

Senate Graduate Council

Open Session

March 3, 2026

10:00 a.m. - 11:30 a.m.

Needles Hall

NH 3318

Waterloo Campus

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2026 03 03 Senate Graduate Council Meeting Book

AGENDA

	1. Governance Resources		
	1.1. Link to Governance Resources		
10:00 a.m.	2. Approval of the Agenda		
	2.1. Conflict of Interest		
	2.2. Approval of the Agenda and Consent Items	Decision	3
	2.3. Business Arising from the Minutes	Information	
	3. Consent Agenda		
	3.1. Minutes of January 21, 2026 Meeting	Decision	4
	3.2. Curricular Submissions		
	3.2.1. Faculty of Environment	Decision	7
	3.2.2. Graduate Studies Academic Calendar Updates	Decision	15
	3.3. Graduate Awards and Scholarships	Decision	23
	3.4. Updated Final Examination Regulations and Guidelines	Information	25
	4. Regular Agenda		
10:05 a.m.	5. Chair’s Remarks [Wan]	Information	
10:10 a.m.	6. Curricular Submissions		
	6.1. Graduate Studies Academic Calendar Updates	Decision	49
10:20 a.m.	7. Policy 70 Consultation [Brown & Singh]		
	7.1. Policy 70 Consultation	Discussion	59
10:40 a.m.	8. ORCID Implementation Pilot [Bredahl & Ochana]		
	8.1. ORCID Implementation Pilot	Information	75
11:00 a.m.	9. Velocity Support and Resources for Graduate Students [Dick]		
	9.1. Velocity Support and Resources for Graduate Students	Discussion	101
11:20 a.m.	10. Items Removed from the Consent Agenda		
11:25 a.m.	11. Other Business		
11:30 a.m.	12. Adjournment		
	The next SGC meeting will be held on April 16, 2026.		

For Approval

Open Session

To: Senate Graduate Council

From: Tony Ly
Governance Officer

Date of Meeting: March 3, 2026

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

2.1. Conflict of Interest

Members are invited to declare any conflicts related to the open session agenda at this time. Should a conflict of interest arise during discussion, members are asked to declare a conflict of interest as it arises. Information and guidance on conflicts of interest is provided on the Secretariat [website](#).

The Secretariat can provide guidance regarding potential conflicts of interest in advance of or during the 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 3.1 – 3.4.

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

2.3. Business Arising from the Minutes

None.

University of Waterloo
SENATE GRADUATE COUNCIL
Minutes of the January 21, 2026 Meeting

Present: Mike Beazely, Steven Bednarski, Helen Chen, Rob de Loë, Alison Hitchens, Abhishesh Homagain, Brian Ingalls, Brian Laird, Christiane Lemieux, Tony Ly [Secretary], Lilhac Medina, Tizazu Mekonnen, Christopher Nielsen, Nicholas Pelligrino, Brad Pomeroy, Ian Rowlands, Meray Sadek, Justin Wan [Chair]

Resources/Guests: Nasser Abukhdeir, Carlie Bolton, Graham Brown, Angela Christelis, Jennifer Gillies, Carrie MacKinnon Molson, Marianne Simm, Rebecca Wickens, Richard Wikkerink, Jefferey Wilson

Regrets: David Clausi, Charmaine Dean, Tom Duever, Vivek Goel, Carter Neal, Clarence Woudsma

Organization of Meeting: Justin Wan took the chair and Tony Ly acted as secretary. The secretary advised that a quorum was present.

1. Governance Resources

This item was provided for information only.

2. Approval of Agenda

Council heard a motion to approve or receive for information the items of the consent agenda. Hitchens and Lemieux. Carried.

2.1. Conflict of Interest

No conflicts of interest were declared.

2.2. Approval of the Agenda and Consent Items

Council approved the agenda as distributed.

3. Consent Agenda

Council approved items 3.1 – 3.3 on behalf of Senate and received for information item 3.4.

3.1. Minutes of the November 17, 2025 Meeting

Council approved the minutes of the meeting as distributed.

3.2. Curricular Submissions

Council approved all curricular submissions items 3.2.1 – 3.2.4 on behalf of Senate.

3.3. Graduate Awards and Scholarships

Council received for information and approved all new awards and scholarships.

3.4. Accessible Education Project Updates

Council received for information an update from the Accessible Education Project.

4. Regular Agenda

5. Chair's Remarks

The Chair thanked council members for attending the recent joint meeting with the Senate Research and Innovation Council. The next joint meeting will likely be in the Spring term and members were invited to submit topics of interest.

6. Curricular Submissions

6.1. Faculty of Arts

Pomeroy presented the changes for the Political Science and Psychology programs. The updates for the Political Science program included updates to the graduate research field, expanding the number of elective courses, adding flexibility to the comprehensive exam reading list, and the option for removing the thesis for the MA program. The Applied Data Science specialization was added for the PhD in Psychology program.

A motion was heard to recommend that Senate approve the major modifications to the Doctor of Philosophy (PhD) in Political Science; Doctor of Philosophy (PhD) in Political Science - Co-operative Program; Master of Arts (MA) in Political Science; Master of Arts (MA) in Political Science - Co-operative Program (direct entry); and Doctor of Philosophy (PhD) in Psychology, effective May 1, 2026, as presented. Pomeroy and Ingalls. Carried.

6.2. Faculty of Environment

Rowlands presented the changes for the Master of Environmental Studies program. A coursework option will be added following the recommendations from the cyclical program review. There are two specializations and they fit well with the capstone projects. Students will need to apply for the coursework option and attend the same classes as the research option.

A motion was heard to recommend that Senate approve the major modifications to the Master of Environmental Studies (MES) in Geography, effective May 1, 2026, as presented. Rowlands and Nielsen. Carried.

6.3. GSPA Regulations

Simm and Bolton highlighted proposed updates to GSPA regulations. Council members proposed an amendment to clarify the language for the final assessments section in the Final Examination Regulations and Guidelines document. The amendment will be reflected in both the regulation and in the system.

A motion was heard to recommend that Senate approve the major modifications to the 2026 Graduate Studies Academic Calendar, effective May 1, 2026, as amended. Ingalls and Pelligrino. Carried.

7. Faculty of Environment – Joint Education Institutes

Rowlands, Wickens, and Wilson provided an overview of the new 2+0 joint education model with international institutions. The initiative includes plans for University of Waterloo course-based Master programs to be delivered entirely at the partnered institution. Students will receive dual degrees and there are minimal research security risks. The Registrar Office is currently reviewing enrollment and admissions processes, and consultation will occur with GSPA. Quality assurance and academic standards will be assessed and maintained. Policy related requirements and compliance issues are currently being reviewed. Academic support and resources will most likely be offered by the host university. There is ongoing consultation and council members were invited to contact the presenters with questions and feedback.

8. Student Academic Disability Accommodations Policy

Brown and Gillies provided a presentation about the Student Academic Disability Accommodations Policy. Graduate-specific concerns were outlined in the pre-read materials that were distributed. Council members raised concerns about communication gaps regarding accommodation at the Faculty and Department levels. The guidelines aim to include additional points of contact beyond the graduate student supervisor. Consultation is ongoing and the policy will be presented at Senate for approval in April. Council members were invited to submit feedback about this policy.

9. Senate Academic Innovation Committee

Abukhdeir presented a proposal for the Senate Academic Innovation Committee (SAIC). The proposal responds to the work of the Academic Innovation Working Group (AIWG), and Abukhdeir

emphasized the need to transition this work into a formal, Senate standing committee with a focus on academic innovation including alternative credentials. Abukhdeir outlined three primary goals of SAIC: 1) Establishing a Senate standing committee dedicated to academic innovation and allowing Senate Undergraduate Council (SUC) and Senate Graduate Council (SGC) to maintain oversight of academic innovation; 2) Providing a Senate-level approval process for alternative credentials; and 3) Ensuring that academic innovation remains a visible and sustained priority at the University of Waterloo. Abukhdeir suggested that SAIC reports could be included in the consent agenda of SGC and SUC to improve overall efficiency.

Discussion followed and council members raised the following concerns: 1) add a teaching fellow to the membership of SAIC; 2) unclear governance pathways and alignment with existing Senate processes; 3) unclear on the types of recommendations SAIC will make as a Senate standing committee; and 4) unclear whether SAIC has the authority to direct the Faculties or Departments at the university.

10. Items Removed from the Consent Agenda

No item was removed from the consent agenda.

11. Other Business

No other items of business were identified.

12. Adjournment

The next meeting of the Senate Graduate Council will be held on March 3, 2026 from 10:00 a.m. - 11:30 a.m. in Needles Hall 3318.

Date 2026/02/12

Hide Empty Fields

Meeting Information

Agenda Page TitleSGC - Consent Agenda - Faculty of Environment - March 3, 2026

Career Level
Graduate,

Faculty/UnitEnvironment

Date2026-03-03

Summary

Program Proposals:

1) Graduate Diploma in Climate Change (Type 2):

1.1) *Removing the Networking milestone from the degree requirements.*

Attachment(s)

Course Proposals

Courses: Retire No proposals have been added.

Courses: New No proposals have been added.

Courses: Changes No proposals have been added.

Programs & Plans Proposals

Programs & Plans: Retire No proposals have been added.

Programs & Plans: Major Modifications No proposals have been added.

Programs & Plans: Minor Modifications

Code	Title	Type	Workflow Step
GDip in Climate Change (type 2)	Graduate Diploma (GDip) in Climate Change	Programs	SGC, Senate Graduate Council (SGC)

Regulations Proposals

Regulations: Retire No proposals have been added.

Regulations: New No proposals have been added.

Regulations: Changes No proposals have been added.

GDip in Climate Change (type 2) - Graduate Diploma (GDip) in Climate Change

[Top](#)

Effective Date and Career

Career
Graduate,

Proposed
Effective Term and Year Spring 2026
Existing
Effective Term and Year Fall 2024

Proposal Details

Proposal Type
Change,

Academic Unit Approval
2025-11-26

Quality Assurance Designation
Minor Modification Qad

Major Modification Categories

Recruitment Materials

Is there an impact to existing students?
Yes,

Impact on Existing Students

Students currently enrolled in the program will no longer be required to complete the milestone requirements.

Is the credential name changing?
No,

Impact of Credential Name Change

Current Student Impact

Name Change: Current Student Consultations

Name Change: Summary of Current Student Consultations

Co-operative System of Study and Requirements

Co-operative Education Consultation

Graduate Co-operative Requirements

Not Applicable,

Graduate Co-operative Education Consultation

Creating or Changing Invalid Combinations

Invalid Combinations Consultations

Change to Learning Outcomes

No,

Learning Outcomes Change Details

Rationale and Background for Change(s)

Removing the Networking milestone from the degree requirements. The minimum requirements for a Type 2 Graduate Diploma (GDip) is the completion of two (0.50 unit weight) courses in addition to the regular program requirements of the student. The current Type 2 GDip in Climate Change already exceeds this expectation which requires students to complete four networking 'milestone' events. The GDip has been in effect since Fall 2024 and after running the program for over 1 year, it was determined that the milestone was not serving it's anticipated benefit. With the amount of students enrolled in the GDip, it has become onerous to administer these milestone events. In particular, the need to ensure that students are completing climate change focused events, evaluation of the networking experiences, and ensuring consistency between student engagement within the events that they attend. Additionally, there is an administrative burden on ensuring that milestone completion requirements are captured for students so that the GDip can be awarded upon their degree completion. Removing this networking experience requirement reduces our administrative burden while also aligning with the minimum requirements necessary for a Type 2 GDip. In the spirit of retaining the original intentionality of the networking events, which aim to bring students together, we intend on maintaining the GDip LEARN page so that students can still be made aware of networking events and participate in these at their own choosing as well as connect with other students within the diploma. In addition, the GEMCC 605 offering, which is a requirement of the GDip, continues to provide an in-person opportunity for students to connect with each other, share experiences and exchange knowledge across disciplines.

Rationale and Background for New Program/Plan

Consultations (Departmental)

Supporting Documentation

General Program/Plan Information

Faculty

Faculty of Environment

Academic Unit

Department of Geography and Environmental Management

Graduate Field of Study

Geography and Environmental Management

Faculty

Faculty of Environment

Undergraduate Credential Type**Program Type****Degree****Program/Plan Name**

Graduate Diploma (GDip) in Climate Change

Graduate Credential Type

Graduate Diploma

Accelerated Program**Study Options (New)****Accelerated Program Details****Program Types**

Diploma

Admit Term(s)**Delivery Mode**

On-campus,

Delivery Mode Information**Length of Program****Systems of Study****Online Degree/Diploma****Graduate Research Fields****Graduate Specializations****Additional Program Information****Admissions****Option is available for students in the following degrees****Specialization is available for students in the following majors****Admissions Entry Point****Admission Requirements: Minimum Requirements**

- The Graduate Diploma (GDip) in Climate Change is offered in conjunction with a University of Waterloo master's or doctoral degree program.
- Note: the GDip in Climate Change is not available to students enrolled in the Master of Climate Change (MCC) and GDip in Climate Risk Management programs.
- Students are encouraged to apply to the GDip as early as possible in their graduate studies. Students may apply by completing an online application form, available from the GDip in Climate Change website. The application must identify the elective course that students would like to take in fulfillment of the GDip requirements. Students will receive an admission notification from the Program Director.
- Students must be in good standing in their home master's or doctoral program to pursue the GDip and are encouraged to discuss their intention to pursue the GDip with their supervisor/Graduate Officer.

Admission Requirements: Application materials

Admission Requirements: References

Declaration Audience

Declaration Requirements

Requirements Information

Invalid Combinations

List of Invalid Combinations

Average Requirement

Minimum Average(s) Required

Degree Requirements

Graduation Requirements

Co-operative Education Program Requirements

Course Requirements (units)

Course Requirements (no units)

Required Courses (Term by Term)

Course Lists

Are there cross-listed courses listed in requirements?

Cross-Listings Options

Removing Cross-Lists

Additional Constraints

Proposed

Graduate Degree Requirements

- Students must complete the course requirements listed below.
- Students must have completed all GDip in Climate Change requirements by the time of degree completion from their regular master's or doctoral program.

Existing

Graduate Degree Requirements

- Students must complete the course and milestone requirements listed below.
- Students must have completed all GDip in Climate Change requirements, including the courses and milestones, by the time of degree completion from their regular master's or doctoral program.

Graduate Diploma: Course Requirements

No Rules

Graduate Diploma: Course Requirements

- In order to obtain the GDip in Climate Change, students must successfully complete 2 graduate level courses (0.50 unit weight) in addition to the degree requirements of their home master's or doctoral program. There can be no double counting of courses for different degrees/diplomas.
- Students must complete GEMCC 605 Climate Change and Society and 1 of the following climate change courses (or an alternate course that fits with the goals of the GDip, as approved by the Program Director):
 - ARCH 672 Energy Effective Design
 - ARCH 673 The Science of the Building Envelope
 - ECE 632 Photovoltaic Energy Conversion
 - ECE 660 Operation and Control of Future Integrated Energy Systems
 - ENBUS 652 Business and Climate Change
 - GEMCC 610 Climate Prediction, Modeling and Scenarios
 - GEMCC 620 Climate Data and Analytics
 - GEMCC 622 Climate Change, Natural Hazards and Disaster Risk Reduction
 - GEMCC 630 Land Use and the Carbon Cycle
 - GEMCC 640 Climate Change Governance: From Global Treaties to Local Innovation
 - GEMCC 644 Climate Resilient Canadians and Health Systems
 - GEMCC 652 Climate Change and Community Planning
 - GEMCC 660 Carbon Accounting and Management
 - GGOV 628 Governing a World in Climate Crisis
 - HIST 624 Environmental & Climate History, Premodern
 - HIST 660 Transnational and Global History: Old Problems and New Directions
 - HLTH 604 Public Health and the Environment
 - STAT 946 Topics in Probability and Statistics: A Quantitative Approach to Sustainable Finance
- Note: GEMCC 605 should normally be completed prior to taking the climate change elective course.

Proposed

Graduate Diploma: Milestone Requirements

Existing

Graduate Diploma: Milestone Requirements

Networking milestone

- Students are required to attend and participate in a minimum of four climate change events or experiences that provide opportunities for interdisciplinary interaction and networking, in order to achieve the Networking Milestone. These events could include a range of extracurricular climate change lectures, professional workshops and training on/off campus or online, participation in community or university climate related committee work or volunteer work etc., to be approved by the Program Director. To achieve credit, students will be required to submit reflections for each of these four experiences, in order to demonstrate what they learned, their insights into other disciplinary contributions toward climate solutions, and how they are integrating these experiences and learnings into their chosen discipline or research area. A list of pre-approved networking events and other opportunities would be shared with students at regular intervals, as will guidance on what counts as a networking opportunity.

Graduate Course Requirements

Graduate Course Requirements

Milestone Requirements

Thesis Option: Course Requirements

Thesis Option: Course Requirements

Thesis Option: Milestone Requirements

Coursework Option: Course Requirements

Coursework Option: Course Requirements

Coursework Option: Milestone Requirements

Master's Research Paper Option: Course Requirements

Master's Research Paper Option: Course Requirements

Master's Research Paper Option: Milestone Requirements

Notes

- [Graduate Diploma \(GDip\) in Climate Change website](#)

Specializations

Specializations for this Major

Specialization Details

Specializations List

Specializations

Undergraduate Plan Guidelines

Adherence to Academic Plan Guidelines

Workflow Information

Change to Undergraduate Communication Requirement

Workflow Path

Faculty/AFIW Path(s) for Workflow

Senate Workflow

Committee approvals,

Faculty of Environment

Dependencies

There are no dependencies

Memo

DATE: February 19, 2026

TO: Tony Ly, Governance Officer

FROM: Justin Wan, Interim Associate Vice-President, Graduate Studies and Postdoctoral Affairs (GSPA)
Marianne Simm, Director, GSPA

RE: Graduate Studies Academic Calendar (GSAC) updates

Consent agenda items for approval:

- 1) Section 3.8 Admission with advanced standing
- 2) Section 13.3 Residence requirements

Items for information:

- 3) Section 6.2 Fee payment instructions, withdrawals, program completion and refunds
- 4) Revisions to section-headings

1) Section 3.8 Admission with advanced standing

Description and rationale for proposed changes:

The minor revisions to this section are editorial and include connections to the following related sections in the Graduate Studies Academic Calendar: 3.11 Accelerated Master's programs and 13.3 Residence requirements.

Proposed effective date: Term: Spring Year: 2026

Current **Graduate Studies Academic Calendar (GSAC)** page:

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policy/rkSmC810p>

Current Calendar copy	Proposed Calendar copy
<p>3.8 Admission with advanced standing</p> <p>Applicants from a recognized post-secondary institution, seeking advanced standing into a similar graduate program at the University of Waterloo, may be considered at the discretion of the department/program of admission.</p> <p>Granting advanced standing: Advanced standing must be specified in writing at the time of departmental recommendation for admission. A minimum of 70% (University of Waterloo converted grade) is required for transfer credit. Transfer credits must be "unused" credits, i.e., they must not have been credited towards an earlier acquired degree or other academic credential.</p> <p>Maximum allowable transfer of academic credit</p> <p>For the course-work Master's: one-half of the course credits required for the degree.</p> <p>For the research Master's: one-half of the course credits stipulated in an individual's program.</p> <p>For the PhD: the acceptance of transfer credits from prior registration at another university will be determined in individual cases by the Associate Dean (Graduate Studies) of the Faculty at the time of admission to the program. Normally, the</p>	<p>3.8 Admission with advanced standing</p> <p>Applicants from a recognized post-secondary institution <u>may be considered for</u> advanced standing into a similar graduate program at the University of Waterloo at the discretion of the department/<u>school or academic</u> program of admission.</p> <p>Granting advanced standing: Advanced standing must be specified in writing at the time of departmental recommendation for admission. A minimum of 70% (University of Waterloo converted grade) is required for transfer credit. <u>In some programs a higher than 70% grade is required for a course to be transfer eligible.</u> Transfer credits must be "unused" credits, i.e., they must not have been credited towards an earlier acquired degree or other academic credential.</p> <p>Maximum allowable transfer of academic credit</p> <p><u>For Master's programs (research and course-based): the maximum allowable transfer credit is one-half of the course credits required for the degree.</u></p> <p>For PhD <u>programs</u>: the acceptance of transfer credits from prior registration will be determined in individual cases by the Associate Dean (Graduate Studies) of the Faculty at the time of admission to the program. Normally, the comprehensive /</p>

<p>comprehensive / qualifying exam(s) is not eligible for advanced standing.</p> <p>Minimum graduate residency requirements must be met even if transfer credits are being used.</p> <p>Occasionally, transfer credits are approved after admission. Credits approved in these cases must also abide by the requirements above.</p>	<p>qualifying exam(s) is not eligible for advanced standing.</p> <p>Minimum graduate residency requirements must be met even if transfer credits are being used. <u>Any exceptions to residence requirements need to be approved as outlined in section 13.3 Residence requirements.</u></p> <p>Occasionally, transfer credits are approved after admission. Credits approved in these cases must also abide by the requirements above.</p> <p><u>Related section: 3.11 Accelerated Master's programs.</u></p>
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2) Section 13.3 Residence requirements

Description and rationale for proposed changes:

There have been recent discussions around varied pathways and program delivery modes/locations for our programs. The proposed revisions are intended to provide some ability to react, and where appropriate review and approve variances. In addition, we have clarified language to specifically state that 'residence' refers to time enrolled at the University of Waterloo. Note: The revisions to this section relate to the revisions to section 3.8 Admission with advanced standing.

Proposed effective date: Term: Spring Year: 2026

Current **Graduate Studies Academic Calendar (GSAC)** page:

https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policy/B1eZ_iDCp

Current Calendar copy	Proposed Calendar copy								
<p>13.3 Residence requirements</p> <p>In order for a student to receive a University of Waterloo degree, the student must satisfy a residence requirement – a cumulative student term count that meets or exceeds minimum values. A student’s time in residence at the University is calculated using the values associated with the student’s enrolment status in their program (part-time or full-time). The minimum residence requirements are contained in the table below.</p> <table border="1" data-bbox="204 1266 768 1814"> <thead> <tr> <th data-bbox="204 1266 492 1304">Master's</th> <th data-bbox="498 1266 768 1304">PhD</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 1312 492 1814"> <ul style="list-style-type: none"> • Two terms (2.0) in the Master of Accounting program • Two terms (2.0) in an Accelerated Master’s program • Three terms (3.0) from an Honours Bachelor's degree </td> <td data-bbox="498 1312 768 1814"> <ul style="list-style-type: none"> • Six terms (6.0) from a Master's degree • Nine terms (9.0) from an Honours Bachelor's degree </td> </tr> </tbody> </table> <p>A student who, based on unique</p>	Master's	PhD	<ul style="list-style-type: none"> • Two terms (2.0) in the Master of Accounting program • Two terms (2.0) in an Accelerated Master’s program • Three terms (3.0) from an Honours Bachelor's degree 	<ul style="list-style-type: none"> • Six terms (6.0) from a Master's degree • Nine terms (9.0) from an Honours Bachelor's degree 	<p>13.3 Residence requirements</p> <p>To receive a University of Waterloo degree, the student must satisfy a residence requirement – a cumulative student term count <u>of enrolment at the University of Waterloo</u> that meets or exceeds minimum values. <u>Mode of study, either on-campus or online, is determined at the time of program approval or through subsequent major modification.</u> A student’s time in residence at the University is calculated using the values associated with the student's enrolment status <u>and progression in their program at either the part-time rate (0.5) or full-time rate (1.0).</u> The minimum residence requirements are <u>provided</u> in the table below.</p> <table border="1" data-bbox="824 1400 1388 1877"> <thead> <tr> <th data-bbox="824 1400 1112 1438">Master's</th> <th data-bbox="1118 1400 1388 1438">PhD</th> </tr> </thead> <tbody> <tr> <td data-bbox="824 1446 1112 1877"> <ul style="list-style-type: none"> • Two terms (2.0) in the Master of Accounting program • Two terms (2.0) in an Accelerated Master’s program • Three terms (3.0) from an Honours </td> <td data-bbox="1118 1446 1388 1877"> <ul style="list-style-type: none"> • Six terms (6.0) from a Master's degree • Nine terms (9.0) from an Honours Bachelor's degree </td> </tr> </tbody> </table>	Master's	PhD	<ul style="list-style-type: none"> • Two terms (2.0) in the Master of Accounting program • Two terms (2.0) in an Accelerated Master’s program • Three terms (3.0) from an Honours 	<ul style="list-style-type: none"> • Six terms (6.0) from a Master's degree • Nine terms (9.0) from an Honours Bachelor's degree
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<p>circumstances, seeks to have these residence requirements waived must seek and receive written approval from the Associate Dean, Graduate Studies in the student's home Faculty.</p>	<p>Bachelor's degree</p>	
<p><u>Residence requirements may be adjusted in exceptional circumstances or when specified by a program or admission pathway. Such adjustments require written approval from the Associate Dean, Graduate Studies in the student's home Faculty, or, for program or pathway design, explicit institutional approval.</u></p>		

3) Section 6.2 Fee payment instructions, withdrawals, program completion and refunds

Description and rationale for proposed changes:

Removal of the reference to the Master of Taxation (MTax) program as an exemption from the refund entitlement. This was originally included when the MTax program was a full cost recovery program. Information related to refund requirements is included on the Finance website, as referenced under the Refunds section.

Proposed effective date: Term: Spring Year: 2026

Current **Graduate Studies Academic Calendar (GSAC)** page:

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policy/rJipc5JCa>

Current Calendar copy	Proposed Calendar copy
<p>6.2 Fee payment instructions, withdrawals, program completion and refunds</p> <p>Fee payment instructions</p> <p>Fee payment instructions are available through the Finance website. The University reserves the right to require a student to withdraw from a course or program for academic or other reasons.</p> <p>Withdrawals</p> <p>A student who voluntarily withdraws from their academic program must complete and submit a Change of enrolment status form available from Graduate Studies and Postdoctoral Affairs (GSPA). This form, when signed by the Associate Dean (Graduate Studies) of the student's Faculty and the Director of Graduate Studies Academic Services or their delegates, may entitle the student to a refund as listed below (not applicable to the Master of Taxation program – see Graduate Fee Schedules).</p> <p>Program completion</p> <p>Graduate students enrolled in graduate degree or diploma programs who complete all of the program requirements (including the submission of all final approved copies of the thesis) must apply for graduation in Quest.</p>	<p>6.2 Fee payment instructions, withdrawals, program completion and refunds</p> <p>Fee payment instructions</p> <p>Fee payment instructions are available through the Finance website. The University reserves the right to require a student to withdraw from a course or program for academic or other reasons.</p> <p>Withdrawals</p> <p>A student who voluntarily withdraws from their academic program must complete and submit a Change of enrolment status form available from Graduate Studies and Postdoctoral Affairs (GSPA). This form, when signed by the Associate Dean (Graduate Studies) of the student's Faculty and the Director of Graduate Studies Academic Services or their delegates, may entitle the student to a refund as listed below.</p> <p>Program completion</p> <p>Graduate students enrolled in graduate degree or diploma programs who complete all of the program requirements (including the submission of all final approved copies of the thesis) must apply for graduation in Quest. Their Department will verify the completion of</p>

<p>Their Department will verify the completion of degree requirements and approval to graduate.</p> <p>Refunds</p> <p>Students may be entitled to a refund of tuition fees. Detailed information about refunds is available on the Finance website.</p>	<p>degree requirements and approval to graduate.</p> <p>Refunds</p> <p>Students may be entitled to a refund of tuition fees. Detailed information about refunds is available on the Finance website.</p>
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4) Revisions to section-headings

Description and rationale for proposed changes:

The following section-headings are being moved to a new section to better organize related content. There are no proposed changes to the content in any of these sections.

Proposed effective date: Term: Spring Year: 2026

Current Calendar copy	Proposed Calendar copy
<p>Currently under section 13: Student's status and academic progression:</p> <p>Academic progression: Grades and grading</p> <p>Graduate course assessments: Tests and final examinations</p> <p>Graduate course assessments: Scheduling</p>	<p>New section 16: Courses and assessments:</p> <p><u>16.1 Courses and assessments: Grades and grading</u></p> <p><u>16.2 Courses and assessments: Tests and final examinations</u></p> <p><u>16.3 Courses and assessments: Scheduling</u></p> <p><u>16.4 Courses and assessments: Course outlines</u></p>



February 17, 2026

TO: Ashley Day, Associate University Secretary
Tony Ly, Governance Officer

FROM: Heidi Mussar, Associate Director, Graduate Financial Aid & Awards

RE: Agenda items for Senate Graduate Council – March 2026

Awards for Consent

a) Lyndon and Debbie Jones Graduate Scholarship - endowment

A scholarship, valued \$1,500, will be awarded annually to a graduate student registered full time in the School of Optometry and Vision Science in the Faculty of Science. Selection will be based on academic excellence combined with demonstrated research interest in the area of contact lens or myopia management. This award has been generously established by Cecilia and Edward Chow (OD '73), and their family to honour and celebrate the achievements and impact of Lyndon and Debbie Jones to the field of optometry and vision science, while continuing the Chow family's legacy of innovation in contact lenses and myopia control. The School of Optometry and Vision Science will identify candidates and select recipients normally each Winter.

Total gift = \$100k

b) Engineering for Health Equity (EHA) Graduate Award – endowment

An award, valued at \$1,800, will be provided annually to a full-time graduate student enrolled in a research-based master's (MAsc) or doctoral program in the Faculty of Engineering. Selection will be based on academic excellence combined with interest in the area of chemical engineering, biotechnology or biomedical engineering for designing solutions that advance global health and sustainability. Interested students must submit an application to the Faculty of Engineering Graduate Studies Office. This fund is made possible by a donation from Sandra Poole (BAsc '87, MAsc '90) to support the next generation of UWaterloo engineers.

Total gift = \$60k USD

c) Martin Basiri Graduate Scholarship in STEM – trust

Two scholarships, valued at up to \$15,000 each, will be provided annually to international graduate students registered full time in their first term of a research-based master's program in the Department of Mechanical and Mechatronics Engineering (MME) in the Faculty of Engineering. Selection will be based on academic excellence and demonstrated interest in areas of research currently being conducted in Prof. Amir Khajepour's lab. The scholarship will be paid in equal installments across 6 academic terms, as long as the student remains registered full time in the program for which the award was issued. Selections will be made annually in the fall term. This scholarship is made possible by a donation from Martin Basiri Engineering (MAsc '12, Mechanical and Mechatronics Engineering) to inspire and support the future generation of engineers and entrepreneurs.

Total gift = \$60k

d) Interop PhD Fellowship – operating

Fellowships, valued at up to \$55,000 per year for a maximum of two years, will be awarded annually to graduate students registered full time in the second or third year of their doctoral program in the Cheriton School of Computer Science at the University of Waterloo. Recipients will be affiliated with the GENESIS lab in the School of Computer Science (SCS) in the Faculty of Mathematics. Selection will be based on academic excellence and demonstrated interest in research that addresses problems related to the design and implementation of scalable and secure operating systems in emerging platform stacks powered by AI, blockchain, and other technologies. Interested students must submit required application materials to the SCS Graduate Office by the advertised deadline. Shortlisted applicants will be invited to an interview before final selection.

e) Tax Executives Institute Graduate Award – trust

An award, valued at \$3,000, will be awarded annually in the winter term to a graduate student who is registered full time in the Master of Taxation program in the School of Accounting and Finance in the Faculty of Arts. Selection will be based on who achieved the highest average in the preceding fall term. This fund is made possible by a gift from Tax Executives Institute Toronto Chapter.



Final Examination Regulations and Guidelines

REVISED FEBRUARY 2026
OFFICE OF THE REGISTRAR

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Glossary of terms

Examination Personnel

Encompassing term that refers to all presiding officers, instructors, and proctors who are present at final examinations. The personnel are responsible for maintaining examination integrity, answering student questions, and assisting with operational duties.

Examination Representative

Designated academic unit staff member responsible for final examination processes. Responsibilities include disseminating information to instructors, ensuring all required information is provided to the Office of the Registrar (RO) on time, answering examination questions that arise from students/staff in their academic unit, and attending training sessions hosted by the Office of the Registrar.

Final Examination

A test that is scheduled during the University's Final Examination Period.

Final Examination Materials

All physical or digital components provided to students for the purpose of completing a final examination and collected upon its completion. This includes, but is not limited to:

- Question booklets
- Answer booklets
- Combined question-and-answer booklets
- Reference sheets
- Multiple-choice response sheets (e.g., bubble sheets)

Invigilation

The act of supervising a final examination to ensure fairness, prevent cheating, and maintain proper conduct. Specific duties include:

- Patrol assigned area(s) by quietly moving regularly through the aisles and walkways, observing students as they write.
- Take attendance (if attendance sheets are being used).
- Check WatCard ID to confirm student identity.
 - If the student does not have their WatCard, ask for another form of government-issued photo ID.
 - If the student does not have any ID, require them to sign the Interim Identification Form (IIF).

Presiding Officer

Office of the Registrar (RO) employees who hold the highest authority in the final examination session and oversee operations for the final examination session. Presiding Officers are scheduled for regular final examination sessions in the Physical Activities Complex (PAC) as well as final examination make-up sessions. Presiding Officers also assist the members of the RO with distribution of final examination materials in the Mathematics & Computing (MC) building after hours and on weekends.

Pre-Slotting

The practice of scheduling final examinations for larger classes into specific final examination time sessions first, to avoid as many time conflicts as possible and accommodate specific (and appropriate) requests from academic units/instructors.

Primary Examination Version

The first, authentic digital version of the final examination from which individual final examinations are printed.

Proctor

Individual appointed by the instructor and/or academic unit to attend a final examination session and assist with invigilation and operational duties.

Remote Student

Students who are only enrolled in online courses for a specific term.

Scheduling and administration

Assessment options

Each term, in consultation with the Office of the Registrar (RO), each academic unit will notify the RO, by the predetermined deadline as communicated by email, for each scheduled course which of the following options is preferred for the scheduling and administration of final examinations.

Note: In the examination management system, some courses have elected to indicate “no final examination permanently”, and in these instances, instructors do not have to communicate termly a preferred scheduling and administration option as listed below.

Option 1: No Final Assessment During the Final Examination Period

No assessments or activities are scheduled during the Final Examination Period.

- Students have no further commitments after the last day of classes.

Option 2: Final Assessment

An assessment, that is not a final examination, is due during the Final Examination Period. E.g., an essay, a project.

- No final examination is allowed.
- After submission, students have no further commitments.
- The instructor must accommodate [conflicts](#) with RO-scheduled final examinations, which take precedence.

Option 3: In-Person Final Examination

An in-person final examination is scheduled during the Final Examination Period.

A) Scheduled and administered by the Office of the Registrar (RO)

- The RO schedules a conflict-free session in appropriate space.
- The RO prints final examination materials; printing costs are covered by the RO.
- The instructor or academic unit is responsible for invigilation.
- The RO co-ordinates delivery of final examination materials to the Physical Activities Complex (PAC).
 - For final examinations scheduled outside the PAC, see [Instructor Responsibilities](#).
- The RO manages logistics for remote students writing at external testing locations (online courses only).

B) Scheduled by RO and administered by academic unit/instructor (on-campus courses only)

- The RO schedules a conflict-free session in academic unit-specified space.
- If no academic unit space is specified, the RO books a suitable RO location outside the PAC.
- The academic unit/instructor manages all printing and logistical arrangements.

C) Scheduled and administered by academic unit/Instructor (on-campus courses only)

- The academic unit determines the date, time, and location, and provides these details to the RO.
- The academic unit/instructor manages all printing and logistical arrangements.

- The academic unit/instructor must accommodate [conflicts](#) with RO-scheduled final examinations, which take precedence.

Option 4: Online Final Examination

For online courses only. The final examination is scheduled by the RO and administered by the instructor.

- The RO schedules one conflict-free start time for the final examination.
- No physical space needs to be booked and no printing is required.
- The instructor or academic unit is responsible for invigilation.

Assessment options summary table

Assessment Type	Who Schedules	Who Administers	Location	Printing & Costs	Key Notes
No Final Assessment	N/A	N/A	N/A	N/A	Students have no commitments after the last day of classes.
Final Assessment	Instructor	Instructor	N/A	N/A	Not a final examination (e.g. essay/project); due date must fall during the Final Examination Period; conflicts with RO-scheduled final examinations must be accommodated.
In-Person Final Examination <i>(A) - Scheduled & Administered by RO</i>	RO	RO (scheduling) / Instructor (invigilation)	RO-booked space	Covered by RO	RO handles delivery and logistics of materials (including remote students, for online courses only).
In-Person Final Examination <i>(B) - Scheduled by RO, Administered by Academic unit/ Instructor</i>	RO	Academic unit / Instructor	Academic unit space or RO-booked space	Academic unit covers costs	RO ensures conflict-free scheduling; academic unit manages logistics and printing.
In-Person Final Examination <i>(C) - Scheduled & Administered by Academic unit/ Instructor</i>	Academic unit	Academic unit / Instructor	Academic unit-booked space	Academic unit covers costs	Academic unit determines date/time; conflicts with RO-scheduled final examinations must be accommodated.
Online Final Examination	RO	Instructor	Online	N/A	One conflict-free start time is determined by the RO.

Final examination scheduling

Final examination scheduling principles

- a) No student having two final examinations in a row;
- b) No student writing in the last session on one day and the first session the next day;
- c) No student writing more than two final examinations on the same day.

Where an instructor schedules their own final examination or final assessment, the instructor must respect the same final examination scheduling principles and assumes responsibility for solving all scheduling conflicts that may result. The Registrar (or their designate) will advocate on behalf of students who encounter problems that are not solved respecting the final examination scheduling principles.

Pre-slotting

Academic units can pre-slot final examinations for courses with enrolment greater or equal to 100 students. The final examination scheduling principles will be used when pre-slotting and every effort will be made to accommodate these requests.

Large-scale scheduling criteria requested by an academic unit that is in violation of the final examination scheduling principles will not normally be accommodated. The final examination scheduling process will run using the final examination scheduling principles after the pre-slotting exercise is complete.

Final examination schedule

Each academic term, a final examination schedule is prepared by the Office of the Registrar and published on the [Final Examination Schedule website](#) on or around the second Friday following the end of the course Add Period.

After the publication of the schedule, adjusting final examination dates or times, or withdrawing final examinations is not normally permitted. Exceptions will be considered by the RO based on specific circumstances.

Online course final examinations

Writing on-campus

All students are automatically scheduled to write in-person final examinations at University of Waterloo main campus. Remote students, who are only enrolled in online courses, are eligible to apply to write final examinations externally. Students who are enrolled in both online and on-campus courses are required to write all in-person final examinations at

main campus, including those for online courses, which will be scheduled by the Office of the Registrar at no cost to the student.

Writing externally

Remote students are eligible to write their in-person final examinations externally with a testing centre/proctor. Remote students must complete all required final examination arrangement steps, by the specified deadline, in order to be approved for an external examination as outlined on the [Final Examinations page](#) of The Centre website.

It is the student's responsibility to contact the testing centre/proctor and book a day and time to write their final examination(s).

Students selecting to write externally from Waterloo are required to cover any expenses incurred, including any charges to cancel or reschedule their final examination(s). All fees associated with writing a final examination externally are the responsibility of the student and will not be reimbursed by the University.

Students who are registered with AccessAbility Services should discuss their academic accommodation needs with the testing centre/proctor while making the external final examination arrangements and ensure their needs can be accommodated. If student needs cannot be accommodated, an alternative testing centre/proctor may be required. If the testing centre/proctor requires more information from the University, students must contact AccessAbility Services at aas-exam@uwaterloo.ca.

Submission of final examinations for printing

For **final examinations that are scheduled and administered by the Office of the Registrar (RO)**, the primary version of the final examination must be uploaded to the examination management software by the term's specified deadline (generally three weeks before the final examination session for online courses and one week before a course's final examination date) and according to the formatting guidelines provided by the RO. After the primary version of the final examination has been uploaded to the examination management software, any corrections or alterations that must be made may result in the need for a re-print. Costs associated with a re-print will be billed to the academic unit. It is recommended to consult with the RO before proceeding with a correction.

The RO assumes no responsibility for the printing of final examinations not submitted by the term's specified deadline. When the submission of the primary version of the final examination is late, the instructor is responsible for arranging printing and security of the final examinations, as well as delivering them and any related final examination materials

to the appropriate final examination location at least 45 minutes prior to the beginning of the scheduled final examination session.

The printing of final examinations for **final examinations administered by the academic unit or instructor** is the responsibility of the instructor. W Print will make every effort to print final examinations within three business days of receipt. Instructors requiring final examinations to be printed in less than three business days may need to find an alternate means of printing.

Alternate version of the final examination

The University recommends instructors prepare at least one alternate version of their final examination. This additional version does not need to be uploaded to the examination management software; it is intended for the instructor's use. Having an alternate version provides several benefits:

- **Facilitates make-up final examinations:** An alternate version can be used if one or more students miss the scheduled final examination session, or if an emergency interrupts the original session.
- **Supports external final examination writing:** An alternate version is useful when students need to write externally for an online course.

If multiple primary versions of the final examination are uploaded to the examination management software, the system will randomly assign versions to students. This process helps reduce the risk of academic integrity violations.

Proctor co-ordination

Each academic unit will receive a form listing their in-person final examinations on which they must report the names of the instructor(s) and proctors who will attend each final examination session. The completed form must be returned to the Office of the Registrar (RO) by the term's specified deadline.

One proctor is required for every 50 students. The minimum number of proctors required for any final examination location is two people (i.e., 1 to 100 students = 2 proctors, 101 to 150 = 3 proctors, 151 to 200 students = 4 proctors, etc.). This allows coverage should the student need to use the washroom, or an emergency occurs during the final examination session. Exceptions to the number of proctors required may be granted for graduate courses by the associate dean for the faculty owning the course.

Final examination session protocols

Attendance expectations

Students

Students are expected to be available to write their final examinations at any time during the Final Examination Period, including the scheduled emergency days (for use in case of inclement weather or other emergency events). It is important that students do not make any travel, employment, or other commitments that restrict their availability during the Final Examination Period.

Instructors

Instructors are required to attend their own in-person final examinations, including those for online courses. If this is not possible, the academic unit head or designate must appoint an alternate who is familiar with the subject of the final examination.

Student preparation for final examination session

- **Identification is required:** Students must present their University of Waterloo Student ID card (i.e., WatCard) at final examinations. If students do not present this card, the instructor or proctor may accept another form of photo identification. If ID acceptable to the instructor or proctor is not provided, students must complete an Interim Identification Form (IIF) and sign each final examination booklet and/or answer card.
- **Permitted items:** Students are told to bring only essential items for the final examination, such as writing implements, instructor approved calculators (if permitted), and their ID. They should leave unnecessary bags, backpacks, and personal items at home. All electronics, including but not limited to cell phones, smartwatches, and other Bluetooth-enabled devices (e.g., earbuds), must be turned off and stored away, out of their reach, before the final examination begins.
 - Proctors may request to examine eyeglasses.
 - Students are informed that cell phones are not allowed to be on their person and that they will be asked to show the inside of all of their pockets before they are permitted to leave the final examination location for supervised breaks.
 - All hats, toques, and hoods, except for religious headgear, must be removed and/or placed under the desk prior to the start of the final examination.

- If a student is wearing a brimmed baseball cap and states it is for religious purposes, the student should be asked to turn the hat around so that the brim is at the back.
- **Food and drink:** Food and drinks are prohibited, except for water in a clear, label-free bottle. All other water bottles must be placed under the desk and students should be informed that they must raise their hand to request proctor supervision to retrieve and drink from a water bottle that is under the desk. Students can make arrangements for a short nutrition break supervised by a proctor outside the final examination location during the final examination. If a single short break is not enough, students must register their needs with AccessAbility Services at least three weeks in advance of the final examination date.

Examination personnel responsibilities

Presiding Officer responsibilities

Final examinations written in the Physical Activities Complex (PAC) and make-up sessions

The Office of the Registrar (RO) will appoint two Presiding Officers to oversee final examination sessions that are held in the Physical Activities Complex (PAC) during the Final Examination Period and for final examination make-up sessions that are held during and after the Final Examination Period offered by the RO.

The Presiding Officers hold the highest authority during the final examination session and are responsible for, among other duties, the following:

- First to arrive in the PAC (more than 45 minutes prior to the start of the final examination session), ensure room is set up, and prepare materials for distribution.
- Scan student WatCards using WatCard readers.
- Distribute final examination materials to instructors at the front of the room (if the final examination is administered by the Office of the Registrar).
- Make final examination announcements.
- Ensure adherence to final examination policies and academic regulations.
- Handle escalated student situations.
- Handle emergencies (e.g., building alarms).
- Be familiar with final examination regulations, processes, and policies and advise instructors/proctors accordingly.

Instructor responsibilities

Final examinations written in the Physical Activities Complex (PAC)

- Arrive at least 45 minutes before the final examination session begins.

- Provide proof of identification to Presiding Officers and 1) obtain final examination materials if final examinations are administered by the Office of the Registrar (RO), or 2) bring final examinations if not printed through the RO.
- Ensure all final examination materials are distributed on desks 15 minutes prior to the start of the final examination session.
- Answer student questions.
- [Invigilate](#).
- Collect completed final examination materials and choose one of the following methods for processing:
 - Drop off final examinations to W Print for scanning (if applicable).
 - Notify W Print if the desire is to pick up the hard copies after scanning is complete.
 - Take hard copy final examinations for grading.
 - Ensure any hard copies are stored in a secure location according to the [University Records Management guidelines for examinations](#).
- Collect unused final examination materials from desks.
 - Dispose of them securely by shredding what will not be used again.

Final examinations written elsewhere on campus

- Bring final examinations to location:
 - If final examinations are administered by the Office of the Registrar (RO), pick up printed final examination materials from the specified RO location between 8:30 a.m. and 4 p.m. on the date of the final examination and take them to assigned location(s); proof of identification is required. **Note:** Early pick up may be possible by emailing examinations@uwaterloo.ca to make arrangements.
 - If not printed through the RO, bring final examinations to the assigned location(s). **Note:** W Print does not deliver the final examination materials to the final examination location.
- Distribute the final examination materials on desks.
- Make any necessary announcements to the students once they are seated.
- Answer student questions.
- [Invigilate](#).
- Handle escalated student situations.
- Handle emergencies (e.g., building alarms).
- Collect completed final examination materials and choose one of the following methods for processing:
 - Drop off final examinations to W Print for scanning (if applicable).

- Notify W Print if the desire is to pick up the hard copies after scanning is complete.
 - For Crowdmark final examinations, try to keep collected materials organized uniformly by arranging all staples in the top left corner and ensure the QR codes are lined up. Any loose pages should be placed separately in the stack and not inserted into stapled booklets.
 - Take hard copy final examinations for grading.
 - Ensure any hard copies are stored in a secure location according the [University Records Management guidelines for examinations](#).
- Collect unused final examination materials from desks.
 - Dispose of them securely by shredding what will not be used again.

Proctor responsibilities

For final examinations written in the Physical Activities Complex (PAC)

- Arrive 45 minutes prior to the start of the final examination session.
- Assist instructor (or delegate) with distribution of the final examination materials on desks.
- Assist with traffic flow, monitor entrances (i.e., remain at all doors until all students are seated, ensure students do not leave once they have entered the PAC), and ensure that final examination materials are not removed from the location.
- Make sure students place their belongings under their desks; allow only pens, pencils, erasers, WatCard/ID, and any special materials listed on the front of their final examination on the desk.
- [Invigilate](#).
- Accompany students during washroom and nutrition breaks.
 - Escort only one student at a time (where reasonable).
 - Before leaving the final examination location, ask the student to show the inside of all pockets to confirm they are not carrying mobile devices or other unauthorized materials.
- Ensure adherence to final examination policies and academic regulations.
- Ensure the PAC is cleared after each final examination session and assist with straightening desks and chairs.

For final examinations written elsewhere on campus

- Arrive 45 minutes prior to the start of the final examination session.
- Assist instructor (or delegate) with distribution of the final examination materials on desks.

- Assist with traffic flow, monitor entrances (i.e., remain at all doors until all students are seated, ensure students do not leave once they have entered the location), and ensure that final examination materials are not removed from the location.
- [Invigilate](#).
- Accompany students during washroom and nutrition breaks.
 - Escort only one student at a time.
 - Before leaving the final examination location, ask the student to show the inside of all pockets to confirm they are not carrying mobile devices or other unauthorized materials.
 - Consider using a washroom that is in an unexpected or more distant location from the final examination location (e.g., on a different floor or in another corridor) to reduce the chances academic integrity issues.
- Ensure adherence to final examination policies and academic regulations.
- Assist the instructor with collecting written and unused final examination materials.

Student arrival and entry time

Students are encouraged to arrive 20 minutes before the session begins and will be permitted to enter the final examination location beginning 15 minutes prior to the session's scheduled start time.

Once students enter the final examination location they are not permitted to leave until the first hour has passed.

For Final Examinations in the Physical Activities Complex (PAC)

- **Entering the building:** Students are asked to use only the South and West entrances on Ring Road. The SLC/PAC Main entrance and North entrance are locked.
- **PAC layout:** Students are told to familiarize themselves with the PAC layout to determine where they will be sitting before arriving for the final examination session. In-person assigned seating can be viewed through the [Examination Management System](#).
- **Washroom access:** Limited to washrooms near the South and West entrances for ease of access and minimal disruption.

Late entry

After the final examination session has begun, students must remain in the writing location for the first hour. Students who arrive more than one hour late may be barred from writing

the final examination if students have already completed the final examination and have left the final examination location (to decrease academic integrity issues).

Final decision to allow a late student to write

The decision to allow a late student to write the final examination is at the discretion of the instructor (or designate). If the student is permitted to write during the scheduled final examination session, the proctor must mark the time of entry clearly on all the student's final examination materials.

Time extension

There shall be no extension of time for students who arrive late, unless approved by the instructor. To ensure academic integrity for the next final examination session, if an instructor (or designate) allows a time extension, they must remove the student(s) from the final examinations location and have them finish elsewhere.

Completing the final examination

Minimum time requirement

Students must remain in the final examination location for at least one hour after the final examination begins, regardless of completion.

Exiting the final examination location

After the first hour has passed, students who have completed their final examination must turn their materials(s) over and raise their hand so the proctor may collect the materials(s). Once the materials are collected, students should leave the location as quietly as possible and exit the building.

Final 10 minutes

Students will not be permitted to leave the final examination location during the final 10 minutes of the final examination session. All remaining final examination materials will be collected when the final examination session has ended. Students must remain seated until dismissed by the Presiding Officers or the instructor.

Emergency procedures

The Office of the President, or delegate, will decide, in consultation with the Office of the Registrar (RO) whether to proceed with or to postpone final examinations in the event of extreme weather conditions or any other general emergency which occurs when final examinations are in session.

If the decision is made to proceed with final examinations as scheduled, the RO will be responsible for the conduct of all centrally-administered final examinations; individuals responsible for instructor-administered final examinations scheduled in faculty or academic unit locations will follow guidance determined by the Dean of their faculty, or delegate, for handling such final examinations in emergency situations.

If the decision is made to postpone final examinations, the postponement will apply to all final examinations scheduled for a particular day or part thereof, regardless of writing location. Rescheduled final examinations will be held at the same time and location as originally scheduled on the next available day, including Sunday, on which final examinations have not been scheduled. Final examinations could be rescheduled for times prior to that date by mutual agreement of the instructor and the students in the class. If this occurs, students must be given the option of writing on the official rescheduled date.

Regroup Mobile

[Regroup Mobile](#) is the sole emergency notification system at Waterloo. All examination personnel are encouraged to download the app to their cellular devices.

Fire alarm evacuation procedures

All examination personnel must be familiar with the fire alarm evacuation procedures as outlined on the [Final examinations management page](#) on the Registrar's Resources website.

Final examination sessions affected by irregularities

In rare cases, unforeseen events may occur during a final examination session that disrupt the normal conduct of the final examination. Such irregularities may include, but are not limited to:

- emergency situations resulting in evacuation;
- power outages;
- protests or disturbances;
- defective final examination papers;
- absent or delayed instructors and/or proctors; and
- situations where an instructor or proctor must leave the final examination session due to sudden illness or personal emergency.

In these cases, the Office of the Registrar (RO) will consult with the instructor, or delegate, to determine whether the final examination will continue or be suspended, and final examination materials collected. The instructor, or delegate, is responsible for the final decision and will advise the RO on how to proceed.

Depending on the nature and duration of the disruption, one of the following options will be applied:

1. **Continue the final examination:** If the disruption lasts less than 30 minutes, students may be permitted to resume writing once the issue has been resolved. In such cases, the on-duty Presiding Officer in the Physical Activities Complex (PAC), or the instructor, or delegate, in other writing locations, may authorize a time extension for the entire final examination session. Any extension will not exceed 30 minutes and will be announced to students. This time limit ensures students have time to rest between final examinations should they have back-to-back sessions and ensures enough time is left between sessions for location set up.
2. **Conclude the final examination and apply a prorated marking scheme:** If the disruption occurs in the last thirty minutes remaining in the final examination session, the instructor may choose to end the final examination and assign grades based on the portion completed.
3. **Suspend and reschedule the final examination:** If the disruption is significant or exceeds 30 minutes, the final examination may be suspended and a rewrite scheduled. All final examination materials from the original session would be destroyed and a new final examination would be administered. The instructor may decide to create a new version of the final examination. The RO will co-ordinate logistics for any rescheduled final examination in consultation with the instructor/academic unit.

Students must remain in the final examination location – or the designated evacuation area – until formally instructed otherwise.

Documentation and communication

The RO will maintain a record of the incident, including the nature of the disruption, time and length of the disruption, actions taken, and the final decision. If the final examination resumes, the final decision should include documenting the precise times when it resumed and when it finished. The RO will ensure timely communication of the outcome to students, instructors, and relevant academic units in writing. Where applicable, follow-up actions such as rescheduling or student notifications will be co-ordinated by the RO in collaboration with the instructor/academic unit.

Student illness or injury during the final examination session

The responsibility for following the prescribed processes below resides with the Presiding Officer (if the final examination is held in the PAC) or with the instructor, or their delegate (if the final examination is held in other locations).

Serious medical emergency

If a student is ill and it is a serious medical emergency that requires an ambulance, call 911 to report the emergency. If time and the situation allow, call Special Constable Services at 519-888-4911. The Special Constable Services will meet the ambulance at the University entrance and direct them to the location.

Non-critical illness or injury

If a student has a non-critical illness or injury:

- **During regular business hours (8:30 a.m. to 4:30 p.m. Monday to Friday):** Students should go to the University of Waterloo Clinic (Health Services).
- **Outside of regular business hours (4:30 p.m. to 10 p.m. Monday to Friday):** The University's Campus Response Team (CRT) may be available depending on volunteer availability. CRT's availability for a given term's Final Examination Period will be provided during the distribution of final examination materials to instructors and will accompany evacuation procedures. To contact the CRT for non-critical, medical assistance, call (226) 339-0462.

Unsuitable conduct during final examination sessions

Examination personnel

- Socializing and talking loudly should be avoided. Any discussions between examination personnel should be conducted in a whisper and only if necessary.
- Should not leave their designated area.
- Should not perform any actions that take their attention away from invigilating the final examination, including reading, working on laptops, wearing ear buds, talking/texting on cell phones, etc.
- Disrupting students should be avoided.
- Presiding Officers who are assigned walkie-talkies should ensure they remain switched off unless in use.

Students

If a student is in violation of the final examination rules or is disruptive during proceedings, the Presiding Officer, instructor, or proctor should proceed as follows:

1. **Step #1:** Verbally request that the student comply with the prescribed final examination behaviour and clearly state the policy/regulation being violated.

2. **Step #2:** If the student refuses to comply after the verbal request, the student should be told the following: “You have chosen to continue in violation of policy intended to ensure the integrity of the final examination. If you do not immediately comply with the request, your uncooperative behaviour will be reported to the Associate Dean and an appropriate penalty may be determined based on the severity of the offence. This may include a written warning, a partial or full grade deduction on the final examination, or possible suspension.”
3. **Step #3:** If a student continues to exhibit persistent disruptive or uncooperative behaviour, the student should be told the following: “You have disregarded two requests to comply with final examination policies. A report of this incident will be forwarded to your Associate Dean immediately following this final examination. Your Associate Dean will determine the appropriate disciplinary action based on the severity of the offense.” As soon as possible, the Presiding Officer, proctor, or instructor must:
 - a. make note of the time and details (e.g., refusal to cooperate).
 - b. make a note to remember to keep the completed final examination materials separate from the rest of the stacked materials once they have been collected.
 - c. inform the instructor (if applicable) of the circumstances.
 - d. turn over all evidence available to the faculty’s Associate Dean.

Important: If the student refuses to comply, under no circumstances should the student be physically touched.

Suspected academic misconduct

Academic misconduct during a final examination includes, but is not limited to:

- using unauthorized aids;
- copying from another student’s work or allowing another student to copy from them;
- submitting another person’s work as their own; and/or
- fabricating data.

Where there are reasonable grounds for believing a violation of final examination protocol has occurred, the Presiding Officer, instructor, and proctor have authority to:

- remove anything on the desk not authorized for use in the final examination and keep it until the student has completed the final examination and handed in the final examination materials as required.
- require the student to move to a seat where the Presiding Officer, instructor, or proctor can more easily monitor the student.

- ask a student to reveal “evidence” where the Presiding Officer, instructor, or proctor believes that student has hidden it on their person.
 - **Note:** If the student refuses, under no circumstances should the student be physically touched.
- remove fillable final examination materials and replace them with new ones, if possible; record the time they were replaced.

In all cases, the student(s) must be allowed to finish writing the final examination.

As soon as possible, the Presiding Officer, instructor, or proctor is expected to:

- make a note of the time and details (i.e., specific student behaviour).
- explain to the student that the status of their final examination is in question.
- identify the final examination materials and set them aside.
- inform the instructor of the circumstances (if applicable).
 - **Note:** If the instructor is not available, the Presiding Officer or proctor will inform their supervisor who will work directly with the appropriate Associate Dean.
- turn over all of the evidence available.

Guidelines for providing academic accommodations and considerations

The current year’s [Undergraduate Studies Academic Calendar](#) and [Graduate Studies Academic Calendar](#) provide regulations and/or guidance on the following:

- Assessments: Academic Accommodations
 - Due to disability
 - Due to creed/religion
 - Due to other Code grounds

The current year’s [Undergraduate Studies Academic Calendar](#) and the Graduate Studies and Postdoctoral Affairs (GSPA) [Current Graduate Student website](#) provide regulations and/or guidance on the following:

- Academic Considerations Due to Illness
- Academic Considerations Due to Final Examination Schedule Conflicts
- Guidelines for Providing Academic Considerations for Final Examinations

Note: In the spring term, the current Undergraduate Calendar for the term is the latest archived version.

University of Waterloo instructors provide academic considerations for final examinations when appropriate conditions are met (see criteria in the regulations listed above or contact GSPA for guidance with graduate course final examinations).

When instructors are asked to consider student's extenuating circumstances, the options available to students vary based on the nature of the extenuating circumstances/events and the instructor's own grading practices stated in the course outline.

Any University academic activity that appears in the class search feature in Quest will be given precedence over alternate arrangements in the resolution of an academic consideration.

Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of academic considerations will be decided by the appropriate associate dean(s). When in doubt, students should approach the associate dean from their home faculty. For students taught at the Affiliated and Federated Institutions of Waterloo (AFIW) where there is no associate dean, the dean of the AFIW exercises these responsibilities.

Deferred final examinations

In some cases, the final examination may be deferred. Normally, the deferred final examination is to be written at a time mutually agreed by the student and instructor, that is as soon after the missed final examination as possible; in any case it is to be written no later than the student's next academic term in which a) the student has an academic term, and b) the course is offered (up to a maximum of one year).

Options for deferred final examinations include:

- Scheduling the final examination directly with the student based on instructor and student availability.
- Attending a make-up final examination session offered by the Office of the Registrar.
- Deferring the final examination to the next class sitting in a future term.

If the deferred final examination is held after the grade submission in Quest closes, or the grading will not be completed by that time, the instructor is to follow the [undergraduate](#) or graduate incomplete (INC) grade process. [Grade changes related to INC grades must be submitted by instructors within one year of the grade becoming official.](#)

Rescheduling by the instructor

A mutually agreed upon alternate testing time (whether in person or remote) in which all logistics are handled by the academic unit/instructor.

Make-up final examination sessions

Each term, the Office of the Registrar provides instructors with several dates and times during the Final Examination Period, or shortly thereafter, at which they can assign a student to write a deferred final examination. This option is also available to students studying remotely if they can come to campus.

The registration process to attend only occurs after the student and the instructor have mutually agreed on the date and time.

Any student who arrives at a make-up final examination session who is not registered to write at that session will not be permitted to write and will be directed to contact their instructor.

- All final examination academic regulations also apply to make-up final examination sessions.
- The proctors monitoring make-up final examination sessions will not be associated with the course or subject matter and will not be able to answer questions about the final examination content.

Deferral to a future academic term

When submitting an undergraduate or graduate INC form, the instructor should indicate the planned future academic term the student will sit for the final examination.

During the academic term the student is scheduled to write the deferred final examination, the academic unit must request the student be added to the term's LEARN course and add the student as a special case in the assessment on Odyssey to ensure a conflict-free final examination schedule for the student.

- **On-campus students:** The deferred final examination will be written on campus.
- **Remote students:** The deferred final examination can be written externally with a proctor the next time an online section is offered.
 - Instructors/academic unit representatives must email examinations@uwaterloo.ca to make arrangements for students to clear an INC by writing an externally proctored examination.

Student access to final examination materials

Review the current [year's Undergraduate Studies Academic Calendar under Regulations - Academic Regulations - Student access to Final Examination Materials](#) for undergraduate

courses or contact the appropriate Graduate Associate Dean for guidance for graduate courses.

Memo

DATE: February 19, 2026

TO: Tony Ly, Governance Officer

FROM: Justin Wan, Interim Associate Vice-President, Graduate Studies and Postdoctoral Affairs (GSPA)
Marianne Simm, Director, GSPA

RE: Graduate Studies Academic Calendar (GSAC) updates

Regular agenda items for approval:

- 1) Section 10.1 Graduate work-integrated learning
- 2) Section 13.2.3 Academic progression: Good academic standing
- 3) Section 16.4 Courses and assessments: Course outlines

1) Section 10.1 Graduate work-integrated learning

Description and rationale for proposed changes:

A work/reflective report is part of work-integrated learning (WIL) pedagogy and a required component for the degree in CEE-supported co-op programs. The Graduate WIL Reflective Report is a structured reflection tool designed to help Waterloo graduate students critically connect their academic learning with practical work experiences during co-op experiences. It could become available for internship programs (and other forms of program-level WIL) as a milestone in future if they become CEE supported. The Graduate WIL Reflective Report supports integrative learning, professional development, and provides aggregate data to faculties for program review and curricular improvement.

Effective Spring 2026, the Graduate WIL Reflective Report will be made available to CEE-supported co-op programs. Departments may opt to replace their own Graduate Studies Work Report milestone with this CEE administered Graduate WIL Reflective Report milestone.

If a program chooses the CEE-administered Graduate WIL Reflective Report milestone, the current Graduate Studies Work Report milestone language on their respective Graduate Studies Academic Calendar program page will be revised as follows:

Graduate WIL Reflective Report [milestone language]

“The Graduate WIL Reflective Report requires students to critically reflect on their co-op work term experience, connecting academic knowledge to practical tasks and professional development. Students must complete one reflective report per required work term. The report is administered, evaluated, and graded by the Centre for Work-Integrated Learning.”

Proposed effective date: Term: Spring Year: 2026

Current **Graduate Studies Academic Calendar (GSAC)** page:

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policy/Hysehcy06>

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</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</p>

learning objectives and outcomes related to: employability, agency, knowledge and skill mobility and life-long learning.”

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](#).

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.

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 [unit](#) 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:
 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

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project/assignment would 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 [course component](#) CIR.

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 [course component](#) PRA. Practicums are usually graded as credit/no-credit.

*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.

2. **Program-level WIL** is delivered as a required component of the program

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2. **Practicums (PRA):**

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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 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 [change of enrolment status](#) during their experience(s).

1. **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. 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 prior to a work term (typically completed within the first academic term).

In masters-level programs with co-op designations, students are required to successfully complete a minimum of one [standard work-term](#) and a ~~work/reflective report~~ and, if specified by their program, one additional work term (standard or flexible work-terms) and a second ~~work/reflective report~~.

Co-op doctoral programs require a minimum of three

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In masters-level programs with co-op designations, students are required to successfully complete a minimum of one [standard work-term](#) and either a Graduate WIL Reflective Report milestone or a Graduate Studies Work Report milestone and, if specified by their program, one additional work term (standard or flexible work-terms) and a second Graduate WIL Reflective

standard work-terms and three ~~work/reflective reports~~, and if specified by their program, additional work terms (standard or flexible work-terms).

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).
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.
4. **Graduate Certificate in Work-Integrated Learning (WIL):** Graduate Certificates in WIL are developed and

Report or Graduate Studies Work Report.

Co-op doctoral programs require a minimum of three standard work-terms and up to three Graduate WIL Reflective Reports or Graduate Studies Work Reports, and if specified by their program, additional work terms (standard or flexible work-terms).

Reflective/work reports: The Graduate WIL Reflective Report milestone is administered by CEE. The Graduate Studies Work Report milestone is administered by the program as articulated in the program's degree requirements section in the Calendar.

The Graduate WIL Reflective Report requires students to critically reflect on their co-op work term experience, connecting academic knowledge to practical tasks and professional development. The report is administered, evaluated, and graded by the Centre for Work Integrated Learning.

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delivered at the program level and can include varying models of work-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.

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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-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.

2) Section 13.2.3 Academic progression: Good academic standing

Description and rationale for proposed changes:

This section currently states that students not in good academic standing may be identified as being in ‘conditional standing’ or ‘alternatively may be required to withdraw’. We are strengthening this ‘alternative’ language. When this was introduced as a section in the Calendar, it was acknowledged that there is uneven application of ‘conditional standing’ across Faculties and programs. While this is still the case, it should be explicitly stated that approval is required by the Associate Dean to move directly to Required to Withdraw (RTW).

Proposed effective date: Term: Spring Year: 2026

Current **Graduate Studies Academic Calendar (GSAC)** page:

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policy/Hk4sA9P0T>

Current Calendar copy	Proposed Calendar copy
<p>13.2.3 Academic progression: Good academic standing</p> <p>A student is deemed to be in Good Academic Standing when they are satisfying their academic requirements which, depending on the program may include:</p> <ul style="list-style-type: none"> • Minimum grade performance in courses. All graduate students are required to achieve grades in these courses satisfying their degree requirements that meet or exceed the minimum academic performance as indicated by the program. • Minimum cumulative average, at least 70%; higher averages may be indicated by the academic program. • Successful completion of milestones / examinations within articulated time limits. Specific examples include the Academic Integrity Module for all graduate students; comprehensive or qualifying examinations for PhD students; and in some programs, proposal presentations or defenses. • Satisfactory progress in research leading to the successful presentation or defense of a student’s Master’s Research Paper (MRP) or thesis, as determined by the student’s supervisor or supervisory committee. 	<p>13.2.3 Academic progression: Good academic standing</p> <p>A student is deemed to be in Good Academic Standing when they are satisfying their academic requirements which, depending on the program may include:</p> <ul style="list-style-type: none"> • Minimum grade performance in courses. All graduate students are required to achieve grades in <u>the courses presented in fulfilment of the degree requirements</u> that meet or exceed the minimum academic performance as indicated by the <u>academic</u> program. • Minimum cumulative average, at least 70%; higher <u>minimum</u> averages may be <u>required</u> by the academic program. • Successful completion of milestones / examinations within articulated time limits. Specific examples include the Academic Integrity Module for all graduate students; comprehensive or qualifying examinations for PhD students; and in some <u>academic</u> programs, proposal presentations or defenses. • Satisfactory progress in research <u>in preparation for</u> the successful presentation or defense of a student’s Master’s Research Paper (MRP), <u>Master’s or PhD</u> thesis, as determined by the student’s supervisor or

A student will lose their status of Good Academic Standing if one or more of the following outcomes occur:

- The student achieves a grade in an individual course that does not satisfy the minimum required performance.
- A student ~~fails to satisfy a mandatory milestone or examination within the time limits articulated in this Calendar or by the Program/Department.~~
- A student is deemed to be progressing in research at an unsatisfactory rate.

A student deemed not to be in Good Academic Standing may be ~~designated in~~ Conditional Standing.

~~Alternatively, a student may be~~ Required to Withdraw, at the discretion of the program.

Normally, a student ~~will not be granted~~ Conditional Standing ~~more than once in their~~ graduate career.

advisory committee.

All students admitted under standard admissions begin their program in Good Academic Standing. A student will lose their status of Good Academic Standing if one or more of the following outcomes occur:

- The student achieves a failing grade in any course or achieves a grade in an individual course that does not satisfy the minimum required performance.
- The student's cumulative average is less than 70% or is less than that required by the academic program.
- A student does not successfully complete a milestone requirement or examination within the time limits specified in this Calendar or by the Department/School or Academic Program.
- A student is deemed to be progressing in research at an unsatisfactory rate.

Normally, a student deemed not to be in Good Academic Standing may be placed on Conditional Standing. In exceptional cases, a student may be Required to Withdraw at the recommendation of the Graduate Officer and with approval from the Associate Dean (Graduate Studies).

When students are placed on Conditional Standing, they will receive confirmation of the steps, and timeframe, to restore Good Academic Standing. At the end of each term, the performance of each student in Conditional Standing will be assessed by the program against the shared plan. If, by the end of the time stipulated, they have not demonstrated appropriate progress, they will be Required to Withdraw.

Normally, a student may be deemed not to be in Good Academic Standing only once during their graduate program; therefore, a subsequent loss of Good Academic Standing may result in a requirement to withdraw.

3) Section 16.4 Courses and assessments: Course outlines

Description and rationale for proposed changes:

This new section is being added to the Graduate Studies Academic Calendar to align with content in the Undergraduate Studies Academic Calendar and with Bill 166. In addition, current Calendar regulations do not include direction around course outlines, however, under Policy 71, changes to course outlines may be a basis for grievance. Including this section in the Calendar makes expectations explicit for students and course instructors.

Proposed effective date: Term: Spring Year: 2026

Current **Graduate Studies Academic Calendar (GSAC)** page:

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policies>

Current Calendar copy	Proposed Calendar copy
No equivalent section	<p><u>16.4 Courses and assessments: Course outlines</u></p> <p><u>A course outline must be available to all students in graduate course by the first day of the Formal Lecture Period as identified under Important Dates. See the basic elements required in a course outline.</u></p> <p><u>Changes to course outlines are normally not permitted after the first week of classes. Course outlines are to be filed in each academic unit or the central repository.</u></p>

MEMORANDUM

TO: Members of Senate Graduate Council

FROM: Nadia Singh, Director, Student Decision and Policy Support

DATE: March 3, 2026

RE: New Draft – Policy 70 – Student Petitions, Grievances and Requests for Reassessment

The attached draft of amended Policy 70 - Student Petitions, Grievances and Requests for Reassessment has been developed in accordance with the University's Policy 1 – Initiation and Review of University Policies. Policy 70 last received substantive amendment in 2010.

A Policy Drafting Committee (PDC) was struck to review the policy and recommend amendments. Membership of the PDC over the drafting cycle has included dedicated undergraduate and graduate students, as well as University administrators with operational and subject matter expertise.

The draft presented today reflects amendments made in response to feedback received during the last consultation cycle, as considered and adopted by the PDC. The draft also reflects recent feedback and recommendations received from the University's Undergraduate Associate Deans. The Associate Dean feedback was provided with the support of the Senate Executive Committee, and aimed recommendations at ensuring the draft policy accurately reflects the current University landscape with respect to petitions, grievances, and requests for reassessment.

Consultations have occurred with the following committees and departments:

- Undergraduate Operations Committee
- Associate Deans Undergraduate Studies
- Graduate Operations Committee
- Associate Deans Graduate Studies
- Deans' Council
- Undergraduate Student Relations Committee
- Graduate Student Relations Committee
- AccessAbility Services
- Conflict Management Office
- Co-operative and Experiential Education
- Equity, Diversity, Inclusion and Anti-Racism Office
- Office of Indigenous Relations
- Student Success Office
- Sexual Violence Prevention and Response Office

- Registrar's Office
- Associate Vice-President, Academic
- Graduate Studies and Postdoctoral Affairs
- Affiliated and Federated Institutions of Waterloo

SCOPE OF AMENDMENTS

The draft policy does not make major substantive changes to existing processes, but does demonstrate the following improvements:

- Generally speaking, the draft aims to provide clearer guidance applicable to undergraduate and graduate students. It is intended to be more user-friendly.
- The draft explicitly defines Petitions, Grievances, and Requests for Reassessment as distinct processes. Each is treated separately in terms of purpose, process, and outcomes.
- The draft responds to the increasing prevalence of legalistic submissions in Petitions and Grievances by offering greater transparency on the impacts of such approaches.
- The draft endeavours to provide guidance on the relationship between matters that may fall under Policy 33 or Policy 42, but which may also concurrently warrant consideration as a Petition, with the aim of increasing student awareness.
- An inclusion and trauma-informed lens has been applied throughout the draft, in recognition of the contexts in which Petitions and Grievances may arise.
- The draft contains a fully articulated list of classified supports available to students engaged in processes under the policy. This list includes, among other important resources, the Office of the Ombudsperson.
- The draft provides clarifications and refinements to the Petition process. It requires that Petitions be adjudicated by a Faculty committee, while preserving Faculty autonomy to constitute those committees in ways that align with Faculty practices. It also makes more explicit the content students are required to submit in support of a Petition, and establishes clearer expectations for the Petition process timeline.
- The draft provides clarifications and refinements to the Grievance process. It identifies a new decision-maker with respect to non-academic student Grievances, namely, the Associate Provost, Students, and provides clarity on how decisions will be rendered when an academic or non-academic support unit's decision is grieved.
- The draft treats Requests for Reassessment not as a form of Grievance, but as a distinct category. It identifies the Associate Dean as the recipient of reassessment requests and

the Chair as the coordinator of the reassessment process, providing clearer role definition, and strengthening the consistency of Faculty decisions.

FINAL CONSULTATIONS AND GOVERNANCE PATHWAY

The draft is now being shared with the following groups for feedback, prior to submission to the President and Senate for approval:

- SUC
- SGC
- USRC
- GSRC
- FRC

Feedback on the draft can be sent to Nadia Singh, Director, Student Decision and Policy Support at nadia.singh@uwaterloo.ca. After consultations have concluded, and any necessary changes incorporated into the draft, the draft Policy will be submitted to the University President for approval, prior to submission to Senate.

Policy 70 – Student Petitions, Grievances and Requests for Reassessment

The policies found on the website of the Secretariat) are compulsory rules for the university community. The authoritative copies of the policies are held by the Secretariat and bear the seal of the university. The online version accessible through the website of the Secretariat is available for information purposes only. In case of discrepancy between the online version and the authoritative copy held by the Secretariat, the authoritative copy shall prevail. Please contact the Secretariat for assistance if necessary.

Established:	June 6, 1989
Revised:	TBD
Class:	G
Responsible/Originating Department:	Office of the Associate Vice-President, Academic Graduate Studies and Postdoctoral Affairs
Executive Contact:	Associate Vice-President, Academic Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Related Policies, Guidelines and Procedures:

- Policy 33 – Ethical Behaviour
- Policy 42 – Prevention of and Response to Sexual Violence
- Policy 46 – Information Management
- Policy 71 – Student Discipline
- Policy 72 – Student Appeals
- Undergraduate Studies Academic Calendar
- Graduate Studies Academic Calendar
- Student Academic Accommodation Guidelines

A Glossary can be found at the end of the policy, as Appendix A.

1. Introduction

- 1.1 This policy governs student **Petitions, Grievances, and Requests for Reassessment**.
- 1.2 A student may file a Petition when seeking an exception to, or relief from, faculty or University rules and regulations. A Petition is appropriate when:
 - University rules or regulations were applied fairly to the student; and
 - Extenuating Circumstances may warrant an exception to the University rules for that student.
- 1.3 A Grievance may be pursued when a student believes that a decision of a University authority or the action of a University employee affecting some aspect of their University life has been unfair or unreasonable.

- 1.4 A Request for Reassessment may be pursued when a student believes that an element of their academic course work has been incorrectly assessed.
- 1.5 Petitions, Grievances and Requests for Reassessment are separate processes with different requirements. Each may lead to different outcomes. It is the responsibility of the student to understand the differences between the three processes and to pursue the most appropriate path forward. Information on resources to assist students in making this determination can be found in Section 4.

2. Scope

- 2.1 This policy applies to all University of Waterloo undergraduate and graduate students, including individuals who were students at the time of the event(s) upon which a Petition, Grievance or Request for Reassessment is based.

Students may file a Petition, Grievance or Request for Reassessment related to Academic Decisions.

Students may file Grievances related to non-academic matters, with exceptions for grievances concerning non-academic departments who employ and make publicly accessible their own resolution processes (including Campus Housing and Sustainable Transportation, as examples), consistent with the Guiding Principles of this policy.

- 2.2 The following matters fall outside of the scope of this policy:
 - Complaints of a human rights violation, such as harassment or discrimination, including those that are based on protected grounds under the *Ontario Human Rights Code*, are governed by Policy 33 - Ethical Behaviour.
 - Complaints alleging sexual violence by employees are governed by Policy 33 - Ethical Behavior.
 - Complaints alleging sexual violence by students are governed by Policy 42 - Prevention of and Response to Sexual Violence.
 - The review process for a complaint involving a PhD thesis examination is governed by the Graduate Studies Academic Calendar.

A student whose academic performance is influenced by actions, events or behaviours governed by Policy 33 – Ethical Behaviour or Policy 42 – Prevention of and Response to Sexual Violence may concurrently engage in the resolution process(es) articulated in the relevant policy and:

- seek an exception to or relief from Faculty or University rules and regulations by filing a Petition; or
- submit a Request for Reassessment on academic course work.

A student pursuing a Grievance related to ethical behaviour should seek guidance from the Conflict Management Office on the possible application of Policy 33 – Ethical Behaviour concurrent with or in lieu of the processes articulated in this policy.

- 2.3 Requests to change a student’s record after the student’s degree, diploma or certificate has been conferred are not considered unless the request is based on the grounds of a disability as described in the *Student Accommodation Guidelines*.

3. Jurisdiction

- 3.1 The authority to render decisions (Jurisdiction) is as follows:

(a) Jurisdiction over Petitions lies with Faculty Petitions Committees in each University Faculty.

Petitions for AFIW co-registered students are handled by their University of Waterloo Faculty. Petitions for exception to Co-operative and Experiential Education regulations are handled by Co-operative and Experiential Education. In situations where the Jurisdiction is unclear (e.g., double degree programs, BASE), the decision on Jurisdiction shall be made by the student’s Associate Dean, or through consultation between Associate Deans where applicable.

- (b) Jurisdiction over Grievances normally lies with the Associate Dean (Undergraduate Studies or Graduate Studies), or their delegate, in the student’s Home Faculty/AFIW. The following exceptions apply:

If the decision being grieved is made	Jurisdiction belongs to
by the Associate Dean (undergraduate or graduate) in the student’s Home Faculty/AFIW	Faculty Dean or their delegate
by the Faculty Dean in the student’s Home Faculty/AFIW	Vice-President, Academic & Provost or their delegate
in a Faculty or AFIW other than the student’s Home Faculty/AFIW	Associate Dean or their delegate (Undergraduate Studies or Graduate Studies) of the Faculty/AFIW where the decision was made with input from the Associate Dean in the student’s Home Faculty/AFIW.
in an academic support unit	Associate Dean of the student’s Home Faculty/AFIW who shall decide the most appropriate process, including delegation of responsibility for the Grievance, in consultation with the head of the academic support unit being grieved.
by Co-operative Education associated with decisions made by Co-operative Education	Co-operative and Experiential Education
about the outcome of a PhD defense.	Those articulated in the Graduate Studies Academic Calendar
by any other unit, outside of those described above.	Associate Provost, Students who shall decide the most appropriate process, including delegation of responsibility for the Grievance in consultation with the head of the unit being grieved.

- (c) Jurisdiction over Requests for Reassessment lies with the Associate Dean in the Faculty/AFIW in which the original assessment was made. If the Associate Dean is the instructor of the course in which the Request for Reassessment is being sought, Jurisdiction lies with the Dean of the offering faculty (or their delegate).

3.2 For assistance and advice on Jurisdictional matters, students should contact the Associate Dean in their Home Faculty/AFIW.

4. Resources

4.1 Before submitting a Petition, Grievance, or Request for Reassessment, students are encouraged to communicate with their Faculty or departmental representative (e.g., undergraduate academic advisor, undergraduate associate chair or coordinator, graduate associate chair or coordinator, or

graduate academic supervisor) for information on the potential academic impacts of a successful request.

- 4.2 Students have access to a variety of resources that may assist them, including their Associate Deans who may provide direction on available campus resources as needed.

<p>The following resources are available to aid students in understanding the concepts included in policy and to providing support to a student while they are navigating the processes described in this Policy:</p> <ul style="list-style-type: none"> • Centre for Academic Policy Support (undergraduate students) (CAPS) • Conflict Management Office • Equity, Diversity, Inclusivity and Anti-Racism Office • Graduate Student Association (graduate students) • Indigenous Student Services • Office of the Ombudsperson • Sexual Violence Prevention & Response Office • Student’s academic unit, particularly the undergraduate academic advisors or the graduate department coordinators • The Centre (Student Service Centre) • Waterloo Undergraduate Student Association (WUSA)
<p>The following resources are available to support students and may provide documentation for processes described in this Policy:</p> <ul style="list-style-type: none"> • AccessAbility Services • Counselling Services • Health Services • External accredited health practitioners
<p>The following resources are available to provide guidance on the processes described in this Policy:</p> <ul style="list-style-type: none"> • Co-operative Education • Graduate Studies and Postdoctoral Affairs (graduate students) • Office of the Ombudsperson • Registrar’s Office (undergraduate students)

- 4.3 Assistance to students preparing their Petitions, Grievances or Requests for Reassessment may include explaining policy elements, documenting interactions with an office, referring to other supports, and assessing potential academic outcomes, as appropriate. Determinations on outcomes of Petitions, Grievances and Requests for Reassessment are made by those with Jurisdiction only.

- 4.4 Throughout the processes governed by this Policy, students may engage a Support Person for advice and support. The role of the Support Person is to provide moral and emotional support to the student; a Support Person holds no official standing in the process. Normally, the Support Person is a fellow student, friend or family member rather than a legal professional.

5. Guiding Principles

- 5.1 All members of the University community are expected to conduct themselves with integrity, and to adhere to University policies, procedures and guidelines. Students have the right to be informed of University policies, procedures and guidelines, and to question whether decisions affecting them are consistent with policies, procedures or guidelines.

- 5.2 The University of Waterloo is a diverse community. Given its pluralistic nature, the University understands that students' Petitions, Grievances and Requests for Reassessment reflect diverse cultural expectations, social norms, or lived experiences. The University is committed to supporting students and adjudicating these requests in ways that are informed by and respectful of these student perspectives.
- 5.3 Decisions are to be made in accordance with the Principles of Natural Justice and all applicable University policies.
- 5.4 The consideration of Petitions and Grievances requires time to obtain and assess submitted documentation and records, consult relevant individuals as needed, and communicate the outcome. The consideration of Requests for Reassessments requires time to determine if a reassessment is warranted and, if so, to identify an appropriate reassessor and to allow the reassessment to take place. Adherence to policy timelines is expected because expeditious resolution of Petitions, Grievances and Requests for Reassessment is normally in the best interests of students.
- 5.5 Those with Jurisdiction will consider requests for timeline extensions on a case-by-case basis including the consequences of such extensions on those affected by the Petition, Grievance and Request for Reassessment. In situations where the reason for a late submission is the result of a health condition, students are encouraged to register and work with AccessAbility Services such that appropriate timelines can be determined. Students may also seek documentation in support of requests for extended timelines from appropriate University support groups (e.g., Conflict Management Office, the Equity, Diversity, Inclusion and Anti-Racism Office, Counselling Services).
- 5.6 The University is required to accommodate disabilities, within specified legal limits, that are known or ought to be known. While engaging this Policy, University authorities may suspect that an individual might benefit from the University's processes for accommodating students with disabilities.. Where this is the case, University authorities must refer these individuals to AccessAbility Services.
- 5.7 The time to reach a decision under Policy 70 may be extended if a student presents legal arguments or if the student initiates a legal action in a venue external to the University. The individual or committee receiving notification of the external legal support or action shall contact the University's Legal and Immigration Services for advice on how to proceed.
- 5.8 The following principles guide decision-making:

A student engaging a process under this Policy is entitled to:

- have access to processes and procedures grounded in:
 - procedural fairness;
 - Human Rights legislation;
 - a recognition of the cultural, historic, racial, and gendered roots of trauma and the potential that trauma may impact a student; and
 - the University's commitment to student wellness, including awareness, support and training regarding mental health and sexual violence;
- have matters addressed fairly and as expeditiously as possible, and to have those matters considered by those who are not sitting in judgment of their own actions or decisions;
- have matters decided with consideration given to consistency and University precedent;
- have matters decided based on a Balance of Probabilities;
- participate in Petition, Grievance or Request for Reassessment proceedings without reprisal or fear of reprisal;
- have their privacy and the tenets of Policy 46 - Information Management respected;

- have the resolution of their disputes be informed by the persons or units with the most relevant information on the student's situation, where feasible; and
- be accompanied by a Support Person to any meetings with University administrators.

6. Petitions

6.1 A Petition is a request by a student seeking exception to or relief from normal Faculty or University rules and regulations as a result of Extenuating Circumstances, events or situations that have been beyond the student's control and could not reasonably have been predicted or expected. Common examples include medical or health concerns and unexpected familial responsibilities.

Petition Examples

- 6.2 Examples of requests made by Petition include but are not limited to:
- adding or dropping a course after the deadline;
 - increasing or reducing a required course load;
 - reconsidering an end-of-term academic standing or other academic decision;
 - reconsidering the academic record (e.g., converting numeric to non-numeric grades (where available), removing a WD/WF for a late drop); and
 - reconsidering decisions by Co-operative Education (e.g., co-op job board access, co-op credit eligibility, work term status, Co-op Research Certificate).
- 6.3 Examples of Petitions specific to graduate students include, but are not limited to:
- allowing the continuation of a student's program beyond time limits; and
 - extending timelines related to research milestones.
- 6.4 Examples of outcomes that cannot be achieved through a Petition include:
- adjusting a numeric grade from one value to another;
 - granting a credit where no credit was earned;
 - converting a final grade in a course to an INC; and
 - the consideration of matters that are Grievances or complaints that are governed by other University policies, such as Policy 33 – Ethical Behaviour.

Faculty Petitions Committees

- 6.5 Faculties constitute and manage their Faculty Petitions Committees according to their own internal practices, and determine whether the identity of individual members is made public. Faculty Petitions Committees may be specific to undergraduate and graduate petitions, or a single committee may adjudicate all Petitions. Members normally include a combination of faculty and staff representatives from the Faculty the student is petitioning, supported by the Registrar's Office or Graduate Studies and Postdoctoral Affairs, and other campus experts (e.g., AccessAbility Services) as appropriate.
- 6.6 Co-operative Education determines the membership of its Petitions Committee according to its own practices.
- 6.7 A Faculty Petitions Committee should be comprised and supported such that members have an understanding of and respect for contemporary student challenges that inform the adjudication of Petitions. As indicated in Section 5.2, the University acknowledges the pluralistic nature of its community..

- 6.8 The Faculty Petitions Committee chair has the responsibility to ask for a declaration of any real or perceived conflicts of interest between any Committee members and the petitioning student and to modify the process to address the conflict.
- 6.9 The Faculty Petitions Committee chair has the authority to have petitions considered by a subset of the full committee. Normally, this process occurs when:
- the chair, in consultation with the student’s Associate Dean, deems that the content of the Petition warrants increased confidentiality;
 - the petition involves consideration of a request for retroactive accommodation; or
 - strong precedent exists to grant or deny the exception requested by the student.

Adjudication

- 6.10 The Faculty Petitions Committee determines whether an exception to a rule or regulation is granted or denied. Before making this decision, the Faculty Petition Committee may seek additional information it deems necessary.
- 6.11 In the case that an exception is granted, the Committee may consider a range of possible resolutions before deciding upon an outcome that is informed by University/Faculty policy, University/Faculty precedent and the student’s request. The outcome may differ from the student’s desired outcome (e.g., changing one term rather than two terms of the academic record).
- 6.12 A Petition on which a decision has been reached may be reconsidered by the Committee if the student provides new information, typically supported with additional documentation, that has the potential to alter the decision (e.g., medical documentation, travel documentation, bereavement documentation, course reports). The student can submit new evidence that was not available through prior due diligence. The decision as to whether the new documentation meets the threshold for reconsideration lies with the chair of the Faculty Petitions Committee.
- 6.13 Petition decisions and associated records are kept in accordance with procedures within Faculties and the Registrar’s Office or Graduate Studies and Postdoctoral Affairs, and compliant with Policy 46 – Information Management.

Petition Procedures

- 6.14 To begin the Petition process, an undergraduate student submits (online) a completed *Petition for Exception to Academic Regulations - Undergraduate* along with any Supporting Documentation to the Registrar’s Office. The petition file is then forwarded to the appropriate Faculty Petitions Committee.
- A graduate student wishing to begin the process submits (online) a completed *Petition for Exception to Academic Regulations – Graduate Students* along with any Supporting Documentation to Graduate Studies and Postdoctoral Affairs.
- 6.15 When submitting a Petition, a student is indicating that they agree that the relevant rule or regulation is fair and has been fairly applied to them, but they believe an exception is warranted. To seek the exception, the student must provide:
- a clear indication of the decision and outcome from which they are seeking an exception;
 - an explanation of the Extenuating Circumstances they believe warrant an exception;
 - Supporting Documentation verifying the impact of the Extenuating Circumstances on the student; and
 - an articulation of the desired outcome of the Petition.
- 6.16 At the request of the Faculty Petitions Committee, the Registrar’s Office (for undergraduate

Petitions) or Graduate Studies and Postdoctoral Affairs (for graduate Petitions) may gather information related to the student's academic performance and participation during the period of the reported Extenuating Circumstances. This information will be provided to the Faculty Petitions Committee to support their decision-making.

- 6.17 Requests for retroactive consideration (e.g., due to illness, related to bereavement) or retroactive ground-protected accommodations (e.g., disability) will be considered. The timely submission of requests is encouraged. For further information about retroactive accommodations on the grounds of disability, students are directed to the Student Academic Accommodation Guidelines.
- 6.18 The Faculty Petitions Committee has discretion to decide if a Petition submitted by a Previously Enrolled Student will be considered. A Previously Enrolled Student is a person who was previously enrolled at the University of Waterloo, but whose current status requires an application for readmission to continue their studies at the University. Normally, the Faculty Petitions Committee's decision to hear the petition will be based on an assessment of whether the outcome of the Petition might substantially affect the student's academic record such that the student would have an opportunity to pursue future studies at the University or elsewhere.
- 6.19 Faculty Petitions Committees may be unable to adjudicate a Petition in cases when information necessary to evaluate the Petition is no longer available or if the outcome being sought is no longer feasible.
- 6.20 A student will receive a decision normally within 30 Working Days of submission. Petition timelines may vary depending on:
- the Petitions Committee meeting schedule;
 - the volume of Petitions being submitted;
 - the potential impact of the decision on current term enrolment (e.g., Petitions that affect current term enrollment may be prioritized over those involving a prior term);
 - the complexity of the request;
 - any requirement for additional documentation; and/or
 - the need for consultation with experts (e.g., academic advisors, instructors, AccessAbility Services, Legal and Immigration Services).

When a timeline will not be met (e.g., a decision returned in 30 Working Days), the student will receive an update on the progress towards adjudicating their petition, including revised timelines.

- 6.21 Undergraduate and graduate students will be notified in writing (hard copy or electronic) of the outcome of their petition.
- 6.22 Petition decisions are final and cannot be appealed under Policy 72 – Student Appeals.
- 6.23 The results of a petition decision may only be grieved under this Policy if there is evidence that there has been a procedural error in the adjudication. A denied petition decision by a Petitions Committee is not in itself a procedural error. Procedural errors include deviations from procedures set by policy or guideline, evidence of bias in a decision, and inadequate consideration of the provided evidence. In such situations, the focus of the grievance shall be solely on the procedural error leading to the contested petition decision. Procedures for filing a grievance are outlined in Section 7.

7. Grievances

- 7.1 When a student believes an academic decision or action of a University authority is unfair or unreasonable, the student is required to first seek a resolution with the person (or persons) who made the decision in question. Recognizing the value of an expedited resolution, and to avoid a prolonged formal process, a resolution may be sought:

- by the student directly with the decision-maker; or
by the student through their Associate Dean who may, at the student's request and at the discretion of the Associate Dean, communicate with the decision-maker.
- 7.2 Where a grieved decision or action applies to more than one student (including instances where students file one joint grievance as a group), the Adjudicator (described below) may elect to render one decision that applies to multiple students.
- 7.3 Examples of Grievances covered by this Policy include situations where a student is seeking a resolution because they believe:
- there was a substantial deviation from a course outline without reasonable notice to or approval from students enrolled in the course;
 - there was improper application of University regulations governing program or degree requirements;
 - an unfair decision was reached during the evaluation of a research milestone;
 - an agreed-upon accommodation plan guided by AccessAbility Services was not followed by the instructor; and/or
 - there was an error in an academic decision of a University authority that is not related to courses, or program or degree requirements (e.g., student exchanges, certificate in university teaching).

Requirements

- 7.4 When submitting a Grievance, a student must provide:
- a clear indication of the decision or action they are grieving and why they believe that decision is unfair and/or unreasonable;
 - an explanation of how they believe the decision or action unfairly and/or unreasonably affects them;
 - the identification of relevant individual(s)/academic or administrative unit(s) associated with the Grievance;
 - a summary of previous communication with the decision-maker(s) to attempt to resolve the situation, or an explanation as to why these communications did not take place;
 - Supporting Documentation, if any, that is relevant to the Grievance including medical documentation (submitted through AccessAbility Services, in accordance with section 7.8 of this Policy); and
 - an articulation of the desired outcome of the Grievance.

Grievance Procedure

- 7.5 The University recognizes the value of the timely resolution of students' concerns. As such, students who believe a decision or action of a University authority is unfair or unreasonable must submit a Notice of Grievance to their Associate Dean or the appropriate decision-maker as noted in section 3.1, above, no later than 20 Working Days after the decision or action of concern. The 20 Working Day period also applies to a student in their last term before graduation. Students for whom medical conditions preclude timely submission of grievances should register with AccessAbility Services to evaluate the potential for accommodation.
- 7.6 A Notice of Grievance that is received after 20 Working Days may in rare cases be considered at the discretion of the Associate Dean. The decision to consider the grievance beyond the 20 Working Days may be based on:
- whether the source of the delay in submitting the grievance was beyond the control of the student;
 - whether the information necessary to adjudicate the grievance remains available; and/or

- whether the outcome of the grievance remains timely and relevant.
 - .
- 7.7 Students intending to rely on medical documentation as part of their grievance must register with AccessAbility Services and submit their medical documentation through that unit. AccessAbility Services will coordinate communication of the relevant contents of those medical documents with the appropriate Associate Dean in the student's Home Faculty/AFIW.
- 7.8 A student's completed Notice of Grievance will be received by the appropriate Associate Dean in the student's Home Faculty/AFIW who will normally serve as the Adjudicator of the grievance. Exceptions on Jurisdiction are listed in Section 3.1.

Decision and Appeal

- 7.9 The Adjudicator shall review the student's written complaint and supporting documentation, conduct an investigation and render a decision on the Balance of Probabilities.
- 7.10 Normally within 30 Working Days of receiving the Notice of Grievance, the Adjudicator shall provide the student a written decision with reasons, using the Report of Grievance Decision. If this timeline cannot be met, the Adjudicator will advise the student in writing and provide a revised timeline.
- 7.11 In instances where the student's records should reflect the outcome of the decision, the Associate Dean will communicate the decision to the appropriate body (e.g., Registrar's Office, Graduate Studies and Postdoctoral Affairs, the course instructor).
- 7.12 A Grievance decision may be appealed. The appeal must be initiated by submitting the appropriate documentation by the deadline imposed in Policy 72 – Student Appeals.

8. Requests for Reassessments

- 8.1 When a student believes that an individual Course Element has received an incorrect mark, they are encouraged to seek a resolution with the person (or persons) who made the decision in question. In instances where a student is unable to reach a resolution through informal means, the student may initiate a Request for Reassessment. Examples of work to be reassessed include assignments, projects, essays, lab reports, and tests, including quizzes and final exams.
- 8.2 Examples of instances when a student may seek a Request for Reassessment include when a student believes:
- marks were not given for a correct answer;
 - partial grades ought to have been awarded;
 - assessment and grading expectations were misaligned; or
 - a grading rubric was inconsistently applied.
- 8.3 The decision on a Request for Reassessment may result in a grade being raised, lowered or maintained.

Request for Reassessment Procedure

- 8.4 Requests for Reassessments must be commenced within 20 Working Days of the student receiving the original assessment of the work. The 20 Working Day deadline also applies to a student in the last term before graduation.

- 8.5 To file a Request for Reassessment, a student submits a completed **Notice of Request for Reassessment**. When submitting their Notice of Request for Reassessment students must specify whether they are requesting a reassessment of an entire Course Element or portions of it.
- 8.6 The Notice of Request for Reassessment will be received by the Associate Dean of the Faculty or the AFIW in which the course is being offered.
- 8.7 The Associate Dean will determine whether the Request for Reassessment meets the Faculty criteria necessary to proceed. If the Request for Reassessment meets the Faculty criteria necessary to proceed, the Associate Dean will appoint a Coordinator for the Request for Reassessment. The Coordinator will normally be the Chair of the unit offering the course. When the Chair of the offering unit or the Associate Dean of the offering Faculty is the instructor of the course in which the reassessment is sought, the Dean of the Faculty/AFIW (or their delegate) will appoint the Coordinator for the Request for Reassessment.
- 8.8 The Coordinator will determine if the Reassessment includes the totality of the Course Element or only a portion of the Course Element. In making this determination the Coordinator will consider:
- Faculty-specific criteria;
 - the limits of the request made by the student in the Notice of Request for Reassessment; and
 - the interdependencies of the individual elements of the evaluated work and the feasibility of limiting the Request for Reassessment to specific portions.
- 8.9 If the Coordinator determines that the Request for Reassessment will include portions of the Course Element that differ from the student's request, the Coordinator will inform the student and the appropriate Associate Dean of the revised Request for Reassessment scope and allow the student the opportunity to retract their Request for Reassessment request.
- 8.10 Within 5 Working Days of finalizing the elements to be reassessed, the Coordinator will select a qualified new assessor(s) who may be external to the University. After obtaining the work to be reassessed, the Coordinator will send the assessor a copy of the work, anonymized where possible. The Coordinator will also provide the assessment rubric used and, if appropriate, any relevant contextual information.
- 8.11 The Coordinator will take all reasonable steps to ensure student anonymity and impartiality of the assessor(s). The Coordinator will seek a completed reassessment from the assessor within 15 Working Days.

Decision and Appeal

- 8.12 The Coordinator will receive and consider the assessor's report and make a determination on the student's revised grade. The Coordinator shall then communicate the outcome of the Request for Reassessment to the student and the Associate Dean using the Report of Reassessment Decision.
- 8.13 In exceptional circumstances where the Coordinator does not follow the recommendation of the assessor(s), a written rationale will be provided through the Report of Reassessment Decision.
- 8.14 In instances where the student's record should reflect the outcome of the decision, the revised grade will be communicated by the Coordinator to the appropriate body (e.g., the course instructor or appropriate course staff, Registrar's Office, Graduate Studies and Postdoctoral Affairs).
- 8.15 Normally, Requests for Reassessment will be resolved within 20 Working Days of the Associate

Dean's receipt of the student's Notice of Request for Reassessment. If this timeline cannot be met, the Associate Dean will advise the student in writing and provide a revised timeline.

- 8.16 A Reassessment decision may be appealed. The appeal must be initiated by submitting the appropriate documentation no later than 10 Working Days after notification of the decision, provided a ground for appeal can be satisfied. See Policy 72 – Student Appeals.

Appendix A – Glossary

Academic Decision – a decision made by a University authority that directly impacts the student's academic record.

Adjudicator – the individual with Jurisdiction to render a finding regarding a student's Grievance. The Adjudicator for a Grievance is normally the Associate Dean of the student's home Faculty (or AFIW equivalent).

AFIW - Affiliated and Federated Institutions of Waterloo. Includes Conrad Grebel University College, Renison University College, St. Jerome's University, and United College.

Associate Dean – the Associate Dean (undergraduate or graduate) of a Faculty or their delegate. In the AFIWs, the equivalent roles are the dean (Conrad Grebel University College), vice-president academic and dean (Renison University College), associate dean (St. Jerome's University) and academic dean (United College).

Balance of Probabilities – the standard of proof used to determine whether the occurrence of an event is more likely than not, based on an analysis of the facts and evidence presented. It is a lesser burden of proof than 'beyond a reasonable doubt'.

Chair – in the context of Requests for Reassessment, the chair of the department/director of the school or program hosting the course or their delegate. For a course taught outside a department or school, the Chair is the person responsible for assigning the instructor, e.g., the Associate Dean, for a course administered at the Faculty level. For a co-operative education professional development course, the Chair is the Associate Dean of the student's Home Faculty. The Chair is often the Coordinator of the Request for Reassessment.

Coordinator – in the context of Requests for Reassessment, the Coordinator will normally be the Chair of the unit offering the course (see definition of Chair, above). When the Chair of the offering unit or the Associate Dean of the offering Faculty / AFIW is the instructor of the course in which the reassessment is sought, the Dean of the Faculty (or their delegate) will coordinate the Request for Reassessment.

Course Element – refers to a student's work (e.g., assignment, essay, project, test) that counts towards the final course grade.

Extenuating Circumstances – Exceptional and often unforeseen situations or events that significantly impact a student's ability to meet academic requirements or adhere to established policies or procedures. These circumstances are typically beyond the student's control and can include serious personal challenges, medical issues, family emergencies, or other unexpected events that may adversely affect the student's academic performance. The University acknowledges that Extenuating Circumstances may differ according to a person's social identities and geographical reference points/origin.

Grievance – a claim pursued by a student where the student believes that a decision or action of a University authority has unfairly or unreasonably affected them.

Home Faculty – the Faculty in which a student is registered. In the case of a program involving two or more Faculties - one Faculty, and therefore the associate dean of that Faculty, will have been designated as having the responsibility to deal with matters related to the student’s program and to the processes described in this policy.

Jurisdiction – the authority to render decisions.

Petition – A request by a student seeking exception to or relief from normal Faculty or University rules and regulations as a result of unique and/or Extenuating Circumstances, events or situations that are or have been beyond the control of the student, that could not have reasonably been predicted or expected.

Previously Enrolled Student – a person who was previously enrolled at the University of Waterloo, but whose current status requires an application for readmission to continue their studies at the University.

Principles of Natural Justice – the fundamental principles and standards that govern the fair and impartial treatment of individuals in the context of decision-making processes within the University. Key elements of natural justice include the right to fair and impartial process, the right to be heard and to respond and to receive a reasoned and unbiased decision.

Request for Reassessment – a request by a student for the reconsideration of the assessment coursework.

Support Person – an individual who may provide moral and emotional support through the process, and is normally a fellow student, friend or family member. The support person is not normally a lawyer or paralegal and has no official standing in the process.

Supporting Documentation – Supporting Documentation play an important role in substantiating requests and claims made through Petitions and Grievances. These documents serve as evidence of a student’s circumstances and provide context to support the claims made. The nature of Supporting Documentation can vary widely but can include medical documentation (to be submitted through AccessAbility Services), personal statements, third-party letters, legal documents, obituaries, academic records, communication records, witness statements, and photographic evidence, as examples.

Student – an individual who is registered (paid fees or has arranged to pay fees) at the University of Waterloo or an individual who was a student, has not graduated, and can resume studies at the University of Waterloo without having to initiate a formal re-application.

Working Day – Monday to Friday, inclusive, excluding statutory and University holidays. In most offices at the University of Waterloo, regular business hours are 8:30 a.m. to 4:30 p.m., with some closed for lunch.

For Information

Open Session

To: Senate Graduate Council
From: Mary Ochana, Research Intelligence Project Analyst
Laura Bredahl, Bibliometrics and Research Impact Librarian
Date of Meeting: March 3, 2026
Agenda Item: **8. ORCID Implementation Pilot**

Summary

Over the past two years, a pilot implementation of ORCID (Open Researcher and Contributor ID) was conducted to evaluate its benefits, integration requirements within our systems and workflows, and to better understand graduate research impact at UW.

Following a successful pilot of ORCID demonstrating strong uptake, reliable integration, and clear benefits for graduate researchers, we are bringing forward the expansion to faculty for Senate Graduate Council awareness and support. Faculty adoption will strengthen attribution, supervision and co-authorship tracking, improve data integrity in research impact reporting, and support consistent research practices across graduate education.

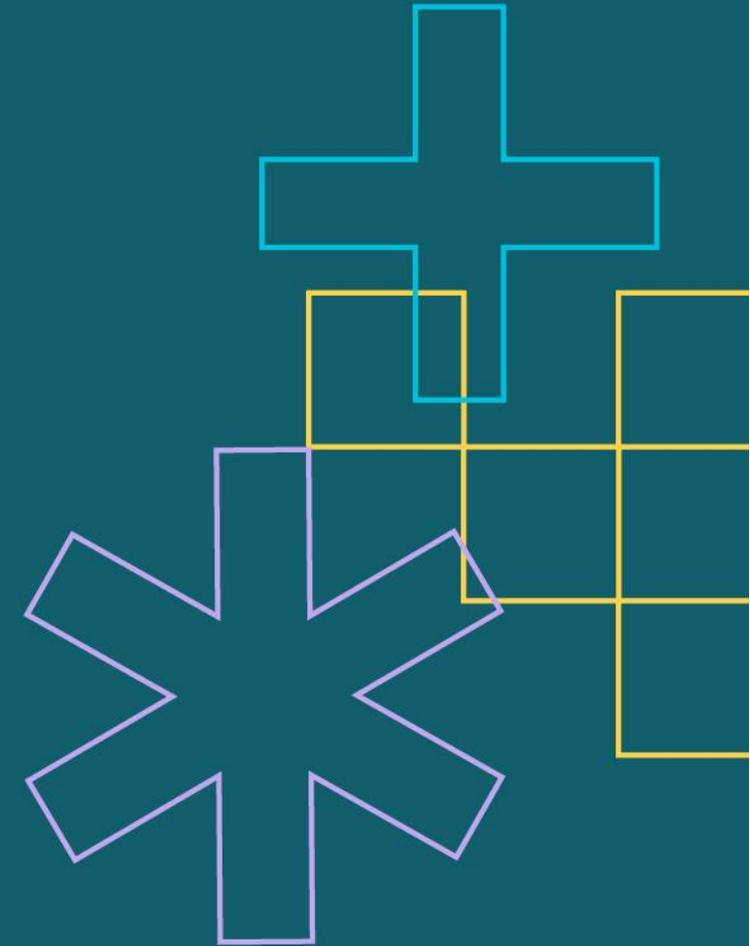
Documentation Provided

Presentation Slides: ORCID Implementation Pilot

ORCID Implementation Pilot

2/24/2026

Mary Ochana, Research Intelligence Project Analyst



Presentation at a glance

- Project summary
- Success metrics
- How it was done
- Outputs
- Collaborations

Project summary

- When?
 - Two-year pilot project that began in January 2024
- Who?
 - University of Waterloo Libraries, partnering with the Office of Research and Graduate Studies and Postdoctoral Affairs (GSPA)
- Why PhDs and Post Docs?
 - Evolved from a request around graduate student research impact from GSPA
 - High learning potential for solving challenges for a difficult group
- Why?
 - To facilitate and increase the adoption of PIDs
 - To better understand the contributions and impact of Waterloo researchers
 - To better understand the workflows of a campus wide implementation



Personal information

Emails & domains >

Verified email domains

 uwaterloo.ca

 ualberta.ca

Websites & social links >

[LinkedIn](#)

[University of Waterloo Profile](#)

Activities

[Expand all](#)

> Employment (2) Sort

University of Waterloo: Waterloo, ON, CA

Research Intelligence Project Analyst (Libraries)
Employment

[Show more detail](#)

Source:  University of Waterloo via ORCID Member Portal

University of Waterloo: Waterloo, Ontario, CA

2022-05-02 to 2024-01-12 | Library Associate (Library)
Employment

[Show more detail](#)

Source:  Mary Ochana

> Education and qualifications (3) Sort

The Value of ORCID

Students

- “Online CV”
- Well integrated with other platforms
 - Scopus
 - GitHub
- Journal and publisher requirement
 - Currently 112
- Grants
 - NSPM 33
 - Fonds de Recherche du Québec (FRQ)
 - NSERC & SSHRC Convergence update

Staff/Faculty

- Developing workflows to better understand graduate students research impact
- Cuts down administrative burden
- Easily track student's trajectory after graduation

Tri-Agencies Join ORCID-CA

- SSHRC and NSERC
- Integration into research-related information systems
- *"Overall effort to reduce the administrative burden for the research community in relation to data collection in our processes"*

Our success metrics



Our goals

- **83%** of PhD level graduate students and post-doctoral researchers affiliated
- Workflows are in place to maintain affiliation
- Campus outreach and communications
 - Daily Bulletin articles updating the community
 - Webpages launched with information about ORCID and related information about asserting affiliation
 - Articles in GSPA newsletter

Where we're at

- **67.5%** of PhD and post-doctoral researchers have affiliated
 - 66.8% of all PhDs
 - 71.2% of all post doctoral researchers
- Other groups have reached out about affiliating
 - 27% Math faculty
 - Faculty of Science affiliation and integration
- Workflows are in place to maintain affiliation
- Campus outreach and communications
 - Daily Bulletin, Library, and GSA articles shared
 - LibGuide and library webpage with information about ORCID

How it was done



Email campaign

- Email all PhDs and post-docs directly
- Provided information and the link to affiliate
- Provide additional information:
 - News about ORCID
 - How to connect ORCID to Scopus
 - Upcoming workshops
 - Data privacy information

Promo

- Posters
- News items
 - Daily Bulletin
 - Library News
 - Graduate Student E-Newsletter
 - Post-Doc E-Newsletter
 - GSA E-Newsletter
- Instagram
- Workshops

Empowering learning and research

Claim your research identity with ORCID

Sign up for a free, unique persistent identifier that will build a verified record of all your research, saving you time to focus on your work.

uwaterloo.ca/library

iD

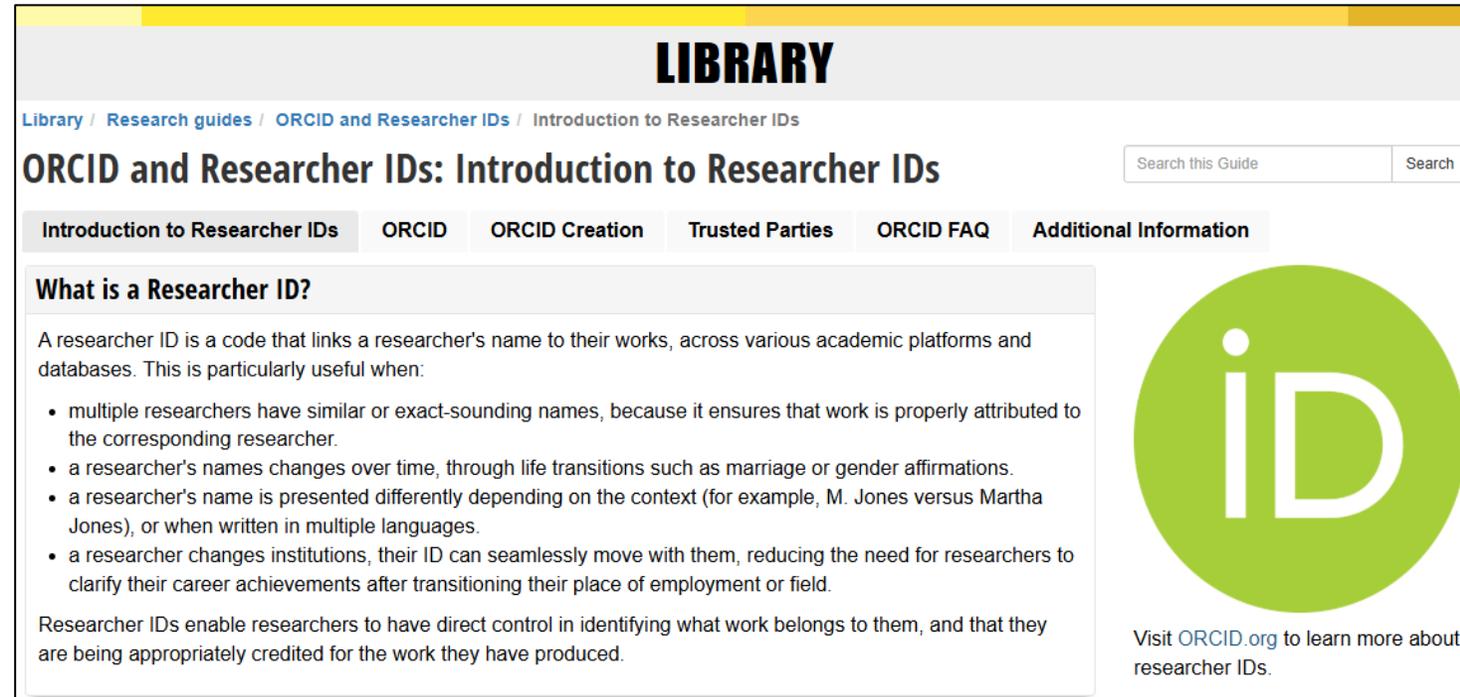
bit.ly/ORCIDLibGuide

Read more about ORCID and researcher ID's on the Library's subject guide.

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LibGuide

- What is a researcher ID, what is an ORCID
- How to create an account, how to connect with UW, how to connect with Scopus...
- Videos on the above
- 261 clicks throughout the Fall 2025 term

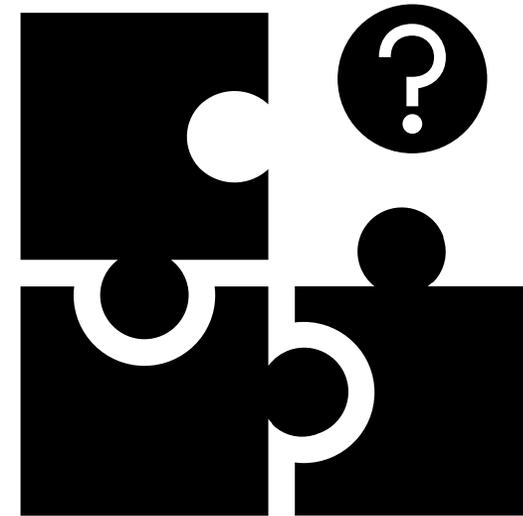


The screenshot shows a library website page with a yellow header bar containing the word "LIBRARY" in bold black letters. Below the header is a breadcrumb trail: "Library / Research guides / ORCID and Researcher IDs / Introduction to Researcher IDs". To the right of the breadcrumb is a search box with the text "Search this Guide" and a "Search" button. The main title of the page is "ORCID and Researcher IDs: Introduction to Researcher IDs". Below the title is a navigation menu with tabs: "Introduction to Researcher IDs" (which is highlighted), "ORCID", "ORCID Creation", "Trusted Parties", "ORCID FAQ", and "Additional Information". The main content area is titled "What is a Researcher ID?" and contains the following text: "A researcher ID is a code that links a researcher's name to their works, across various academic platforms and databases. This is particularly useful when:" followed by a bulleted list: "• multiple researchers have similar or exact-sounding names, because it ensures that work is properly attributed to the corresponding researcher.", "• a researcher's names changes over time, through life transitions such as marriage or gender affirmations.", "• a researcher's name is presented differently depending on the context (for example, M. Jones versus Martha Jones), or when written in multiple languages.", "• a researcher changes institutions, their ID can seamlessly move with them, reducing the need for researchers to clarify their career achievements after transitioning their place of employment or field." Below the list is a paragraph: "Researcher IDs enable researchers to have direct control in identifying what work belongs to them, and that they are being appropriately credited for the work they have produced." To the right of the main content is a large green circular logo with the letters "iD" in white. Below the logo is the text: "Visit [ORCID.org](https://orcid.org) to learn more about researcher IDs."

Challenges

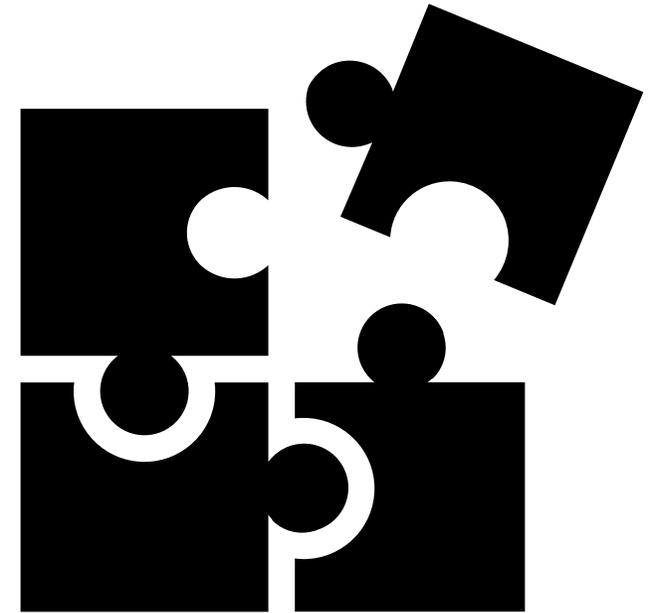
Trust

- Establishing trust online
 - Provide helpful links
 - Reminders about in person events
 - Offer to meet on teams



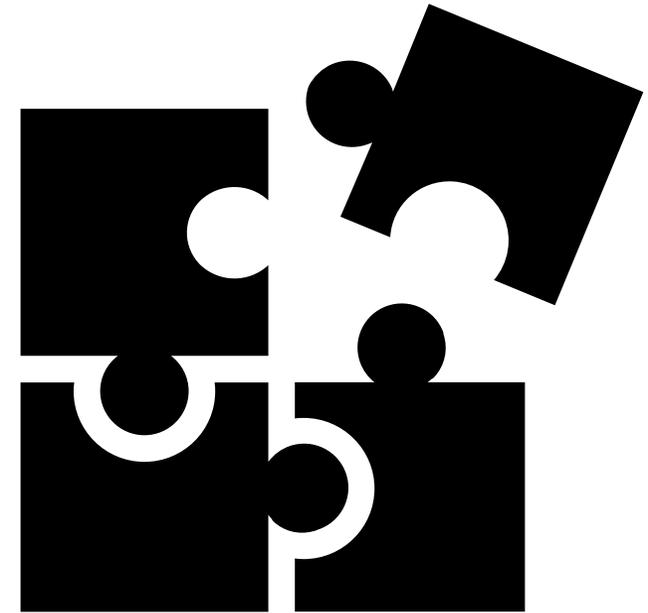
How we addressed this challenge

- We needed to provide information about ORCID from a trusted channel
- We focused on graduate supervisors being the key mechanism for establishing trust
 - Supervisors can introduce ORCID before the Library asks students to affiliate
- To do this, I presented at faculty and department meetings



How we addressed this challenge

- This worked!
- Ex., Faculty of Health affiliation rates went up 6% after one meeting with the Department of Kinesiology and Health Sciences



Output

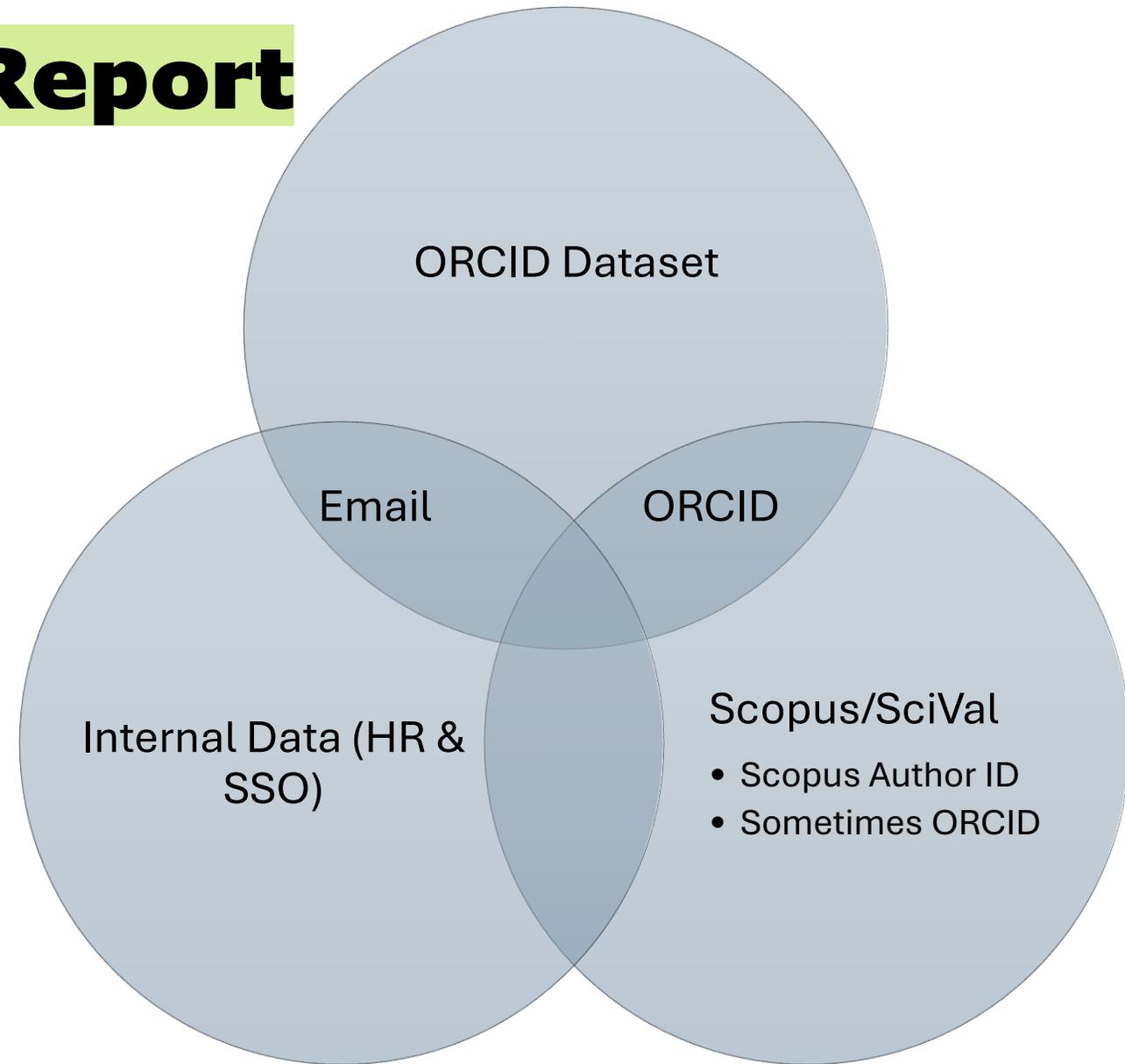


Graduate Impact Reports

- The original graduate impact report written in 2020
 - It had a sample size of 600 across all levels and faculties
- We used our ORCID projects sample dataset to update this report
 - Approximately 1200 affiliated ORCID IDs were used to identify 900 Scopus Author IDs
- We then used these Scopus author IDs to pull data from SciVal

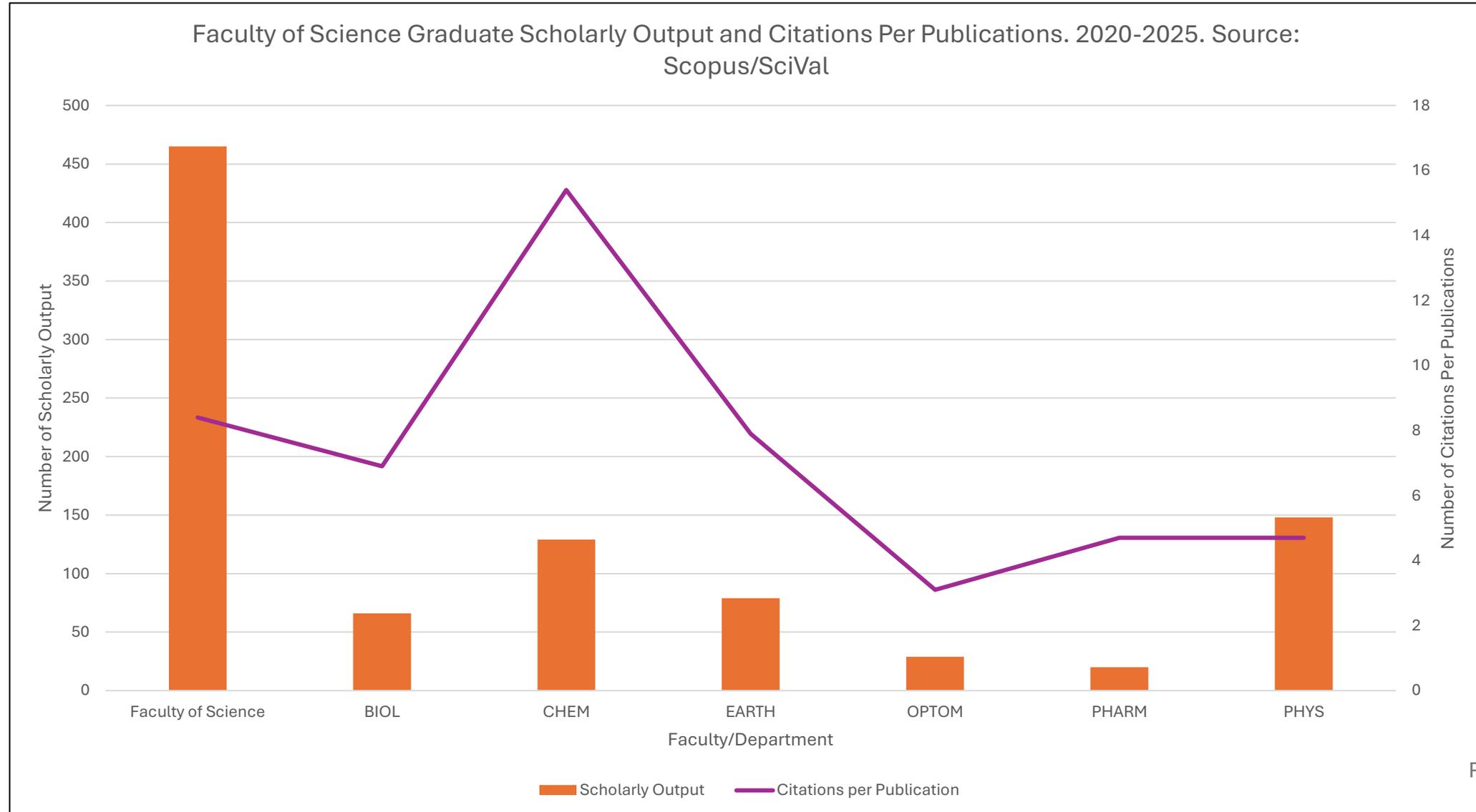
Graduate Impact Report

- Previously used names to match
- Now we use ORCID to match our internal data to external data
- Profiles that could not be matched with ORCID were reviewed manually



Unique identifiers used by these databases

Graduate Impact Report 2025



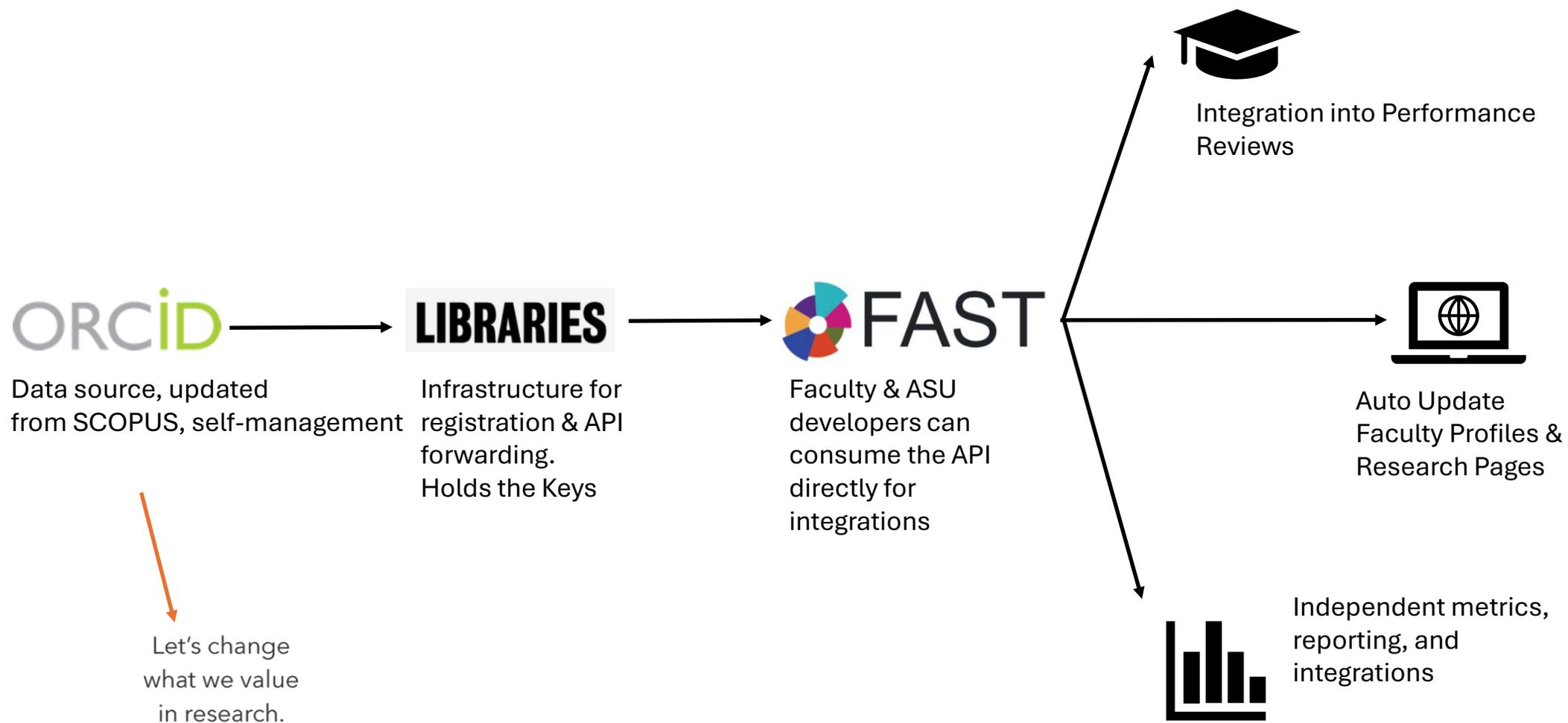
Collaborations



Faculty of Science

- Improving their annual performance review process
- They're looking to:
 - Streamline filling our publications & other data
 - Back a "single source of truth"
 - Needs to be **user-updatable**
 - Needs to also **automatically** pull information
 - Needs to be **centralized**
 - Needs to be **easily integrated**
 - **Needs to be a viable long-term strategy**

Faculty of Science Integration



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Libraries

Thanks for listening!

For Discussion**Open Session**

To: Senate Graduate Council

From: John Dick
Managing Director, Velocity

Date of Meeting: March 3, 2026

Agenda Item: **9. Velocity Support and Resources for Graduate Students**

Summary

John Dick is the Managing Director of Velocity. John will provide a presentation about the support and resources available for graduate students at Velocity.

Documentation Provided

N/A

Velocity and Student Opportunities

Senate Graduate Council
March 3, 2025

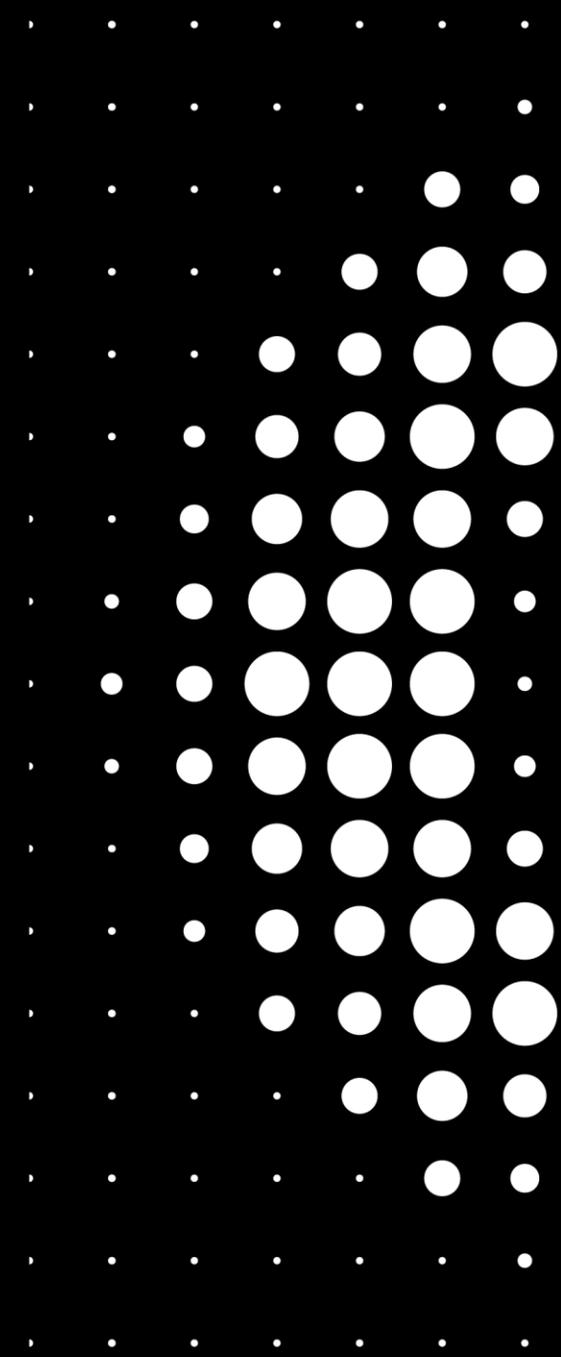


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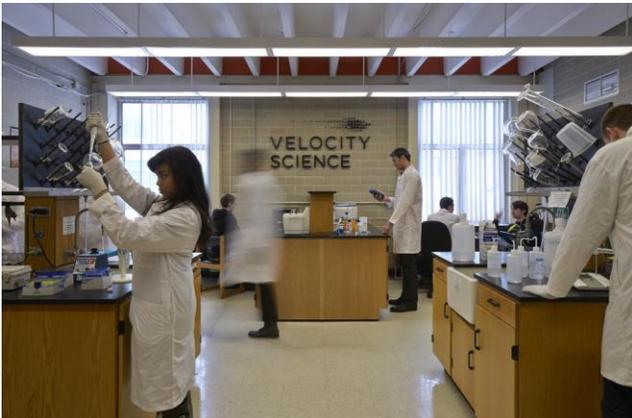
A graphic consisting of a horizontal line of dots that tapers to the right, positioned above the word VELOCITY.
VELOCITY

John Dick

Managing Director, Velocity
john.dick1@uwaterloo.ca



The History of Velocity **est. 2008**



Velocity Metrics



1,200+

Founders trained



500+

Companies supported



\$4.7B

Funds raised USD



10,000+

Jobs created



\$29B

Enterprise value USD



45,000

sqft office and product dev space at off-campus incubator



1,692 (30% graduate)

student participants in 2025

20 (11 graduate)

Summer accelerator teams – pilot cohort 2025

519

campus teams in 2025

18

Continuing to pursue their ventures
8 reside at the incubator



Velocity Today

HELP FOUNDERS GO FURTHER, FASTER

Further

Creating new systems and training opportunities for students and founders to succeed entrepreneurially

Faster

Breaking down barriers through broad program accessibility, community support, expert advice, and warm industry connections

FIND. DEVELOP. CONNECT.

Find

Attract talented students and researchers, match them with important business challenges, and inspire them to make positive change

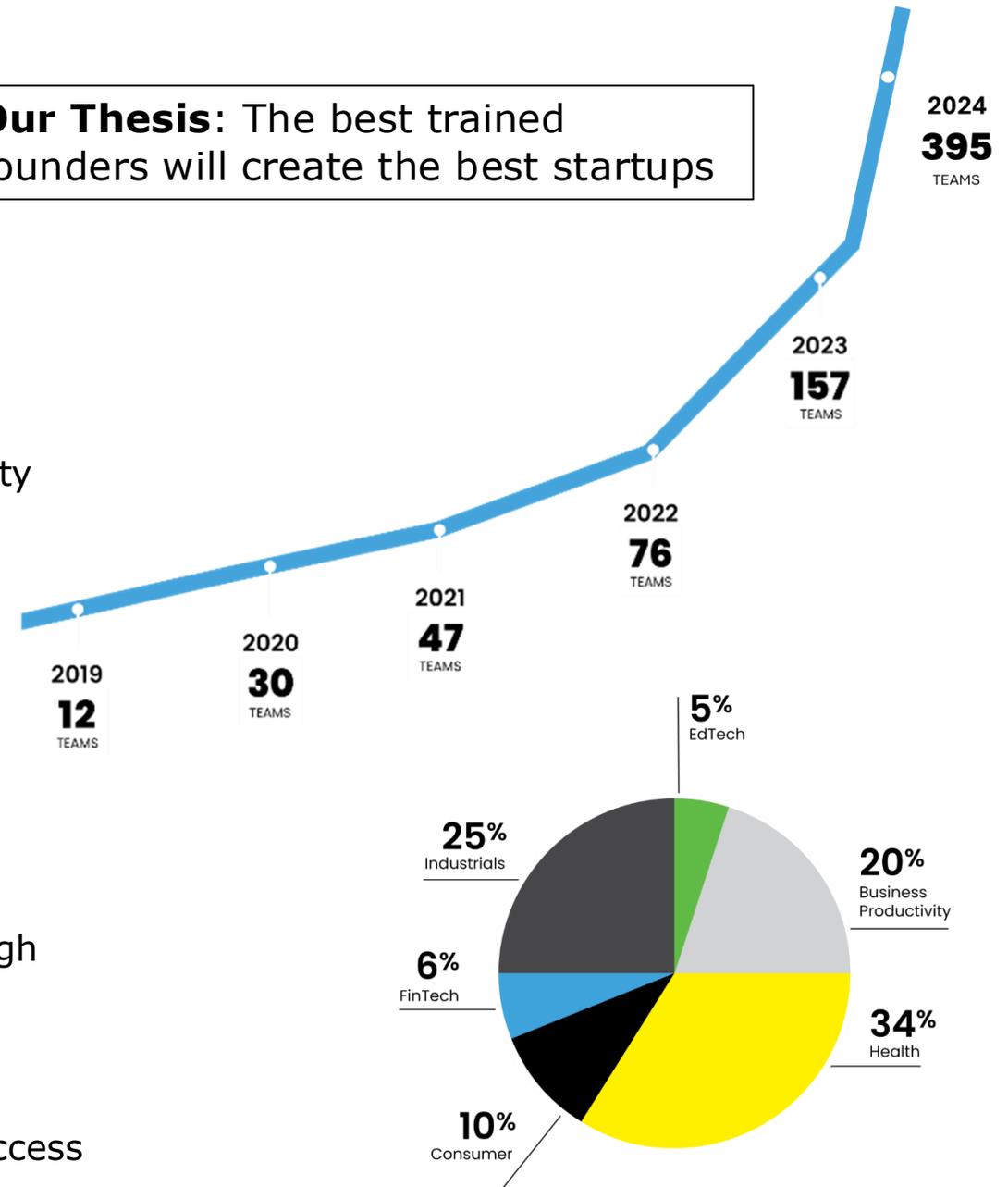
Develop

Train students and researchers to grow their innovative-mindset through entrepreneurial experience

Connect

Create the broadest and most effective network of founders, service providers, and industry connections to increase the opportunity for success

Our Thesis: The best trained founders will create the best startups



Building Bridges to Train Innovators

FIND

Students

Harness their intrinsic motivations and inspire them to start working on something impactful

Researchers

Connect them with industries to validate their research in the real world

Industry

Help them bring problem spaces to campus to ignite the innovation cycle for consequential opportunities

CONNECT

500+ companies & 1200+ founders

Activated Velocity alumni are the key to scaling support. Building a network of experienced entrepreneurs who want to give back and help future generations of founders

Industry & customers

Find the hard-to-reach individuals who founders need to speak with at key organizations. Build relationships and make warm intros to help them validate their solutions

Adoption

Facilitate pilots and first sales for early founders. Train them in sales and fundraising to get them to their first revenues as quickly as possible

DEVELOP

Programs

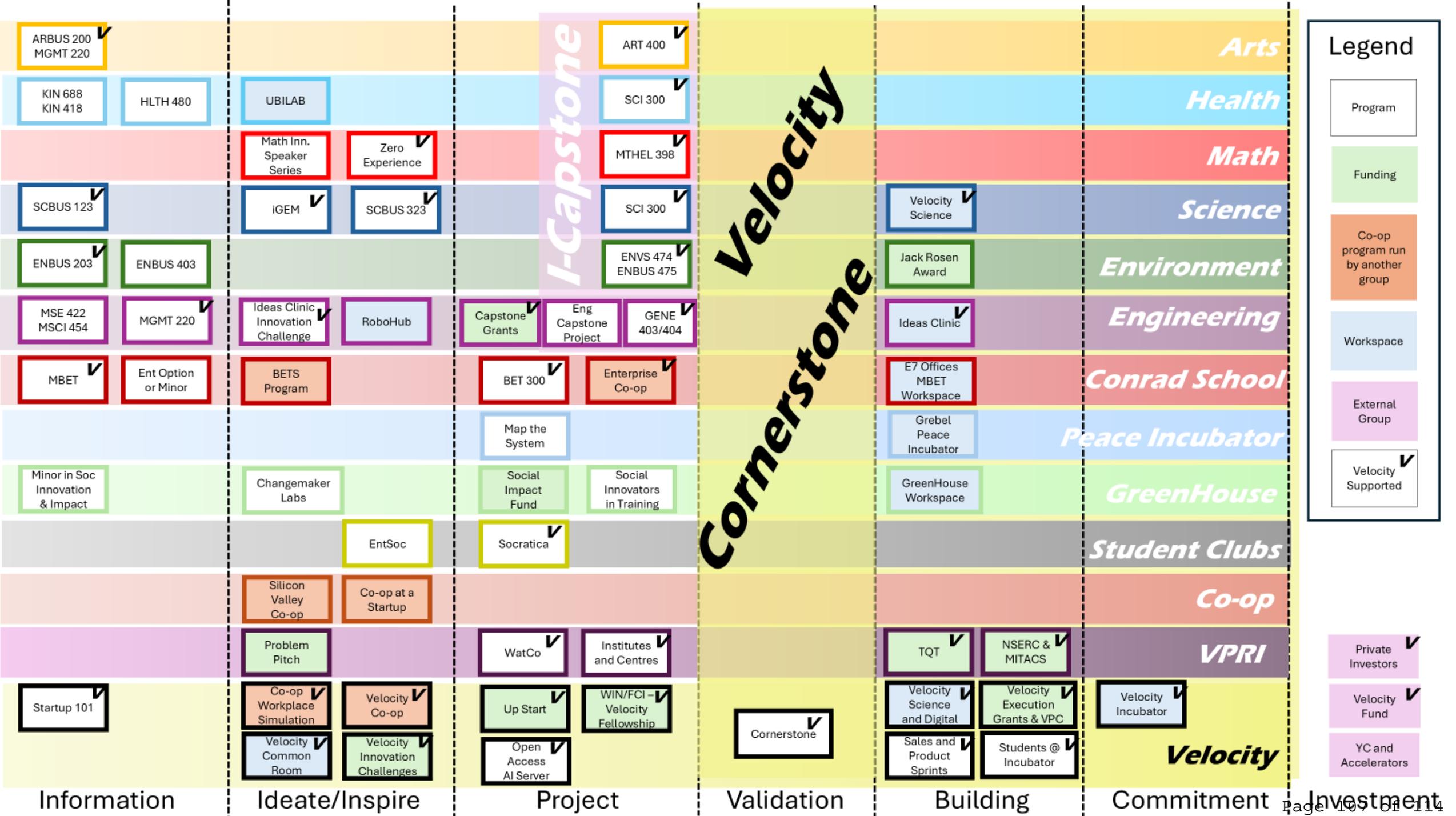
Short programming with light touchpoints focused heavily on external validation and accountability

Advisory

Provide experienced entrepreneurs to consult and train through programs and 1 on 1 meetings

Ideation

Train students to look for opportunities to innovate through their co-op placements



Legend

- Program
- Funding
- Co-op program run by another group
- Workspace
- External Group
- Velocity Supported ✓

- Private Investors ✓
- Velocity Fund ✓
- YC and Accelerators

Find



STARTUP 101

General topics in entrepreneurship

Information sessions, panels, fireside chats, women in entrepreneurship meetups, etc.



INNOVATION CHALLENGES

2-week hackathons with external partners

Velocity's main source of sponsorship funding – external groups bring real-world problem spaces for student teams to tackle – leading to future startups



INNOVATION OPEN HOUSE

Lead off event every term

Welcome back students from co-op and welcome new students into the fold with free food and booths



CO-OP WORKPLACE SIMULATION

Training students to find opportunities on Co-op

Students are put into a simulated internship where their goal is to find a corporate problem to solve – they interview up to 14 AI coworkers to validate

Develop



CORNERSTONE

10-day validation sprint
Introduction to customer validation warm connections made for every team



SUMMER ACCELERATOR

10-week full-time program for new graduates
A “last chance” for new graduates to explore entrepreneurship. Participants have an idea and work to gain real traction before the end of summer



ADVISORY SUPPORT

Regular meetings with experienced founders
Velocity has 5 former founders on staff to provide deep advisory support. Alumni are tapped for specific advice and connections



SALES AND FUNDRAISING SUPPORT

Get to the first milestone - fast
New full-time founders are expected to make their first sale, sign a first pilot or raise funding within the first 4 months of joining the incubator. Velocity has 2 staff dedicated to helping them achieve this goal

Connect



CAMPUS WORKSPACES

3 spaces for collaboration
A common room, a coworking space, and a laboratory for students to work and build community



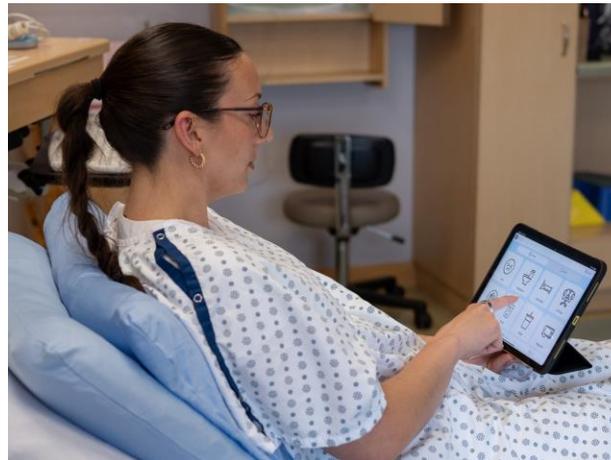
INNOVATION ARENA

Off-campus incubator for offices and product dev
The evolution of the velocity incubator – 45,000 sqft of space dedicated to community and commercialization



AI SERVER

Open Access GPU AI Server (4x Nvidia L40S)
for use by any student for their independent projects



VELOCITY HEALTH NETWORK

Fast adoption of health technologies
A network of over 30 hospitals and clinics ready to pilot startup technologies with one call

Funding

UP START

Early funds for research translation

\$15,000 funding to train researchers to become founders and translate their work out of the lab

STUDENT GRANTS

The abundance award for women - \$25,000 for debt repayment.
Jain family award - \$5,000 for great entrepreneurial execution

MOMENTUM GRANTS

Accelerating graduates

Very early-stage grant funding for new graduates to get their feet under them after going full-time – funds provided by donation to the Velocity Trust

THE VELOCITY FUND

Pre-seed investment

An independent early-stage VC that can invest in velocity companies using funds raised from the University of Waterloo endowment



Up Start

A commercialization training program for researchers combining the expertise and support of the Waterloo Commercialization Office (WatCo) and Velocity

\$15,000 GRANT FUNDING

MARKET VALIDATION

ADVISORY SESSIONS

IP SUPPORT

Providing researchers with the resources and support they need to begin translating their research from the lab to market for sustainable impact



<https://www.velocityincubator.com/programs-events/up-start>

Upcoming Initiatives

COMMERCIALIZATION PROGRAMMING FOR PROFESSORS

Demystifying Opportunity

Creation of a commercialization community for professors to increase interest in research commercialization and educate them on the process

AI TRAINING and RESOURCES

Every startup is AI

Providing experiential training in AI to train students how it may be used to fast-track their own projects and reduce the need for a “technical” co-founder

INTERNATIONAL SOFT LANDING

New political realities

International trade has dramatically shifted. The Canadian government and business necessity dictates that Velocity companies will need to find new international markets to enter. Currently working with University of Twente in the Netherlands, University of Dubai in UAE, and Brazil



Read about Velocity's momentum.

Momentum is a publication from Velocity. Periodically, we provide insight into Velocity's activities and offer inspiration through the stories of Velocity founders.



john.dick1@uwaterloo.ca – velocityincubator.com