate program's learning outcomes. Internships require approval by the graduate program. Internships vary in length and intensity, but are typically between 4 months to 12 months of full-time work experience (that is paid or unpaid), and supervised within the external setting by identified persons who are approved by the graduate program (based on their professional and other competencies).</p> <p>3. Applied Research WIL: Separate from course or program-level offerings, many graduate students are involved in discipline-specific research activities that constitute WIL either as part of degree requirements (e.g., thesis or Master's Research Paper) or as additional research projects during their graduate training (i.e., during a time when they have active enrolment status). Such research would involve an industry or community partner and an identified faculty collaborator (in most cases, the research supervisor). For research activities to be considered WIL, there must be co-creation of the research objectives by the external partner and the student/faculty member, active engagement and interaction between the student and external partner, and the external partner should have a role in providing feedback to and/or assessment of the student activity.</p> <p>4. Graduate Certificate in Work-Integrated Learning (WIL): Graduate Certificates in WIL are developed and delivered at the program level and can include varying models of work-</p>
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integrated learning. Students receive credit in the form of a certificate for the completion of all required activities. See section 11.5 Graduate Certificate in Work-Integrated Learning for specific requirements.

For Approval**Open Session**

To: Senate

From: Senate Undergraduate Council

Sponsor/Presenter: David DeVidi
Associate Vice-President, Academic

Date of Meeting: June 9, 2025

Agenda Item: **7.1 Senate Undergraduate Council Report: Honours Bachelor of Medical Sciences (BMSci)**

Recommendation/Motion

That Senate approve the Honours Bachelor of Medical Sciences (BMSci) program, in partnership with St. George's University (SGU) in Grenada, including new courses that will deliver SGU course content, and proposed regulation changes, effective September 1, 2026, as presented.

Summary

Following an expedited approval process, [Senate Undergraduate Council](#) conducted an e-vote which concluded on May 30th, 2025 and agreed to forward the following items to Senate for approval as part of the regular agenda.

- Creation of the Honours Bachelor of Medical Sciences (BMSci) program

The proposal and related curricular documentation can be found in the posted materials for the [SUC May 30, 2025 e-vote package](#).

Proposal/Rationale

The Faculty of Science (Science) at the University of Waterloo (UW), in an exclusive North American partnership with St. George's University (SGU) in Grenada, West Indies, will provide students an educational pathway to medical training, and a Doctorate of Medicine (M.D.) in this innovative undergraduate degree program. This partnership agreement between SGU and UW aligns with the success of an existing partnership agreement between SGU and Northumbria University (NU) in the United Kingdom (UK). The objective of the UW agreement is to diversify medical pathways for students, generate accelerated pathways out of high school, and create a pool of skilled medical professionals to address the demands within the Canadian health care system.

BMSci is a full-cost recovery co-matriculation undergraduate program. This program provides students with two unique opportunities, an entry from high school into a 6-year path, or an entry with first year credits into a 5-year path. In the 6-year path, students complete two years of preclinical studies at UW and four years of clinical training at SGU. In the 5-year path, students who meet pre-requisite admission requirements complete only the second of the two years at UW, followed by four years of clinical training at SGU. The

courses taken during the first two years of the M.D. program at SGU will count towards degree requirements of both the BMSci and M.D. degrees.

There are currently 24 UW graduates enrolled in the M.D. program at SGU. While this is an 8-year path for these students, the proposed program would provide an accelerated pathway for students, requiring only six years to obtain an M.D. from high school. Since 2019 there have been 42 Ontario high school students who have chosen to proceed through the 6-year path at SGU.

Over the past 40 years, SGU has conferred M.D. degrees on approximately 2,400 Canadian students, where 203 chose Canadian residencies after their degree. Of these residents, 125 physicians have practiced in Ontario to date. To return to Canada to practice medicine after graduating from SGU School of Medicine, Canadian students have two main pathways, the Canadian Residency Pathway (CaRMS) and the United States (U.S.) Residency Pathway through the National Resident Matching Program (NRMP).

With the implementation of this new proposed program and agreement with SGU, it is expected that SGU enrolment of Ontario students, as well as students from elsewhere in Canada, could grow, in alignment with North American students' preference to remain closer to home for the first two years of post-secondary education. The BMSci program is also an attractive alternative for a student demographic interested in an international educational pathway to practice medicine, including an interest in accessing U.S. residencies. The proposed program, with rigorous educational requirements and a shorter duration, will support Canada's efforts to recruit qualified medical professionals.

The proposed program is administered fully on-campus (UW and SGU) with a proposed launch of Fall 2026 and a first-year intake of up to 100 students, with a projected enrolment of 25 students for each of the 6-year and 5-year tracks (a minimum student number of 10 for each track, below which the program will not be offered). The proposed program aligns the learning outcomes between UW, SGU and Northumbria University (NU). The curriculum was designed by applying longstanding analytical practices of metrics and assessments that drive the success of students and graduates in medical education.

The tuition fee for Fall 2026 is projected to be \$47,904 USD for the academic year, converting to approximately \$70K CAD. A portion of the gross revenue from the tuition fee is allocated to UW to account for the human resource costs of administering the proposed program. These will be additional administrative and academic supports to promote student success in the program. This will include a dedicated advisor at the UW, after hours support, an advisor at SGU and cohort building activities, access to a peer mentorship program, and interaction with SGU alumni and physicians.

Administratively, the University benefits from the success of existing collaborative practices, processes and procedures that put at the center the specific needs of this student demographic. Student success drives the collaborative model between SGU and the institutional partnerships (NU and UW). As a result of the partnership agreement between SGU and NU, UW will share/access resource intensive administrative processes such as Registration and Admission, Marketing and Recruitment, and residency placement. The services through the Office of Career Guidance at SGU begin in the second year of the M.D. program (before clinical rotations) and continue after students graduate and enter residency. As per the partnership agreement, Canadian students have access to comprehensive resources for those aiming to return to Canada for residency, including a Canadian Residency Mentor who provides coaching on navigating the recruitment process.

The postsecondary credits students earn in the proposed program could be transferred to other science-related programs because there is considerable overlap in course requirements between the BMSci and other programs at UW. Students who choose not to continue in the proposed program, or who have failed to meet progression requirements, will have the opportunity to transfer the course credits for entry to several existing Science

programs. At this time, students will be reassessed to determine whether they meet the entry requirements for their chosen program at UW.

Admission Requirements

Academic Criteria

For direct entry from high school, an Ontario Secondary School Diploma (OSSD) with an overall average of about 90 per cent with a strong science performance, are the typical requirements for entry to SGU pre-clinical programs. The students admitted into the BMSci program will have met SGU admission requirements.

Once SGU completes an assessment of the potential students' credentials and have deemed they meet the admission requirements, they are provided with a link to an Ontario Universities' Application Centre (OUAC) application specific to this program. The OUAC application fee will be waived. The OUAC application to UW will enable the standard new student processes to take place. Once the potential UW student accepts the offer from the university, they are added to the Student Information System/Student Records (Quest) and receive identical communication and services afforded any student. At this stage they are considered a standard UW student with all the rights and privileges of a first-year student which means they have access to all the resources, amenities, benefits, services on-campus, and guaranteed access to housing in residence.

Non-Academic Criteria

SGU also undertakes a holistic admission process where students are examined for personal characteristics such as motivation for medicine, empathy and compassion, communication skills, critical thinking and curiosity, resilience, and teamwork. These factors are viewed in combination to consider how an individual might contribute value not only as a medical student but also as a future physician.

New Courses

New MEDSCI courses- Open to students in the new Bachelor of Medical Sciences (BMSci) program only:

- MEDSCI 200, 202- Year two courses (2A BMSci), with SGU content, taught at UW
- MEDSCI 203, 250, 260, 270, 280, 290- Year two courses (2B BMSci), with SGU content (mirror term), running 16 weeks at UW
- MEDSCI 300, 350, Year three courses (3A, 3B BMSci)/ Year one Doctor of Medicine courses, taught at SGU (co-matriculation)
- MEDSCI 400, 420, 450- Year four courses (4A, 4B, 4C BMSci)/Year two Doctor of Medicine courses, taught at SGU (co-matriculation)

**Table 1: Determination of Course Weights - MEDSCI
(based on SGU credits)**

MEDSCI	SGU credits	weeks	Assigned UW unit weight
200	1	12	0.25
202	2	12	0.5
203	3	16	0.5
250	4	16	0.5
260	4	16	0.5
270	4	16	0.5
280	3	16	0.5
290	4	16	0.5
300	17	17	2.5
350	17	18	2.5
400	21	18	3.0
420	8	6	1.0
450	19	18	2.5

General Guidelines to determine unit weights*	
SGU credits	UW units
1 credit	0.25 units
2-4 credits	0.5 units
5-8 credits	1.0 unit
9-12 credits	1.5 units
13-16 credits	2.0 units
17-20 credits	2.5 units
21-24 credits	3.0 units

*Using 4 credits to 0.5 unit as a rough guide, rounding up to higher credit

Associated Regulation Changes

The proposed new Bachelor of Medical Sciences (BMSci) program will have its own unique progression information. As students in the SGU M.D. program can complete their pre-clinical courses at either SGU, Northumbria (NU) or UW, it is necessary to establish equivalencies through grade conversions.

The SGU/UW grade conversion is achieved using the grade of 70 per cent at SGU representing a passing (satisfactory) minimum and aligning this with 60 per cent grade at UW, also representing a minimum satisfactory (C category) grade. The following will be used to interconvert between SGU and UW percentages:

$$\text{UW\%} = 1.33 * \text{SGU\%} - 33.3$$

where UW represents the percentage grade reported by a UW course and on a UW transcript, and where SGU per cent represents the percentage grade reported by a SGU course and is recorded on a SGU transcript.

SGU will set the progression and promotion requirements for students. Students receive this information in their manuals upon acceptance to SGU.

The minimum mark that students UW/SGU M.D. pathway must obtain in every course in terms 1A-2A is 70 per cent at SGU, converting to 60 per cent at UW. The term average requirements is set as an SGU grade point of 3.2 (~83 per cent). This corresponds to 77 per cent at UW.

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:

- a. Make recommendations to Senate with respect to rules and regulations for the governance, direction and management of undergraduate studies in the university
- c. 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

- i. Science Faculty Council: March 31, 2025
- ii. Senate Undergraduate Council: April 8, 2025 (preliminary proposal review)
- iii. Senate Undergraduate Council, Curriculum Subcommittee: May 26, 2025 (via e-vote)
- iv. Senate Undergraduate Council: May 30, 2025 (via e-vote)
- v. Senate: June 9, 2025 (prospective)

Documentation Provided

- i. [Faculty of Science – Program Proposal \(BMSci\)](#) (70 pages)
- ii. [Faculty of Science – News Courses, Plan and Regulation Changes](#) (BMSci)

For Approval**Open Session**

To: Senate
From: Senate Executive Committee
Presenter: Vivek Goel
President and Vice-Chancellor

Date of Meeting: June 9, 2025

Agenda Item: **8.1 Senate Executive Committee Report: Elections to Senate Committees and Councils**

Recommendation/Motion

That Senate approve the membership of Senate committees and councils for 2025-26, as presented on the list of nominees, and,

That Senate delegate approval for any remaining or subsequent vacancies to the Senate Executive Committee.

Summary

Enclosed is the proposed membership for Senate committees and councils for the 2025-26 governance year. Several factors were considered in establishing the proposed slate, including a balance of continuity and refreshed membership, diversity considerations including gender balance, and senator preferences as provided through the committee preference survey issued to all elected faculty and student senators.

The deans have also been asked to recommend names of faculty member nominees where required, and the presidents of the Waterloo Undergraduate Student Association and Graduate Student Association have been asked to recommend names of student nominees to fill vacant seats on Senate committees and councils where required.

As is Senate's usual practice for Senate ballots and slates, those senators meeting the eligibility criteria may submit their nomination from the Senate floor at the meeting. Where there is more than one name for a position, an election will be conducted electronically following the meeting.

The approval of recommendations received after the June 9, 2025 Senate meeting by the Senate Executive Committee helps to ensure that all committees will have complete membership prior to the beginning of the governance cycle on September 1, 2025. Such approvals are feasibly completed by the committee via electronic ballot.

Jurisdictional Information

As provided for in [Senate Bylaw 2](#), section 1.04, the executive committee will make recommendations to Senate on a variety of operational matters:

- e. To present to Senate, normally at the last regular meeting in the year, a list of nominations for the committees and councils of Senate.

Governance Path

Senate Executive Committee: May 26, 2025

Senate: June 9, 2025

Documentation Provided

- Attachment: List of nominees for committees and councils of Senate

List of Nominees for Committees and Councils of Senate

Senate Executive Committee

Faculty Senators (One from each Faculty)	Faculty of Arts – James Skidmore Faculty of Engineering – Nadine Ibrahim Faculty of Environment – Mark Seasons Faculty of Health – Mark Ferro Faculty of Mathematics – Blake Madill Faculty of Science – Laura Deakin
Faculty from AFIW (One)	Carol Ann MacGregor
Undergraduate Students (Two)	Rida Sayed <i>To be determined</i>
Graduate Student (One)	Jessica Rindlisbacher
Alumni (One)	Vikas Gupta

Senate Planning and Finance Committee – New for 2025/26

Faculty (One from each Faculty)	Faculty of Arts – Shana MacDonald Faculty of Engineering – Nasser Abukhdeir Faculty of Environment – Rob Gorbet Faculty of Health – <i>To be determined</i> Faculty of Mathematics – Cecilia Cotton Faculty of Science – Kirsten Muller
AFIW Faculty Senator (One)	<i>To be determined</i>
Student Senators (At least 1 Undergraduate and at least 1 Graduate)	Andrew Chang (Undergraduate) Laith Alkhawaldeh (Graduate) <i>To be determined</i>
Alumni Senator (One)	Diana Vangelisti
Member of the Board from FAUW (One)	Erin O'Connell

Senate Research and Innovation Council – New for 2025/26

Two (2) heads of a research center/institute that is governed under Policy 44	<i>To be determined</i>
Up to four (4) additional members holding regular faculty appointments	<i>To be determined</i>
Faculty Senators (One from each Faculty)	Faculty of Arts – Neil Randall Faculty of Engineering – Sushanta Mitra Faculty of Environment – <i>To be determined</i> Faculty of Health – Peter Hall Faculty of Mathematics – Raouf Boutaba Faculty of Science – Stan Woo
One (1) faculty member from the Affiliated and Federated Institutions of Waterloo	<i>To be determined</i>
Three (3) students, two graduate and one undergraduate, <i>who may or may not be student members of Senate</i>	Nicholas Pelligrino (Graduate) Yasmeen Almomani (Graduate) <i>To be determined (Undergraduate)</i>
One (1) postdoctoral scholar	<i>To be determined</i>

Honorary Degrees Committee

Faculty Senators (One from each Faculty)	Faculty of Arts – <i>To be determined</i> Faculty of Engineering – En-Hui Yang Faculty of Environment – <i>To be determined</i> Faculty of Health – <i>To be determined</i> Faculty of Mathematics – <i>To be determined</i> Faculty of Science – <i>To be determined</i>
1 AFIW Faculty Senator	<i>To be determined</i>
2 Undergraduate Student Senators	<i>To be determined</i> <i>To be determined</i>
1 Graduate Student Senator	Meray Sadek
1 Alumni Senator	Sharon Tucker

Senate Graduate Council – New for 2025-26

Faculty Senators (One from each Faculty)	Faculty of Arts – Neil Carter Faculty of Engineering – Christopher Nielson Faculty of Environment – Clarence Woudsma Faculty of Health – <i>To be determined</i> Faculty of Mathematics – Christiane Lemieux Faculty of Science – <i>To be determined</i>
Up to four (4) additional members holding regular faculty appointments	<i>To be determined</i>
One (1) faculty member from the Affiliated and Federated Institutions of Waterloo	<i>To be determined</i>
Three (3) graduate students, one of whom is the Graduate Student Association President or designate	Nicholas Pelligrino Meray Sadek (or designate) <i>To be determined</i>
One (1) postdoctoral scholar	<i>To be determined</i>

Senate Undergraduate Council

A Faculty member from each faculty (2-year terms)	Faculty of Arts – Rob Stark Faculty of Engineering – William Wong Faculty of Environment – James Nugent Faculty of Health – <i>To be determined</i> Faculty of Mathematics – Faisal Al-Faisal Faculty of Science – Cynthia Richard
1 faculty member from St. Jerome's (2-year term)	Carol Ann MacGregor
1 faculty member from one of the other AFIWs (2-year term)	Veronica Austen
Executive member appointed from the Federation of Students (WUSA)	Damian Mikhail (or designate)

Academic Quality Enhancement Committee

3 Faculty, from members of Undergraduate Council (2-year terms)	Carol Ann MacGregor Cynthia Richard James Nugent
3 Faculty, from members of Graduate Council (2-year terms)	<i>To be determined</i> <i>To be determined</i> <i>To be determined</i>
1 Undergrad student Senator	<i>To be determined</i>
1 Graduate student Senator	Meray Sadek

Board of Governors (as elected)

Three Faculty Senators	Laura Deakin Stan Woo David Porreca
Three Undergraduate Senators	Jordan Bauman Rida Sayed Damian Mikhail
One Graduate Senator	Meray Sadek

University Committee on Student Appeals

Faculty – One from each Faculty (2-year term from September 1, 2025 to August 31, 2027)	Faculty of Arts – <i>To be determined</i> Faculty of Engineering – <i>To be determined</i> Faculty of Health – <i>To be determined</i> Faculty of Mathematics – <i>To be determined</i> <i>Previously approved (2024-2026):</i> <i>Faculty of Environment – Brendon Larson</i> <i>Faculty of Science – Rick Marta</i>
4 Undergraduate Students (2-year term from September 1, 2025 to August 31, 2027)	Faculty of Engineering - Nush Majra Faculty of Health - Merochini Manohar Faculty of Mathematics - E-Therng Lee <i>Previously approved (2024-2026):</i> <i>Faculty of Environment - Tianna Bhavin Parmar</i>
2 Graduate Students (2-year term from September 1, 2025 to August 31, 2027)	Faculty of Arts - Curtis Crandall Brown Faculty of Science – <i>To be determined</i>

For Recommendation**Open Session**

To: Senate

From: Senate Executive Committee

Presenter: Vivek Goel
President and Vice-Chancellor

Agenda Item: **8.2 Amendments to Senate Bylaw 2**

Recommendation/Motion

That Senate give second and final reading to the amendments to Senate Bylaw 2 as presented in this report and effective September 1, 2025.

Background

This report and recommendation executes the necessary bylaws amendments required for amendment to Senate Bylaw 2, on the prospective approval of the new bodies as noted in the recommendation.

To foster greater flexibility for Senate, it is proposed that the terms of reference for the three new bodies be approved outside of Senate Bylaw 2. The establishment of those new bodies would necessitate the dissolution of the three progenitor committees/councils as established within Senate Bylaw 2. The prospective bylaw amendments are included with this report.

Jurisdictional Information

Section 22 of the *University of Waterloo Act, 1972* empowers Senate:

...

(o) to enact by-laws and regulations for the conduct of its affairs.

Senate Bylaw 1, section 14 enunciates Senate's approved procedures for the passage of new bylaws or amendments to an existing bylaw:

14.01 The passage of a new bylaw or amendment(s) to an existing bylaw is accomplished in two readings by Senate. At the first reading, such discussion as is deemed appropriate by Senate shall take place. At the second reading, further discussion may take place and the vote on the document shall be taken. The two readings shall take place at different, but not necessarily consecutive, meetings of Senate.

- 14.02 No proposed bylaw or amendment(s) will be given reading unless it has been bound into or accompanies the agenda portfolio distributed in advance of the meeting.
- 14.03 Any proposed bylaw or amendment(s) shall include the proposed wording of the bylaw or amendment(s), and where appropriate, a summary of the reasons for such bylaw or amendment(s).
- 14.04 In order to be approved by Senate, any new bylaw or amendment(s) to bylaws must receive the affirmative vote of at least two-thirds of the members of Senate present and voting at the meeting.

Governance Path

- i. Senate Executive Committee – April 21, 2025
- ii. Senate
 - a. May 5, 2025 – approval of new committee, and first reading of bylaw amendments to dissolve progenitor committee
 - b. June 9, 2025 – prospective second reading of bylaw amendments

Documentation Provided

- i. Attachment - Proposed Amendments to Senate Bylaw 2

Attachment – Proposed Amendments to Senate Bylaw 2

(underline = new text; strikethrough = deleted text)

Senate Bylaw 2

A bylaw to establish Committees and Councils of Senate of the University of Waterloo.

BE IT ENACTED as a bylaw of Senate of the University of Waterloo, as follows:

1. Executive Committee

1.01 There shall be a standing committee of Senate called the Executive Committee.

1.02 Executive Committee Membership

The membership of this committee shall consist of the following:

a. Ex Officio

- i. The president of the university, who shall chair this committee.
- ii. The vice-president, academic & provost.
- iii. The associate vice-president, graduate studies and postdoctoral affairs.
- iv. The president of the Faculty Association of the University of Waterloo.

b. Elected

- i. One faculty member of Senate from each faculty of the university.
- ii. Three members from the student members of Senate, at least one of whom shall be an undergraduate student and at least one of whom shall be a graduate student.
- iii. One member of Senate from among the community-at-large members of the Board of Governors.
- iv. One faculty member of Senate from the affiliated and federated institutions of Waterloo.
- v. One member from among the alumni members of Senate.

1.03 The term of office of members elected pursuant to paragraph 1.02.b shall be one year. Each member is eligible for re-election.

1.04 Powers and duties of Executive Committee

The Executive Committee shall have the following powers and duties:

- a. To request special meetings of Senate, in accordance with [Senate Bylaw 1](#).
- b. On those occasions when the agenda does not, in the estimation of the Executive Committee, warrant a meeting of Senate, to cancel any such meeting of Senate, and 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.
- c. To prepare the agenda for all regular and special meetings of Senate.
- d. To receive and review reports from the deans of the university prior to their submission to Senate at each regular meeting.
- e. To present to Senate, normally at the last regular meeting in the year, a list of nominations for the committees and councils of Senate.
- f. To make recommendations to Senate as may be necessary from time to time regarding the establishment of ad hoc committees of Senate, such recommendations to include the terms of reference of any such committee and a list of nominations for the membership thereof.
- g. To receive and review the reports and recommendations of all committees and councils, prior to their presentation to Senate and to make at its discretion recommendations to Senate thereon.
- h. To act on behalf of Senate on such matters as Senate may from time to time designate.
- i. To report to Senate, as expeditiously as possible, with respect to the conduct of such matters as shall be delegated by Senate to the committee from time to time.

1.05 Meetings of the Executive Committee

The committee shall normally hold regular meetings during each year equal to the

number of regular meetings of Senate, each such meeting to be held approximately two weeks prior to the date of each general meeting of Senate. Special meetings of the committee shall be called by the chair of the committee.

2. Finance Committee

2.01 There shall be a standing committee of Senate called the Finance Committee.

2.02 Finance Committee Membership

~~The membership of this committee shall consist of the following:~~

a. Ex Officio

- i. — The president of the university, who shall chair this committee.
- ii. — The vice-president, academic & provost.
- iii. — The vice-president, administration & finance.
- iv. — The vice-president, research and international.
- v. — The associate vice-president, graduate studies and postdoctoral affairs.
- vi. — The deputy provost, integrated planning and budgeting.
- vii. — The dean of each faculty.

b. Elected

- i. — One member from the community-at-large members of the Board of Governors.
- ii. — One elected faculty member of Senate from each faculty and one faculty member of Senate from the affiliated and federated institutions of Waterloo.
- iii. — Three members from the elected student members of Senate, at least one of whom shall be an undergraduate student and at least one of whom shall be a graduate student.
- iv. — One member from among the alumni members of Senate.

2.03 The term of office of members elected pursuant to paragraph 2.02.b shall be one year. Each member is eligible for re-election.

2.04 Powers and Duties of Finance Committee

~~The Finance Committee shall have the following powers and duties:~~

- a.—To consider, study, and review all matters pertaining to the financial operations of the university and to make recommendations to Senate thereon.
- b.—To consider, study, and review the general policies governing the internal allocation of the university's financial resources and to make recommendations to Senate thereon.
- c.—To receive each year from the vice-president, academic & provost, for consideration, study, and review, on behalf of Senate, a detailed operating budget for the university and to make recommendations to Senate thereon.

3. Long Range Planning Committee

3.01 There shall be a standing committee of Senate called the Long Range Planning Committee.

3.02 **Long Range Planning Committee Membership**

The membership of this committee shall consist of the following:

a.—Ex Officio

- i.—The president of the university.
- ii.—The vice-president, academic & provost, who shall chair this committee.
- iii.—The vice-president, administration & finance.
- iv.—The vice-president, research and international.
- v.—The associate vice-president, graduate studies and postdoctoral affairs.
- vi.—The deputy provost, integrated planning and budgeting.
- vii.—The dean of each faculty.

b.—Elected

- i.—One elected faculty member of Senate from each faculty and one faculty member of Senate from the affiliated and federated institutions of Waterloo.
- ii.—One member from the Board of Directors of the Faculty Association of the University of Waterloo.
- iii.—Three members of Senate from the elected student members, at least one of whom shall be an undergraduate student and at least one of whom shall be a graduate student.

- iv.—One member of Senate from the community-at-large members of the Board of Governors.
- v.—One member from among the alumni members of Senate.

3.03 The term of office of members elected pursuant to paragraph 3.02.b shall be one year. Each member is eligible for re-election.

3.04 **Powers and duties of Long Range Planning Committee**
The Long Range Planning Committee shall have the following powers and duties:

- a.—To make recommendations to Senate in all matters pertaining to the co-ordination of the planning of the academic, physical, and operational development of the university and the achievement of a planned rate and scope of such development.
- b.—To receive from the president, for consideration, study and review, on behalf of Senate, plans for the development of the university and to make recommendations to Senate thereon.
- c.—To undertake such studies as Senate may designate from time to time.
- d.—To report to Senate, as expeditiously as possible, with respect to the conduct of such matters as shall be delegated by Senate to the committee from time to time.

4. Graduate & Research Council

4.01 There shall be a council of the university, appointed by and responsible to Senate, called the Graduate & Research Council.

4.02 **Graduate & Research Council Membership**
The membership of this council shall consist of the following:

- a.—*Ex Officio*
 - i.—The president of the university.
 - ii.—The vice-president, academic & provost.
 - iii.—The vice-president, research and international, who shall co-chair this council.
 - iv.—The associate vice-president, graduate studies and postdoctoral affairs, who shall co-chair this council.

- v.—An assistant vice-president, graduate studies and postdoctoral affairs appointed on the recommendation of the associate vice-president, graduate studies and postdoctoral affairs
- vi.—The associate vice-president, interdisciplinary research.
- vii.—The associate vice-president, research oversight and analysis
- viii.—The associate dean for graduate studies from each Faculty
- ix.—The associate dean for research from each Faculty
- x.—The director of research ethics
- xi.—The director, research partnerships
- xii.—The director, graduate academic services
- xiii.—The university librarian or designate
- xiv.—The president of the Graduate Student Association

b. Elected / Appointed

- i.—One faculty member from the affiliated and federated institutions of Waterloo, who shall serve for a term of two years
- ii.—One graduate student from each faculty, each of whom shall serve for a term of two years.

4.03

Powers and Duties of the Graduate & Research Council

The Graduate & Research Council shall consider all questions relating to the academic quality of graduate studies and research activity within the university and, without intending to restrict the generality of the foregoing, the Graduate & Research Council shall,

- 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.
- b.—Advise the vice-president, academic & provost on all matters relating to graduate studies and research.
- c.—Receive, consider, study and review briefs on any aspect of graduate studies and research from members of the university.

- d.—Make recommendations to Senate with respect to any financial matter pertaining to graduate studies and research.
- 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.
- 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.
- g.—Consider, study and review all proposals for new centres and institutes, and the closure of centres and institutes, and make recommendations to Senate thereon.
- 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.

5.2. Undergraduate Council

52.01 There shall be a council of the university, appointed by and responsible to Senate, called the Undergraduate Council.

52.02 Undergraduate Council Membership

The membership of this council shall consist of the following:

a. Ex Officio

- i. The president of the university.
- ii. The vice-president, academic & provost.
- iii. The associate vice-president, academic, who shall co-chair this council.
- iv. The dean of the federated university.
- v. The associate dean for undergraduate studies for each faculty.

- vi. The registrar of the university.
- vii. The university librarian, or delegate.
- viii. The vice-president (education) or equivalent from the Undergraduate Student Association of each faculty of the university.

b. Elected / Appointed

- i. One member of the faculty from each faculty of the university which offers undergraduate programs, each of whom shall serve for a term of two years.
- ii. One member of faculty from the federated university, who shall serve for a term of two years.
- iii. One member of faculty from the affiliated university colleges, who shall serve for a term of two years.
- iv. A director appointed from Co-operative Education & Career Action.
- v. An executive member appointed from the Federation of Students.

52.03 Powers and Duties of the Undergraduate Council

The Undergraduate Council shall consider all questions relating to the academic quality of undergraduate studies within the university and, without intending to restrict the generality of the foregoing, the Undergraduate Council shall,

- a. Make recommendations to Senate with respect to rules and regulations for the governance, direction and management of undergraduate studies in the university.
- 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.
- 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.
- d. Advise the vice-president, academic & provost on all matters relating to undergraduate studies.
- e. Consider, study and review briefs on any aspect of undergraduate studies from members of the university.

Amended/consolidated from Bylaws 2, 3, 4, 8 and 9 in two readings, September and October 2014.

Amended by Senate in two readings, November 2017 and January 2018.

Amended by Senate in two readings, May 2019 and June 2019.

Amended by Senate in two readings, January 2025 and March 2025.

Amended by Senate in two readings, [date] and [date].

For Information**Open Session**

To: Senate

From: Senate Executive Committee

Presenter: Vivek Goel
President and Vice-Chancellor

Agenda Item: **8.3 Senate Executive Committee, Meeting of May 26, 2025**

Summary

At the meeting of the committee, the following items were discussed:

1. Regarding staff representation on Senate and exploring appropriate representation with stakeholders, the Secretariat will consult staff groups in the coming months with a plan to report on findings through the committee and through to Senate. The committee affirmed the proposed approach and timeline.
2. Regarding items related to Senate governance, it was proposed that a working group of Senate composed of senators be struck with support of the Secretariat to identify issues and make recommendations for Senate consideration and prospective adoption. The issues to be identified would be those where senator engagement is particularly important in developing options and proposals for Senate consideration e.g. enunciating roles and responsibilities of senators, establishing certain rules to guide Senate debate. The working group would review recent and past Senate evaluation surveys, consult with Senators and review practices at peer institutions. The committee agreed with the proposed approach and timeline, and the Secretariat is tasked with preparing a draft terms of reference for consideration by the committee in September 2025.
3. Prospective updates to the registration process for non-senator visitors to Senate meetings, along with expanded access to the Senate meeting via electronic means. An update will be provided at the Senate meeting.

Senate Agenda Items	May 6, 2024	June 10, 2024	September 23, 2024	October 21, 2024	November 25, 2024	January 27, 2025	March 3, 2025	April 7, 2025	May 5, 2025	June 9, 2025
	expected	*as needed								
REGULAR AGENDA (including items for information and discussion)										
Minutes	·	·	·	·	·	·	·	·	·	·
Business Arising	·	·	·	·	·	·	·	·	·	·
LEADERSHIP UPDATES ⁶										
Report of the Vice-President, Academic & Provost	*	*	*	*	*	*	*	*	*	*
Report of the Vice-President, Research and International	*	*	*	*	*	*	*	*	*	*
COMMITTEE/COUNCIL REPORTS										
Executive Committee	*	*	*	*	*	*	*	*	*	*
Graduate & Research Council (GRC)	·	·	·	·	·	·	·	·	·	·
Undergraduate Council (UC)	·	·	·	·	·	·	·	·	·	·
Long Range Planning Committee				·		·		·		
Fall Update, University Operating Budget				·						
Joint Report of GRC & UC, Academic Calendar Dates ¹					·					
University Committee on Student Appeals Annual Report ¹ (Policy 72)					·					
University Appointment Review Committee annual report ¹ (Policy 76)										·
Finance Committee - Budget Update ³							·			
Finance Committee - Budget recommendation ^{2, 3}							·			
OTHER SENATE AGENDA ITEMS										
New Senator Orientations (before meeting)			·							
Meeting technology overview for Senate room			·	·						
Teaching Awards Committee, appointment of members							·			
Delegation for Editorial Amendments to Senate Bylaws, Guidelines								·		
Delegation of Roster of Graduands								·		
Report on Roster of Graduands			·		·					
Convocation Report – summary of this years' ceremonies					·					
Undergraduate and Graduate Admissions Update						·				
Conduct Self-Assessment Survey ¹								·		
Appointment of COU Academic Colleague	Current appointment runs to April 30, 2025									
SENATE PRESENTATIONS										
Presentations from Presidents - Faculty Association, Waterloo Undergraduate Association and Graduate Student Association ¹							·			
Strategic Plan Accountability Update ¹ (June)		·								
PART Annual Update		·								

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	May 6, 2024	June 10, 2024	September 23, 2024	October 21, 2024	November 25, 2024	January 27, 2025	March 3, 2025	April 7, 2025	May 5, 2025	June 9, 2025
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 ⁴						·				
Report of the COU Academic Colleague ¹										·
Senate Committee Appointments ⁵	*	*	*	*	*	*	*	*	*	*
CLOSED 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 ^{7¹}		·								·

Special Topics for 2024-2025 to be Scheduled:

- President's Anti-racism Task Force Update (PART)

For more information: secretariat@uwaterloo.ca
uwaterloo.ca/secretariat, 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**Open Session - Consent**

To: Senate

From: Senate Graduate and Research Council

Presenter(s): Charmaine Dean
Vice-President, Research & International

Clarence Woudsma
Interim Co-Associate Vice-President, Graduate Studies and
Postdoctoral Affairs

Date of Meeting: June 9, 2025

Agenda Item: **9.2 Report of the Senate Graduate & Research Council**

Summary

[Senate Graduate & Research Council](#) met on May 6, 2025 and agreed to forward the following items to Senate for information as part of the consent agenda.

On behalf of Senate, the following items were approved:

1. New Scholarships

Council approved three awards and bursaries: the Graduate Student Association's Award for Black and Indigenous Students; William Johns Engineering Graduate Bursary; and the OAA Guild Master's Award.

2. Membership on Research Ethics Boards

Council approved the appointment of one new member each to the Human Research Ethics Board and the Clinical Research Ethics Board.

3. Curricular Submissions

Council approved curricular minor academic plan changes as well as new graduate courses, the deletion of graduate courses, and proposed minor changes to existing graduate courses and programs for:

- a. Faculty of Environment
- b. Interdisciplinary Studies

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. 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.

- 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.

Governance Path

Senate Graduate and Research Council – May 6, 2025

For Information**Open Session**

To: Senate

From: Secretariat

Agenda Item: **9.3** **Senate Long Range Planning Committee – report forthcoming**

Summary

Senate Long Range Planning Committee will meet on Wednesday June 4, 2025, and a report from that meeting will be forthcoming.

For Information**Open Session - Consent**

To: Senate

From: Senate Academic Quality Enhancement Committee

Presenter(s): David DeVidi
Associate Vice-President, Academic

Date of Meeting: June 9, 2025

Agenda Item: **9.4 Report: Senate Academic Quality Enhancement Committee**

Summary

Senate Academic Quality Enhancement (AQuE) Committee conducted an e-vote concluding on April 21, 2025 and agreed to forward the following items to Senate for information as part of the consent agenda. On behalf of Senate, the following items were approved:

- a. Final Assessment Report for Mathematics/Information Technology Management (BMath), Mathematics/Business Administration (BMath), Business Administration and Mathematics (BBA/BMath) (Double Degree with WLU), Mathematics/Chartered Professional Accountancy (BMath), Mathematics/Financial Analysis and Risk Management (BMath), Mathematical Economics (BMath)
- b. Final Assessment Report for Mathematics (BMath, Minor), Mathematical Studies (BMath), Mathematical Studies Business Specialization (BMath)
- c. Final Assessment Report for Mathematics/Teaching (BMath), Mathematics for Teachers (MMT)
- d. Cyclical Program Review Progress Report for Computer Science (BCS, BMath, Minor, MMath, PhD), Computer Science - Data Science (BCS), Business Administration and Computer Science (BBA/BCS), Computing (Option)

Approved final assessment reports and cyclical program review progress reports can be viewed on the [AQuE Committee Reporting page](#). There were no issues noted in the reports or concerns raised by the committee.

Jurisdictional Information

As outlined in the committee's [Terms and Reference](#), Senate Academic Quality Enhancement Committee is empowered to make approvals on behalf of Senate for a variety of operational matters:

2. On behalf of Senate, consider and approve all Final Assessment Reports and Progress Reports within the University's IQAP, and provide Senate with a summary of the committee's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.

Governance Path

Senate Academic Quality Enhancement Committee: 04/21/2025

For Information**Open Session**

To: Senate

From: James Rush,
Vice-President, Academic & Provost

Presenter: Gerry Schneider
Chair, University Appointments Review Committee

Date of Meeting: June 9, 2025

Agenda Item: **9.5 Report of the Provost: University Appointments Review Committee**

Summary

Annual UARC Report

Members of the University Appointments Review Committee (UARC), appointed by the Vice-President, Academic & Provost in consultation with Deans' Council and the President of the Faculty Association, advise on regular faculty appointments with a duration of more than two years. UARC members review hiring processes and provide advice to the Dean before a hiring recommendation is sent to the Vice-President, Academic & Provost for approval. Generally, UARC monitors the hiring process to ensure that positions were properly advertised, that both the letter and the spirit of the hiring procedure were followed and that there was a thorough search for candidates with attention to equity. In accordance with Policy 76 – Faculty Appointments, the committee reports to Senate annually, via the Vice-President, Academic & Provost, on its activities and operations. As of July 1, 2024 UARC is overseen by the Associate Vice-President, Faculty Planning and Policy.

From 1 September 2023 to 31 August 2024, UARC reviewed a total of 77 proposals for regular faculty appointments. Of these 77 proposals, 71 offers were actually extended that resulted in 46 accepted offers. For comparison purposes, the total number of proposals reviewed in years past was as follows:

YEAR	NUMBER OF PROPOSALS
1 September 2009 – 31 August 2010	58
1 September 2010 – 31 August 2011	79
1 September 2011 – 31 August 2012	87
1 September 2012 – 31 August 2013	68
1 September 2013 – 31 August 2014	70
1 September 2014 – 31 August 2015	85
1 September 2015 – 31 August 2016	69
1 September 2016 – 31 August 2017	90
1 September 2017 – 31 August 2018	102
1 September 2018 – 31 August 2019	87
1 September 2019 – 31 August 2020	50
1 September 2020 – 31 August 2021	66
1 September 2021 – 31 August 2022	135
1 September 2022 – 31 August 2023	91
1 September 2023 – 31 August 2024	77

POINTS OF INTEREST:

Of the files reviewed, the following information can be extracted (with figures from the last cycle (2022- 2023) provided):

CATEGORY	2023-2024	2022-2023
Female candidates	34 (of 77)	35 (of 91)
Male candidates	41 (of 77)	54 (of 91)
Gender unknown	2 (of 77)	2 (of 91)
Tenured	8 (of 77)	3 (of 91)
Probationary Appointments	56 (of 77)	72 (of 91)
Definite Term Appointments	13 (of 77)	16 (of 91)
Total Candidates	77	91

Length of the Review Process

Appointment proposals from academic units and faculties were generally timely, and department chairs/school directors have been very helpful in providing any additional information requested. Advance notice of proposals continues to be important to ensure speedy turnaround. Policy 76 specifies five working days for the review process. During the past year, UARC members were able to complete most reviews within five working days unless there was some missing information and discussions with the chair/director or dean were required. Consultation between the UARC Chair and Chairs/Directors/Deans continues to grow.

Administration

Administrative information concerning UARC can be found at:

<https://uwaterloo.ca/faculty-planning-policy/recruitment/university-appointments-review-committee>

Associate Vice-President, Faculty Planning and Policy, Christine McWebb

UARC Membership

Chair: Gerry Schneider

Secretary: Katherine Thorne, Director, Faculty Relations

Faculty of Arts:

Julie Robson

Julia Roberts

Faculty of Engineering:

Marianna Polak

Ladan Tahvildari

Faculty of Environment:

Jennifer Dean

Dan Cockayne

Faculty of Health:

Lora Giangregorio

Scott Leatherdale

Faculty of Mathematics:

Pengfei Li

Kevin Hare

Faculty of Science:

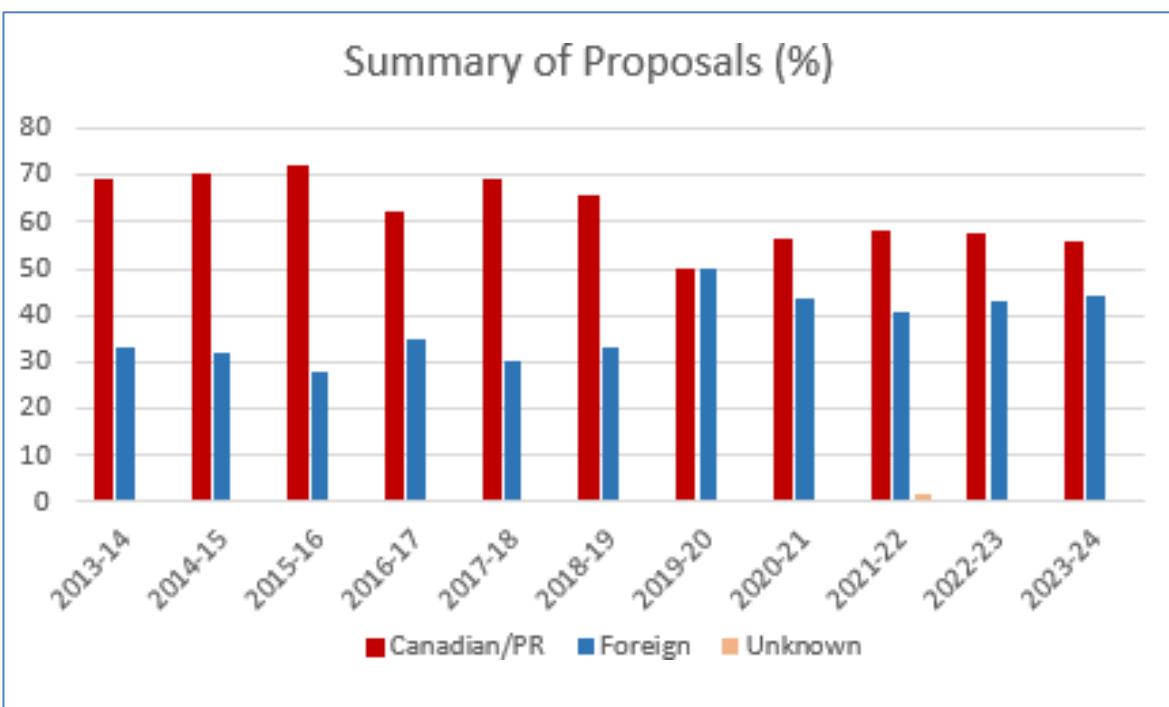
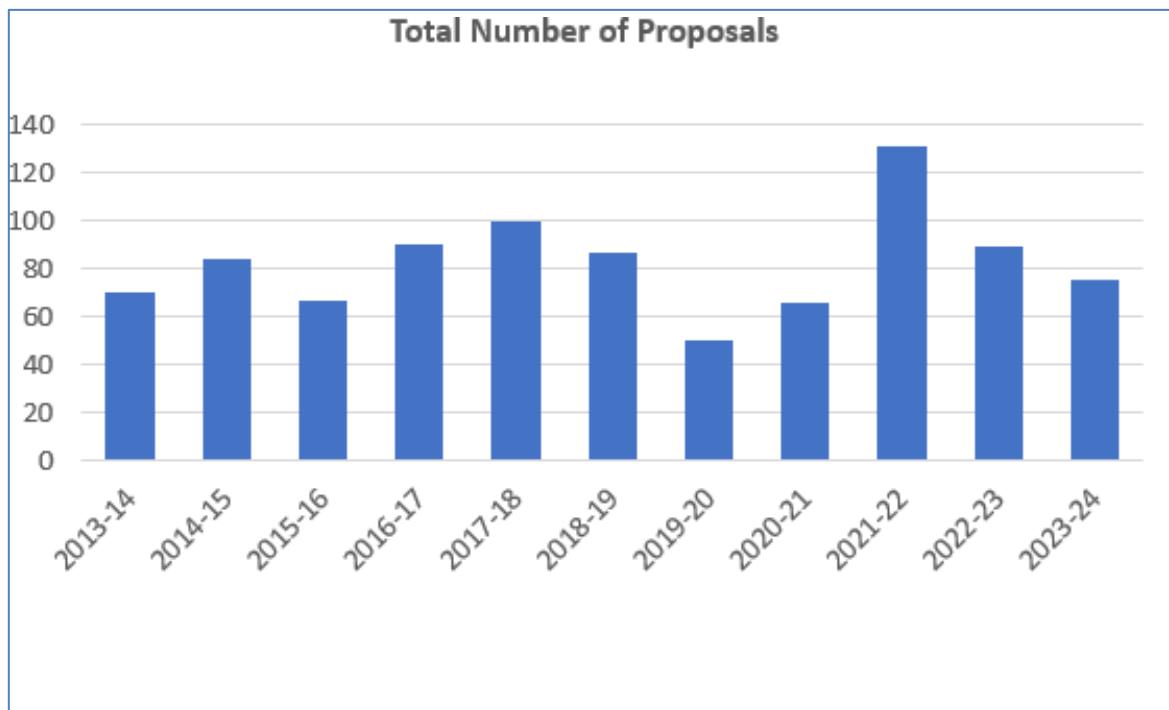
Brian Dixon

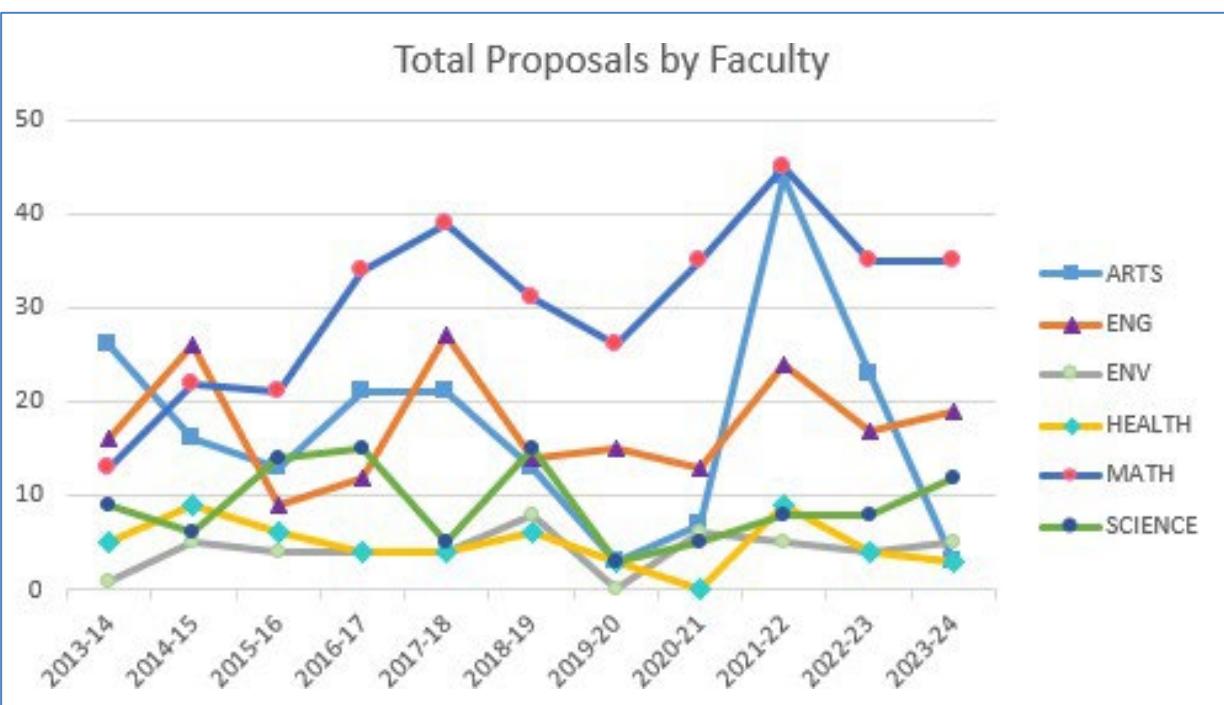
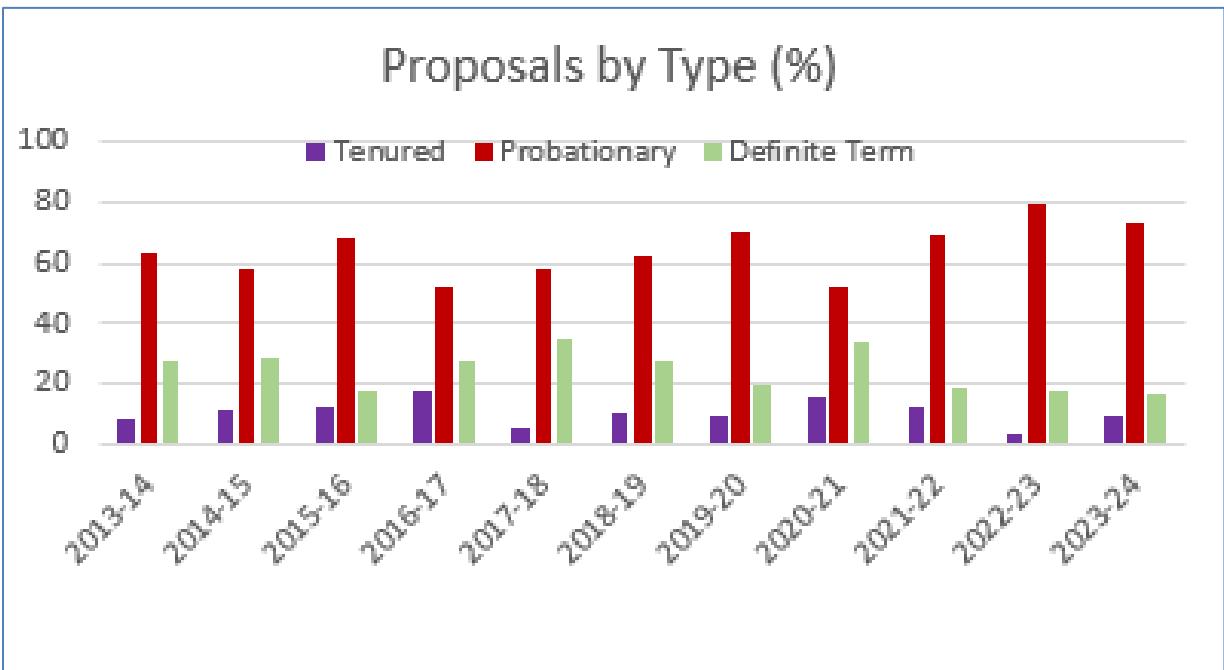
Shoufa Lin

Summary of Proposals for Regular Faculty Appointments for Two Years or More
Reviewed by UARC
September 2023 – August 2024

Faculty	Files	Gender			Residency				Appointment Type											
		Female	Male	Unknown	Canadian	Permanent Resident	Foreign Academic	Unknown	Tenure			Probationary			Definite Term					
									F	M		F	M	U	F	M	U			
ARTS	3	1	1	1	2	0	1	0	1	1	0	0	0	0	2	0	1	1		
ENG	19	11	8	0	11	4	4	0	3	2	1	11	6	5	0	5	3	2	0	
ENV	5	4	1	0	4	1	0	0	2	2	0	3	2	1	0	0	0	0	0	
HEALTH	3	3	0	0	2	0	1	0	0	0	0	2	2	0	0	1	1	0	0	
MATH	35	9	25	1	9	3	23	0	2	2	0	31	7	23	1	2	0	2	0	
SCIENCE	12	6	6	0	7	0	5	0	0	0	0	9	5	4	0	3	1	2	0	
TOTAL	77	34	41	2	35	8	34	0	8	7	1	56	22	33	1	13	5	7	1	

Faculty	Professorial Rank0														Results				
	Lecturer				Assistant Professor				Associate Professor				Full Professor			Offers	No Offers	Accepted	Declined
	F	M	U		F	M	U		F	M		F	M						
ARTS	2	0	1	1	0	0	0	1	1	0	0	0	0	3	0	3	0	0	
ENG	5	3	2	0	10	6	4	0	4	2	2	0	0	18	1	15	3	0	
ENV	0	0	0	0	3	2	1	0	0	0	0	2	2	0	5	0	5	0	0
HEALTH	1	1	0	0	2	2	0	0	0	0	0	0	0	3	0	3	0	0	
MATH	2	0	2	0	30	7	22	1	1	0	1	2	2	0	30	5	13	17	0
SCIENCE	3	1	2	0	9	5	4	0	0	0	0	0	0	12	0	7	5	0	
TOTAL	13	5	7	1	54	22	31	1	6	3	3	4	4	0	71	6	46	25	0





For Information**Open Session**

To: Senate

From: Vice-President, Academic & Provost

Presenter(s): James Rush
Vice-President, Academic & Provost

Date of Meeting: June 9, 2025

Agenda Item: **9.6 Report of the Provost, Faculty Appointments, Leaves**

Summary:

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 page¹](#).

¹ https://uwaterloo.ca/secretariat/sites/default/files/uploads/documents/all-faculty-june_0.pdf

For Information**Open Session - Consent**

To: Senate

From: Vice-President, Academic and Provost
Cooperative and Experiential Education
Graduate Studies and Postdoctoral Affairs

Presenter(s): Norah McRae
Associate Provost, Co-operative and Experiential Education
Clarence Woudsma
Interim Co-Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Date of Meeting: June 9, 2025

Agenda Item: **9.7 Graduate Work-integrated Learning (GradWIL)
Initiative: Final Report**

Summary

Please find attached the final report for Graduate Work-integrated Learning (GradWIL), a signature initiative of the University's 2020-25 Strategic Plan.

This document outlines the findings and deliverables based on our extensive efforts these past several years. We believe that the outcomes and learnings provided will be valuable for future strategic initiatives. The structure developed through this project will support and catalyze programs in developing GradWIL offerings, ensuring WIL continues to grow and be embraced as a graduate student differentiator at the University of Waterloo.

Documentation Provided

- Graduate Work-integrated Learning (GradWIL) Initiative: Final Report

Graduate Work-integrated Learning (GradWIL) Initiative: Final Report

At Senate in January 2022, a proposal was presented, a signature objective towards the goal of enhancing graduate studies through the expansion of Work Integrated Learning (WIL) opportunities at the graduate level. Connecting with both the University's strategic 2020-25 commitment towards developing talent for a complex future as well as the vision for Waterloo at 100, our GradWIL vision included (but not limited to) ***WIL opportunities for all graduate students***. Since that time, GSPA and CEE have been partnering toward the **overarching goal of creating the structure that supports and catalyzes individual programs in developing their GradWIL offerings.**

The University of Waterloo is a global leader in WIL. Our cornerstone co-op program has enabled students to gain invaluable hands-on experience while earning their degrees. Additionally, WIL occurs on our campus in research, coursework, and internships. Through this initiative we now have the means to showcase these differentiators to prospective students, add value to our current student experiences and enhance the distinctiveness of graduate studies at Waterloo.

GradWIL activities at a glance

Consultations

Faculties

- 7 academic units with interest in piloting WIL, in some capacity, via this initiative
- Associate Deans, Grad & Co-op/WIL, some of whom partnered with us in WIL course pilots
- Multiple WIL course instructors consulted
- Graduate Operations Committee and Faculty Grad Committees on multiple occasions

Staff significant engagement from CEE, GSPA and across academic support units including CEL, CTE, RO

Students consulted through a variety of channels to inform

- Review of 2022 CGPSS data
- GSA meeting presentation
- GSA VP Admin – attendance at monthly GradWIL steering committee meeting
- Grad student focus groups and individual interviews
- Surveys via co-op, internship, and WIL 611 pilots

Pilots

- 3 academic programs involved in co-op pilots spanning two years
- 2 academic programs involved in internship pilots spanning two years
- 2 course (CIR) Faculty-based pilots
- 3 centrally offered WIL course pilots (PS 699 and WIL 611)

Working groups

14 working groups with students and staff representing:

- CEE, GSA, GSPA, IAP, IBP



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Deliverables and Findings

WIL Pedagogy

WIL involves students integrating knowledge from their coursework and research into practical application in a WIL experience and carrying this knowledge forward into their career objectives.

Articulating quality WIL

To raise awareness and establish consistent definitions, quality WIL concepts were articulated and codified in the Graduate Studies Academic Calendar (see [10.1 Graduate work-integrated learning](#)). This work involved defining WIL models to provide consistency in how WIL experiences are offered, recorded and tracked across academic programs. This work also involved the development of a [Learning Development Process](#) to help guide how WIL is offered at Waterloo and create the conditions for purposeful work in WIL.

Supporting before, during and after WIL: WIL 601, reflection, and career integration

CEE-supported models of WIL are designed to provide comprehensive support the pedagogy of WIL before, during, and after the WIL experience. [WIL 601: Career Foundations for Work-Integrated Learning](#) is a course designed to provides students with the tools, strategies and resources to effectively prepare for their upcoming WIL experiences. Additionally, CEE incorporates reflective practices and career integration components to enhance learning and professional development throughout the student's WIL journey.

Financial sustainability

Roadmap for Financial Sustainability for GradWIL

A comprehensive roadmap for financial sustainability was developed, outlining the necessary steps to maintain CEE-supported WIL programming along with consultation and supports for instructors to integrate WIL in their courses. The roadmap includes strategic planning, budget allocation, and resource management to ensure long-term viability.

Co-op: Equitable Funding Model for UG and Grad

At the Board of Governors meeting in February, changes were approved to the timing and frequency of co-op fee assessments for graduate students. These changes, coming into effect Fall 2025, will improve alignment of assessment practices for undergraduate and graduate students.

Teach WIL website

The [Teach WIL website](#) has been a crucial resource for promoting WIL sustainability in courses. The website provides comprehensive information and self-guided resources, and support for instructors implementing and maintaining WIL courses, ensuring that courses are accessible and effective.

WIL Menu

The WIL menu offers a variety of options for graduate programs to incorporate work-integrated learning. This menu includes co-op, internship, and the Graduate Certificate in Work-integrated Learning, providing flexibility and choice to meet diverse program needs and student interests. Programs interested in learning more about the WIL Menu can contact their [Faculty Relations Manager](#). When appropriate, more WIL options for graduate programs will continue to be added to the menu to meet campus needs.



Co-op and Internship: Enhanced supports for students and programs

Through pilots with four programs, across Engineering, Environment and Mathematics, CEE developed and tested a graduate student support model. This model has been well received by grad students with positive feedback in terms of employment rate, survey feedback, and direct feedback. Additionally, our pilot program partners have highlighted the value of the model and the positive impact toward them and their students. To this end, we are seeing interest in continued growth in graduate co-op; In the past 16 months, 4 graduate programs have added a Co-op option or submitted a new program proposal.

Graduate Certificate in WIL: Catalyzing programs to embed WIL sustainably

The introduction of a Certificate in WIL has been a significant step towards embedding WIL sustainably within graduate programs. This certificate serves as a formal recognition of the skills and experiences gained through WIL and provides the means for programs to leverage the WIL they may already have or more effectively introduce and integrate WIL into their curricula. Programs can bundle their existing applied research and/or course work WIL activities that are already part of a student's degree requirements. As such, this option doesn't require students to take time off from their degree studies to add practical work experience. CEE resources are positioned to help programs build out their own certificate, ensure quality WIL is offered, and where needed, support their operations.

Interdisciplinary WIL courses

A key component of delivering on the "GradWIL options for all" has been the development of [WIL 611: Interdisciplinary Community/Industry Research Project](#). This course allows students to engage in WIL as part of an interdisciplinary team, working on projects with an industry or community partner focused on one of the five Global Futures. Currently in development and scheduled for pilot in Fall 2025 is [WIL 612: Leadership and Project Management](#), a course that further bridges the gap between academic learning and real-world application, providing graduate students with a unique opportunity to develop leadership, mentorship, and professional communication skills.

If a program lacks piece(s) of WIL or are looking for a more cost-effective way to deliver WIL, CEE offers (any of) 3 interdisciplinary courses (WIL 601, 611, 612) that could be embedded in the program's certificate of WIL.

Work Experience WIL

The *Work Experience WIL* model is being explored to enable students to engage in a full-time, 4-month WIL experience when WIL is not already embedded in their academic program. This model may lead to a new fee structure, with future implications for undergraduate programs as well.

Applied Research WIL

Through our consultations, many graduate students expressed interest in applied research WIL as part of their thesis or as an additional project. Waterloo is known as a research leader with exceptional connections to industry and community and many of our Master's and Doctoral students are fully engaged in applied research WIL already. Across all graduate students, there is clear demand for practical and research-based learning experiences that complement academic studies. To support students as they engage in all stages of applied research, the team has developed a set of resources, including the [Pre-WIL: Seeking an opportunity](#) webpage.



Outcomes and Innovations

The outcomes of GradWIL have been diverse, with some unintended benefits and innovations paving the way for future developments. The initiative has provided valuable learning opportunities for GSPA and CEE and has enhanced the overall structure and coherence of WIL programs.

Learning Process

One of the key aspects of GradWIL has been the learning process, where challenges such as "I don't know who has the answer to this" or "we have never done that before" were approached with a mindset of cross-unit collaboration (i.e., 'One Waterloo') to identify and test solutions. This has led to innovative approaches and enhanced problem-solving capabilities throughout our interactions with Faculty and ASU partners.

Calendar Changes, Template Language, Governance Path

To support the implementation of GradWIL, several graduate calendar changes, template language updates, and governance paths were uncovered and codified. These changes are crucial for maintaining clarity and coherence in the processes and systems involved in WIL. Alongside this, these early challenges emphasized the importance of role clarity across all elements of graduate WIL programming, resources and supports, ensuring that Faculty partners know who to contact.

Navigating Systems Limitations and Identifying Innovative Solutions

Throughout the GradWIL initiative, navigating system limitations and identifying innovative solutions has been a key learning process. This involves overcoming barriers, leveraging existing strengths, and ensuring that new approaches are effective and sustainable. A key example was from our Internship pilot, where our team and CEE partners leveraged CEE's key strengths in processes and systems to develop an innovative approach for integrating internship in WaterlooWorks and Quest.

Conclusion

The GradWIL initiative has been a transformative journey, providing structure, coherence, and sustainability to WIL programs, courses and applied research at the graduate level. By navigating challenges, leveraging existing strengths, and introducing innovative solutions, this CEE and GSPA collaborative has created the structure to support and catalyze individual programs in developing their GradWIL offerings. While the official initiative has ended, we have established the governance, ownership, and resource responsibilities to ensure GradWIL continues to grow and be embraced as a graduate student differentiator at the University of Waterloo.

Want to learn more?

Information for current graduate students

- [Graduate Work-integrated Learning \(WIL\)](#)
- [What is Graduate WIL?](#)

Information for future graduate students

- Why choose Waterloo? > [Graduate work-integrated learning \(WIL\)](#)
- Programs > [Explore experiential and work-integrated learning \(WIL\)](#)



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Information for faculty and program coordinators

- Graduate Studies resources > [Graduate WIL](#)
- WIL resource hub for course instructors: [Teach WIL](#)
- GSAC > [10.1 Graduate work-integrated learning](#)

Want to get involved in GradWIL?

Please reach out to your [CEE Faculty Relations Manager](#).



For Information**Open Session**

To: Senate

Presenter(s): Charmaine Dean

Vice President, Research and International

Date of Meeting: June 9, 2025

Agenda Item: **9.8 Awards, Distinctions, Grants, Waterloo International Engagements, Commercialization Activity**

Recommendation/Motion

This item is for information purposes.

Summary

This report summarizes successful commercialization, research and international outputs and outcomes for the period April 2025.

It also provides a summary of the key outcomes arising from the Office of the Vice-President, Research and International review.

Proposal/Rationale

This report provides a summary of significant monthly outputs related to commercialization and entrepreneurship; funded research; awards and distinctions and activities towards strategic internationalization. The designation of these outputs are primarily based from students attending University of Waterloo commercialization and entrepreneurship training and faculty members.

Jurisdictional Information

N/A

Governance Path

N/A

Documentation Provided

Attached – Vice-President, Research and International: Report to Senate, June 2025.

**Vice-President, Research & International
Report to Senate
June 2025**

Introduction

This report to Senate highlights successful research, international and commercialization outputs and outcomes for the period April 2025.

Awards and Distinctions

Xiao Hu (School of Computer Science)

[Best Paper Award - 2025 ACM SIGMOD/PODS International Conference on Management of Data](#)

Recognized for her research on optimizing join-aggregate queries. The ACM SIGMOD/PODS conference is the premier international forum for database researchers, practitioners and developers.

Milad Kamkar (Mechanical and Mechatronic Engineering)

[Materials Horizons Emerging Investigator award](#)

Kamkar has been awarded this honor for his contributions to soft matter engineering. Specifically, he develops nanomaterial- and polymer-based hydrogels and aerogels with novel morphologies to support applications such as electromagnetic shielding, wastewater treatment and carbon capture.

Anita Layton (Applied Mathematics)

[Canadian Applied and Industrial Mathematics Society \(CAIMS\) Research Prize](#)

The society's pre-eminent research award recognizes innovative and exceptional research contributions in applied or industrial mathematics.

Funded Research Awards

Crown Indigenous Relations and Northern Affairs Canada

The Nunavut General Monitoring Plan (NGMP)

The NGMP program collects and analyzes long-term data on Nunavut's environment, people, communities, and economy. It integrates traditional and scientific knowledge, identifies monitoring gaps, and supports initiatives to fill these gaps.

The following project was successful:

Greg Vey (Geography and Environmental Management)

Title: Research Data Management Support from the Polar Data Catalogue/Waterloo Climate Institute to the Nunavut General Monitoring Plan, 2024-2025
Amount: \$42,700

Early Career Researcher Awards (ECRA)

The Provincially funded Early Career Researcher Awards give funding to new researchers working at publicly funded Ontario research institutions to build a research team. The following ECRAAs were awarded in this period:

Kaylena Ehgoestz Martens (Kinesiology and Health Sciences)

Title: Combining digital outcomes of mobility with mobile brain imaging to understand and predict future neurodegeneration
Amount: \$140,000

Parsin Haji Reza (Systems Design Engineering)

Title: Revolutionizing Oncological Outcomes with Next-Generation Imaging Innovations
Amount: \$140,000

Subha Kalyaanamoorthy (Chemistry)

Title: Developing novel biocatalysts for a sustainable environment: Reducing CO2 emission and managing plastic wastes
Amount: \$140,000

Gautam Kamath (Computer Science)

Title: Broadening Connections between Robustness and Privacy
Amount: \$140,000

Nima Mafsoon (Systems Design Engineering)

Title: A novel device for treating otitis media
Amount: \$140,000

Chul Min Yeum (Civil and Environmental Engineering)

Title: Advanced Real-Time Visual Inspection for Lifeline Infrastructure
Amount: \$140,000

Yimin Wu (Mechanical and Mechatronic Engineering)

Title: Advancing the next generation of artificial leaves for carbon dioxide reduction
Amount: \$140,000

Linda Zhang (School of Architecture)

Title: Heritage beyond the White City: Reclaiming Heritage as Community Stewardship

Amount: \$140,000

Jian Zhao (School of Computer Science)

Title: Coding with AI: Enhancing Software Development through Visual Interfaces

Amount: \$140,000

Waterloo International

In April 2025, Waterloo International accomplished the following work towards its three strategic goals:

1) Enhancing International Priorities and Partnership Connections:

- Signed an Erasmus+ (European Commission programme for education, training, youth and sport) Agreement with the Faculty of Health to send and receive graduate students and faculty with Saxion University of Applied Sciences in the Netherlands.
- Signed a University of Strathclyde Pathways Agreement with the Faculty of Science, establishing a 4+1 Pathways Agreement allowing UW students who have completed a four-year BSc a pathway into a MSc Forensic Science at Strathclyde.

2) Supporting International Talent Pipeline Development and Student Mobility:

- Signed an Inter-Institutional Agreement with University of Graz, Austria in support of student and faculty mobility through the Erasmus + program.
- Registered 239 international university-sanctioned trips and monitored over 1200 active travellers.
- Monitored 18 high-risk global incidents of which 1 required follow up.

3) Developing New International Opportunities:

- Engaged in partnership discussions with Co-Creation Hub (CCHub) in Nigeria, a leading pan-African creative and innovation ecosystem enabler to accelerate the application of social capital and technology for economic prosperity across Africa with the Faculty of Arts, the Faculty of Engineering and WATSpeed.

Commercialization and Entrepreneurship Highlights

2025 Digital Health Summit Showcase

During April, the University of Waterloo co-hosted a two-day Digital Health summit with Times Higher Education (THE). It with an impressive line-up of health experts including speakers from global organizations such as Pfizer, Samsung Health and the World Health Organization, and from local and Canadian organizations such as the Trillium Health Partners and the Care Next Coalition. Velocity entrepreneurs were pleased to showcase innovative digital health solutions — highlighting the urgent need for transformative change and the gap between innovation and adoption.

The following University of Waterloo - Velocity led companies presented at the summit:

Pedro Augusto Da Silva E Souza Miranda (PhD, current and Co-founder) - [Skopien](#)

Skopien is a platform that centralizes data from all brands of ICU bed monitors onto a single dashboard that is accessible for staff review anytime.

Youssef Helwa (MASC. '17 and Co-founder) - [FluidAI Medical](#)

FluidAI Medical combines real-time EHR data with novel, proprietary hardware to capture physiological insights never before collected for post operative care.

Moufeed Kaddoura (BSc. '16 and Co-founder) - [Kenota Health](#)

Kenota Health is transforming the allergy testing experience for patients by giving allergists a better, faster way to obtain highly specific test results with next generation medical diagnostic tools.

Christy Lee (BASc. '24 and Co-founder) - [PatientCompanion](#)

PatientCompanion modernizes the traditional call bell system by prioritizing the urgency of patients' requests and, in turn, supports nurses to deliver more responsive and personalized care.

Brian Li (BASc. '24 and Co-founder) - [Quip Medical](#)

Quip Medical has developed an AI-powered platform to alleviate the burden of manual documentation for physicians.

Sadegh Raeisi (PhD'14 and Co-founder) - [Foques Technologies Inc.](#)

Foques Technologies Inc. is a software solution that leverages proprietary Quantum technologies and Machine Learning algorithms to speed up MRI scan times.

Mazhar Shahen (MSc.- current and Co-founder) Shiv Naik (BSc. '22 and Co-founder) - [NewGen Health](#)

NewGen Health is revolutionizing early kidney disease detection with rapid screening through new software solutions.

Parthipan Siva (MSc.'07, professor in the Department of Systems Design Engineering and Co-founder) and Shannon White (MMath'93 and Co-founder) - [Chirp](#)

Chirp uses AI algorithms to build behavior models that detect falls and other movement of individuals.

Rui Su (PharmD'18 and Co-founder) - [MedMe Health \(YC W21\)](#)

MedMe Health empowers pharmacies to deliver clinical services at scale by using their cloud-based platform to manage pharmaceutical scheduling and service delivery.

Atefeh Zarabaid (PhD'15 and Co-founder) - [AimSense](#)

AimSense combines electromagnetic imaging and AI to develop portable brain scanners for early stroke diagnosis.

Past University of Waterloo students supported by Velocity in April

Keith Cleland (MSc'22 and Co-founder) - [Aqua-cell Energy Inc.](#)

Leveraging a passion for environmental sustainability and expertise in electrochemistry Aqua-Cell Energy Inc. designs affordable and safe energy storage solutions for commercial and industrial solar power.

Alex Maierean (Mmath'24 and Co- Founder) - [Phantom Photonics](#)

Phantom Photos creates quantum sensors that can detect faint signals by using advanced techniques to ignore background noise with applications in marine and space operations.

For Information**Open Session**

To: Senate

From: Secretariat

Agenda Item: **11.1 Discussion Item - Making Use of Existing Senate Committees for Review of Academic Programs**

Summary

The material attached to this report was submitted for inclusion in the June 9, 2025 Senate agenda, following initial approval of the agenda by the Senate Executive Committee at its regular meeting on May 26, 2025.

Subsequently, the Senate Executive Committee approved an amendment to the June 9 agenda to include this item under "Other Business."

Documentation Provided

- Memo: Proposed Discussion Item for Senate Meeting June 9, 2025

Proposed Discussion Item for Senate Meeting June 9, 2025

To: Senate

From: Senators James Nugent, Nasser Abukhdeir, Rob Gorbet, Nicholas Pellegrino

The following is an agenda item proposed for discussion during the June 9th, 2025 Senate meeting.

Making Use of Existing Senate Committees for Review of Academic Programs

Overview:

This discussion topic focuses on the question: Should the proposed review of academic programs with respect to efficiency and effectiveness be overseen by a standing group comprised of senior administration, or by Senate?

Background:

On May 13th, the Associate Vice-President, Academic sent an email announcing an Academic Innovation Working Group (AIWG) established by the Provost “to support the University’s ability to make sound, evidence-based academic and administrative decisions about our academic programs and their delivery.” This comes within the context of external consultants being hired to help identify cost-savings in other areas of university operations. The AIWG, to be chaired by the AVPA, was proposed as “a standing leadership group overseeing a number of time-limited working groups established to address immediate concerns.” The focus of the AIWG is on “areas for improvement in efficiency and effectiveness” relating to academic programs.

The AVPA’s email proposes three invitation-only Working Groups that would report back to the AIWG:

- “Logistics For Alternative Credentials (Timeline: already underway, aiming to complete its work by the end of 2025)
- Modernizing Our Academic Program Offerings (Timeline: 12 months)
- Efficient and Effective Delivery of Academic Programs (Timeline: 12 months).”

The membership of the AIWG “includes three Deans and two other academic administrators” besides the AVPA. It’s unclear, but it appears members of the other three working groups will also be appointed by senior administration (“Invitations to participate in the working group are going out now”).

Discussion Points:

1. Given the significant implications that these working groups could have on framing and driving changes to academic matters, should these working groups not be overseen by Senate rather than by a “standing leadership group” primarily (if not entirely) comprised of senior administration?
2. The stated purpose of the working groups and the AIWG already fall within the mandate of Senate as per the Waterloo Act and the Senate’s by-laws pertaining to committees and councils. The [Waterloo Act](#) gives Senate “the power to establish the educational policies of the University.” This includes, but is not limited to the following:
 - a. “to undertake, consider and co-ordinate long-range academic planning”;
 - b. “to establish, maintain, modify or remove, curricula of all courses of instruction including extension courses”;
 - c. “to make recommendations to the Board of Governors relative to the creation, establishment, maintenance, modification, or removal of organizational structures such as faculties, schools, institutes, departments or chairs within the University;” and
 - d. to make recommendations to the Board of Governors with respect to “any matter relative to the operation of the University.”
3. The proposed mandate of the AIWG is also redundant with the power and duties of Senate [committees and councils](#). Senate is already moving to create a Senate Planning and Finance Committee that will have the responsibility to: “Provide advice and guidance to Senate on long-term strategic and campus planning as it relates to the advancement of the University’s academic mission including:
 - a. Strategic planning
 - b. Strategic academic planning including enrolment management
 - c. Integrated planning and budgeting
 - d. Campus and capital planning including physical and digital infrastructure.”
4. The mandate of the current Long Range Planning Committee is to “To undertake such studies as Senate may designate from time to time,” which could include one or more of the three proposed working group studies by the AIWG.
5. Moreover, Undergraduate Council already has the powers and duties to “consider all questions relating to the academic quality of undergraduate studies within the

university,” and similarly for the Graduate Council with respect to graduate studies and research activity.

6. A “standing leadership group” is therefore redundant with, and possibly works at cross-purposes with, the powers and duties of existing Senate committees and councils.
7. The best way for review of academic programming to be “led by academics” (as per the AVPA’s email) is for Senate to oversee this work. This will ensure the work is foremost driven by academic priorities and concerns rather than administrative logics.