

**University of Waterloo**  
**SENATE EXECUTIVE COMMITTEE**  
**Notice of Meeting**

**Date:** Monday 2 November 2020  
**Time:** 3:30 p.m.  
**Place:** Microsoft Teams Videoconference

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<b>AGENDA</b>	<b>Action</b>
1. Minutes of the 5 October 2020 Meeting	Decision
2. December Meeting of Senate	Information
3. Business Arising from the Minutes	
4. Draft 16 November 2020 Senate Agenda	Decision
5. Other Business	

KJJ/ees  
26 October 2020

Karen Jack  
University Secretary  
Secretary to the Committee

**University of Waterloo**  
**SENATE EXECUTIVE COMMITTEE**  
**Minutes of the 5 October 2020 Meeting**

**Present:** David Billedeau, Dan Brown, Kofi Campbell, Jeff Casello, Joan Coutu, George Freeman, Feridun Hamdullahpur (chair), Karen Jack (secretary), Christiane Lemieux, Bill Power, Sam Rubin, James Rush, Abbie Simpson, Richard Staines, Johanna Wandel

**1. MINUTES OF THE 8 SEPTEMBER 2020 MEETING**

Members heard a motion to approve the minutes of the 8 September 2020 meeting.

Freeman and Staines. Carried unanimously.

**2. BUSINESS ARISING FROM THE MINUTES**

Members heard that a graduate student presenter is being arranged for the October Senate meeting.

**3. DRAFT 19 OCTOBER 2020 SENATE AGENDA**

Following a brief review of the agenda, members heard that the department name changes put forward by the Faculty of Applied Health Sciences will be withdrawn from the agenda before distribution. Members heard a motion to approve the revised agenda.

Simpson and Staines. Carried unanimously.

**4. OTHER BUSINESS**

At the chair's invitation, Casello spoke to work his office is undertaking to ensure transparent and consistent communication and decisions about graduate students' access to campus. Simpson expressed appreciation for the president's commitment to ensuring undergraduate student consultation occurs with respect to pending name changes.

6 October 2020

Karen Jack  
University Secretary

**University of Waterloo  
SENATE  
Notice of Meeting**

**Date:** Monday 16 November 2020  
**Time:** 3:30 p.m.  
**Place:** Microsoft Teams Videoconference

	<b>OPEN SESSION</b>	<b>Action</b>
3:30	<p><b><u>Consent Agenda</u></b> <b>Motion:</b> To approve or receive for information by consent items 1-4 below.</p> <ol style="list-style-type: none"> <li>1. Minutes of the 19 October 2020 Meeting*</li> <li>2. Reports from Committees and Councils               <ol style="list-style-type: none"> <li>a. Joint Report – Graduate &amp; Research Council and Undergraduate Council</li> <li>b. Graduate &amp; Research Council</li> <li>c. Undergraduate Council</li> </ol> </li> <li>3. Report of the President               <ol style="list-style-type: none"> <li>a. Recognition and Commendation</li> </ol> </li> <li>4. Reports from the Faculties</li> </ol>	<p>Decision</p> <p>Decision</p> <p>Information Decision/Information</p> <p>Information</p> <p>Information</p>
3:35	<p><b><u>Regular Agenda</u></b></p> <ol style="list-style-type: none"> <li>5. Business Arising from the Minutes</li> </ol>	<p>Information</p>
3:40	<ol style="list-style-type: none"> <li>6. Research Presentation – Charmaine Dean, Vice-President, Research &amp; International</li> </ol>	<p>Information</p>
3:50	<ol style="list-style-type: none"> <li>7. Reports from Committees and Councils               <ol style="list-style-type: none"> <li>a. Joint Report – Graduate &amp; Research Council and Undergraduate Council</li> <li>b. Graduate &amp; Research Council</li> <li>c. Undergraduate Council*</li> <li>d. University Committee on Student Appeals</li> </ol> </li> </ol>	<p>Decision</p> <p>Decision</p> <p>Decision</p> <p>Information</p>
4:00		
4:10		
4:20		
4:30	<ol style="list-style-type: none"> <li>8. Report of the President</li> </ol>	<p>Information</p>
4:35	<ol style="list-style-type: none"> <li>a. Academic Affairs Working Group Update</li> </ol>	<p>Information</p>
4:45	<ol style="list-style-type: none"> <li>9. Q&amp;A Period with the President</li> </ol>	<p>Information</p>
4:50	<ol style="list-style-type: none"> <li>10. Report of the Vice-President, Academic &amp; Provost</li> </ol>	<p>Information</p>
5:00	<ol style="list-style-type: none"> <li>11. Other Business</li> </ol>	
	<b>CONFIDENTIAL SESSION</b>	
5:05	<ol style="list-style-type: none"> <li>12. Minutes of the 19 October 2020 Meeting*</li> </ol>	<p>Decision</p>
5:10	<ol style="list-style-type: none"> <li>13. Business Arising from the Minutes</li> </ol>	
5:15	<ol style="list-style-type: none"> <li>14. Report from Nominating Committee for Honorary Degrees</li> </ol>	<p>Decision</p>

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**CONFIDENTIAL SESSION**

**Action**

5:25

15. Report of the President

Information

16. Other Business

26 October 2020  
KJJ/ees

Karen Jack  
University Secretary

\*material to be distributed

**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**and**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**Report to Senate**  
**16 November 2020**

Senate Graduate & Research Council (SGRC) met on 5 October 2020 and Senate Undergraduate Council (SUC) met on 6 October 2020. The councils considered the preferred name guidelines and agreed to forward this item to Senate for approval as part of the consent agenda.

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

## **FOR APPROVAL**

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**Motion:** That Senate approve the preferred name guideline outlined below, effective 1 September 2021.

**Background and rationale:** New text for the Academic Calendars (Undergraduate and Graduate) is being created to formalize the University of Waterloo’s current practices regarding student name usage on campus.

In response to feedback from students, the “Improving Name Usage” project was launched to students in January 2020 to allow them the opportunity to use a chosen/preferred first name broadly on campus, while retaining their legal first name on tax receipts and official documents. This project, influencing 26 information systems throughout campus, required collaboration among a number of key partners, and the participation of number of committees. Privacy and human rights legislation informed the process, and student consultations helped drive decision-making. More specifically, direction was provided, and decisions were made, through numerous meetings with units including the Secretariat, Legal Office, Equity Office, Glow Centre for Sexual and Gender Diversity, and the Gender and Sexual Diversity Working group. Policy 33 (Ethical Behaviour) was also considered during the decision-making process.

With the introduction of the chosen/preferred first name option in January 2020, this proposed Calendar text adds transparency for students and ensures they understand their options. The University continues to work on measures to improve equity and inclusion for its students, and data related to names, gender identity, and pronoun use will evolve. Based on publicly available websites and academic calendars, the University of Waterloo appears to be one of the early adopters of a chosen/preferred name option compared to other Canadian universities.

The University is committed to displaying a student’s chosen/preferred first name wherever possible, and to continuing to increase that use across various systems, processes, and documents. Thus, specifics about current use have not been included in the academic calendar text, allowing greater flexibility to make changes by not being tied to the University calendar publication timelines.

- Examples of official documents displaying legal name: transcripts, diplomas, tax receipts, official and/or legal University letters.
- Examples of where chosen/preferred first name is displayed: systems (e.g., LEARN, Quest, WaterlooWorks), class and exam lists, email, WatCard. Students can use this name on forms and in many communication they request (e.g., reference letters).

The legal name is being treated as protected data and employees have access only to students’ chosen/preferred first name – unless the employee role demonstrably requires that they have access to the legal name.

Details as well as procedural aspects of changing a student's legal name and/or their chosen/preferred first name are outlined on The Centre's "[updating personal information](#)" web page.

- A legal name change requires the completion of a [Change of Name Form](#), and must be accompanied by legal documentation or photo identification (e.g., marriage certificate, adoption papers, driver's license, passport, etc.). For those that don't have the required documentation or identification, they can have a Commissioner for Taking Affidavits sign a statutory declaration.
- A chosen/preferred first name change is done via WatIAM, requires no documentation, and can be done as often as a student desires.

**Proposed Calendar text:**

**New Calendar page:** Recording Students' Names

To maintain the integrity of the University of Waterloo's student records, each student is required to provide, either on application for admission or on personal data forms needed for initial registration, their complete legal name. The University requires that individuals use their legal name on all legal records and official documents.

**Students' Chosen/Preferred First Name**

A student's chosen/preferred first name is typically the first name that they commonly use, and may differ from their legal first name. Waterloo also recognizes that, as an inclusive community, many of its members use first names other than their legal first names to identify themselves. The University acknowledges that as per the Ontario Human Rights Code, students have the right to be addressed by their chosen name.

**Changing Students' Names on Official Documents**

Students who wish to change their legal name(s) (first, middle, and/or last) used for official documents are required to provide acceptable documentation or photo identification reflecting the change, or in their absence, complete a statutory declaration.

Note: It is not currently possible to accommodate requests to include accents and special characters on official transcripts nor can these characters be displayed as part of the student's centrally maintained academic record. Students wishing to include accents or special characters in their names on diplomas need to provide that information during the Application to Graduate process.

**More information**

View the [updating name\(s\) web page](#) for options and instructions.

*/rmw & kw*

Charmaine Dean Vice President, Research & International      David DeVidi  
Associate Vice-President, Academic  
Jeff Casello Associate Vice-President, Graduate Studies and  
Postdoctoral Affairs

**University of Waterloo**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**Report to Senate**  
**16 November 2020**

Senate Graduate & Research Council met on 5 October 2020 and agreed to forward the following items to Senate for information as part of the consent agenda.

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

**FOR INFORMATION**

**CURRICULAR SUBMISSIONS**

On behalf of Senate, council approved new courses and minor program revisions for the Faculty of Engineering (electrical and computer engineering, civil and environmental engineering, chemical engineering) and the Faculty of Mathematics (applied mathematics, computer science).

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

Charmaine Dean  
Vice President, Research & International

**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**Report to Senate**  
**16 November 2020**

Senate Undergraduate Council met on 6 October 2020 and agreed to forward the following items to Senate. Council recommends that these items be included for information or approval, as noted, in the consent agenda.

Further details are available at: [uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council](http://uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council)

**FOR DECISION**

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**REGULATION CHANGES**

**Engineering  
Options, Specializations and Electives**

1. **Motion:** That Senate approve the proposed revisions to the grade regulations for options, specializations and electives, effective 1 September 2021.

**Rationale and Background:** The text in #3 below is modified to acknowledge there may be stricter grade requirements for some options or specializations.

Current Calendar Text: <http://ugradcalendar.uwaterloo.ca/page/ENG-BASc-and-BSE-Options-Electives-Engineering1>

Revised Calendar Text (bold = new, strikethrough = deleted)

**Options, Specializations and Electives for Engineering Students**

1. The Bachelor of Applied Science (BASc) and Bachelor of Software Engineering (BSE) consist of two course groupings:

- Compulsory core courses within the plan, and
- Elective courses.
  - Complementary Studies Electives: Complementary Studies elective courses must be chosen from subjects that complement and provide breadth to the engineering curriculum. This Complementary Studies requirement gives students some breadth of studies related to their role as educated professionals in society. (See Complementary Studies Requirements section and plan section for more information.
  - Technical Electives: Technical elective courses are usually chosen from engineering department courses which will give some depth in the student's discipline. (See Engineering plan descriptions for listings of suggested elective course groupings of this type.) Students with special interests may, with the approval of their department associate chair (or academic advisor) structure individual elective course groupings.

2. The Faculty of Engineering recognizes both options and specializations within the BASc and BSE degrees. For students that meet an option or a specialization requirement, the credential is recognized on both the diploma and the transcript. Options are intended to recognize a field of study outside of the basic degree while specializations are intended to recognize success in a concentration within the electives available within the degree specification. Descriptions of the options are provided in BASc and BSE Specific Degree Requirements and descriptions of the specializations are within the specific plan descriptions. The options and option co-ordinators are listed on the designated options and co-ordinators web page. The option co-ordinator can assist in the organization and selection of courses for the option.



Students are encouraged to use a Plan Modification Form and are required to declare an option or specialization for it to be recognized as part of their degree and to appear on the diploma.

3. For an option or specialization to appear on the transcript, a student must achieve an average of at least 60% in the option or specialization courses and at least 50% in each course. **Stricter grade requirements may be imposed for certain options or specializations.**

4. Because options can require students to take extra courses, a student's academic standing must be such that the extra load will not lead to a high risk of failure, and permission of the department associate chair must be obtained. Details follow later in this section. BSE students should refer to the section on Software Engineering, for options that are open to them.

5. Although Engineering does not offer minors to students enrolled in Engineering, many departments of other faculties do. Engineering students who choose a minor must take extra courses chosen from lists prepared by the department offering the minor. Courses in a minor may be used to satisfy some of the technical electives or complementary studies electives.

6. In addition, students may take advantage of other opportunities including the Interdisciplinary Alternatives for Engineering Students, the Accelerated Master's Program, and a concurrent Bachelor of Arts (BA) degree. A concurrent BA degree will require extra courses as well as agreement by both Faculties of Arts and Engineering; interested students should consult their undergraduate advisor.

## Mathematics

### Upgrading a General Degree to Honours Degree

2. **Motion:** That Senate approve the proposed revisions to the regulation regarding upgrading a general degree to an honours degree, effective 1 September 2021.

**Background and Rationale:** Under the current process, students graduating with a general degree in Mathematics must declare their intent to return for a four-year Honours degree before graduating, and then also apply for readmission later. This change removes the need to declare their intent ahead of time, and clarifies the process for readmission.

Current Calendar Text: <http://ugradcalendar.uwaterloo.ca/page/MATH-Degree-Requirements-for-Math-students>

Revised Calendar Text (bold=new, strikethrough=deleted)

Update Note 1 as follows:

1. ~~Students are not normally awarded an Honours BMath degree if they already hold a General BMath degree. Petitions for exceptions to this rule will normally be considered only after an absence from the Faculty of several terms.~~ **Graduates who were previously awarded a general degree may apply for readmission to upgrade to an honours degree. These applications will be considered on a case-by-case basis. Students wishing an upgrade are required to return the earlier degree in order to be granted the upgraded degree. Courses and grades from the general degree would be used towards the upgraded degree if applicable, but students would otherwise need to meet current calendar requirements.**

## Mathematics

### Update Communications Skills List 2

3. **Motion:** That Senate approve the proposed revisions to the communications skills list 2, effective 1 September 2021.

**Background and Rationale:** Add ENGL 101B (Introduction to Rhetorical Studies) to the Communication Skills List 2. This course was removed from this list in 2017. The Department of English is now able to support the demand and as recommended we are re-adding this course to List 2.

## FOR INFORMATION

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### ACADEMIC PROGRAM REVIEWS

**Two-Year Report – Applied Math, C&O, Computational Math, Pure Math.** Following discussion, Council approved the two-year report on behalf of Senate. See Attachment #1.

### MINOR PLAN & CURRICULAR MODIFICATIONS

Council approved the following on behalf of Senate:

- minor plan changes for the faculties of applied health sciences (medical physiology minor, honours recreation and leisure studies, general recreation and leisure studies, honours recreation and sport business, honours therapeutic recreation, honours tourism development, bachelor of science, honours health studies, bachelor of public health, honours, pre-clinical specialization, gerontology minor, aging studies option); arts (cultural identities minor, three-year general English – literature and rhetoric); engineering (biomedical engineering, electrical engineering and computer engineering, management engineering, management sciences option, mechatronics engineering, artificial intelligence option, biomechanics option, entrepreneurship option, life sciences option, mechatronics option, science, technology and values option, statistics option); environment (economy and society specialization, climate change and environment specialization, geomatics specialization, knowledge integration, decision support and geographic information systems specialization, diploma of excellence in geographic information systems, urban design specialization, diploma in environmental assessment, urban studies minor); mathematics (computer science); science (computational physics, honours physics, honours physics and astronomy, honours mathematical physics, joint honours X with physics, honours life physics, biophysics specialization, honours life physics, medical physiology specialization, honours materials and nanosciences, medical physiology minor); and software engineering.
- new courses for the faculties of applied health sciences (dean of applied health sciences, school of public health and health systems, kinesiology); engineering (electrical and computer engineering, biomedical engineering, mechanical and mechatronics engineering, management sciences, society, technology and values, systems design engineering); environment (geography & environmental management, knowledge integration, school of planning); mathematics (computing and financial management, computer science); and science (physics).
- course changes for the faculties of applied health sciences (school of public health and health systems, kinesiology, recreation & leisure studies); arts (English, fine arts, gender and social justice, philosophy, sociology); engineering (Conrad School of Entrepreneurship & Business, electrical and computer engineering, biomedical engineering, mechanical and mechatronics engineering, management sciences, systems design engineering); environment (school of environment, resources & sustainability, school of planning, school of environment, enterprise & development), mathematics (combinatorics and optimization, computer science, pure mathematics, statistics); and science (biology, physics).
- course inactivations for the faculties of applied health sciences (school of public health and health systems, kinesiology, recreation & leisure studies); engineering (Conrad School of Entrepreneurship & Business, Management Sciences); mathematics (pure mathematics); and science (physics).

/rmw

David DeVidi  
Associate Vice-President, Academic



# Two-Year Progress Report Applied Mathematics, Combinatorics and Optimization, Computational Mathematics, and Pure Mathematics (BMath) December 2019

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## Background

This particular combination of plans was reviewed for the first time in 2015-16, but each of these plans has been reviewed twice before, as part of a larger review of all undergraduate non-Computer Science plans in the Faculty of Mathematics, in 2008 and 2001 (Computational Mathematics did not exist in 2001, and so it was not reviewed at that time).

The 2015-16 review was carried out by Professor Michael Lamoureux, from the University of Calgary, and Professor Mary Pugh, from the University of Toronto. In addition, Professor Michael Dixon, from the Department of Psychology, served as an internal reviewer.

## Progress on Implementation Plan

## Recommendations

- 1) Significant effort must be made to improve the information and advice provided to potential and current undergraduate students in the programs in mathematics, whether that be through online resources and webpages, or in-person advising. The wide variety of math programs offered from these four units should be presented as a cohesive unit that students can enter with confidence. Currently, online information on what programs are available and their requirements is spread across many webpages, presenting a confusing matrix of data for the students to sort through. Some programs are described in various Department webpages, others in the Faculty's webpages, and many details are explained in University documents. In particular, Computational Mathematics being independent of Departments does not appear in any prominent way in the online documentation. Some information on possibilities and expectations (such as the option to take graduate courses while an undergrad, or to take a minor outside the Faculty) seems to be absent altogether.

The Departments state that they do not have the resources to do one-on-one advising with all students. Even if such advising were available, it would have to be complemented by clear, easy-to-understand documentation on proper program information which would allow



students to explore their options and formulate their questions. It is strongly recommended program documentation for students be revised and clarified for student use. Such documentation could include student profiles of real (or hypothetical) students including the generic student who came in with top grades and went through the programs with the goal of going to graduate school in math, the “good at everything” student who came in with top grades and either needed to discern a single focus or chose to focus on two subjects, the “Renaissance/Non-standard” student who came in with top grades and wants to study both computer science and psychology, the “challenged” student whose path through university has had bumps in the road and how they kept on track and so forth. One does see student profiles if one clicks on the “Future Undergraduates” link of the Faculty of Mathematics page but current undergraduates wouldn’t be looking there.

**Status:** Completed

**Details:** The Faculty of Mathematics is constantly updating its web presence, and seeking better tools with which to track and assist our students. The size of the faculty makes a distributed representation of its many plans and programs an unavoidable reality. Faculty web pages act as an aggregator, provide a broad overview of what programs are available in the various units, and include links to detail web pages that are owned by the respective units. Each unit constantly maintains the information on programs they own. Many of the units also present additional useful tools for their programs, like degree checklists, as well as profiles of students in their programs. The [Undergraduate Calendar](#) has all of the information described in the above recommendation, and departmental and Faculty-level advisors can and do dispense this information to students on a daily basis. More advisors have been hired to help students, and more communications personnel have been hired to assist departments in making opportunities more apparent to students.

- 2) We encourage the Departments and Faculty to reconsider the program entrance requirements. While the emphasis on contest exams scores (in conjunction with high school grades) has served the Departments well in selecting highly competitive, performance-focused students who will succeed in the program, it also may bias against creative, mathematically talented individuals who don't necessarily like competition. This does not serve the wider community of potential students who could have a full and productive career in mathematics. We understand that the math competitions and math education outreach are a vital service that the Faculty of Mathematics is providing to Canada and that, as a result, it's part of its branding. We also understand that the mandate of the University is broader than simply trying to train undergraduates who might become world-class research academics. That said, it would likely be healthier if the math competition aspect be significantly downplayed the moment students arrive at Waterloo and start the next stage of their lives.

**Status:** Completed



**Details:** From the Final Assessment Report: “This recommendation is for something beyond the mandate of the reviewers, and outside of the mandate of the units being reviewed; admissions are handled by the Faculty of Mathematics, and math students enter into the programs under review after their first year of study. Despite that, it is worth mentioning that the faculty has made a number of changes recently to the way that undergraduate students are admitted. All students are now required to supply a “Admissions Information Form” with their applications. This allow the students to discuss things beyond their grades and competition scores. The Faculty of Math takes these forms quite seriously, and tries to admit students who are “well-rounded” as well as being very strong academically. It has been the faculty's experience that these are the students that are most successful in University.”

- 3) A process should be put in place to continuously update and keep current the courses and curricula in the programs. It was somewhat surprising to these reviewers to see, for instance, that the Pure Math program is almost identical to similar programs from 35 years ago. There needs to be room in the programs for modern advances. Ideally, these course reviews would be done as a team by the three Departments (Applied Math, Combinatorics & Optimization, and Pure Math). In addition, it would be wonderful if there were some sort of teaching credit mechanism by which a faculty member from one department could teach a course that is affiliated with another department. One would want to have some sort of bookkeeping to ensure that over a five year windows, say, that these teaching exchanges are fair and balanced. Also, it would be helpful if there were faculty hires who were joint hires between two departments. While joint hires can be delicate when departments have markedly different cultures and professional expectations, because Applied Mathematics, Combinatorics & Optimization, and Pure Mathematics would normally be all in a single department and so the usual difficulties that joint hires would face should be quite minimal.

**Status:** Completed

**Details:** From the Final Assessment Report: “The recommendation was made based on incorrect information. All departments have processes in place to ensure that the programs are continuously updated and improved. In particular, all three departments have an Associate Chair for undergraduate studies, (Mohammad Kohandel for Applied Math, David McKinnon for Pure Math and Ricardo Fukasawa for Combinatorics & Optimization). Part of the mandate of these Associate Chairs is to oversee, update and improve the undergraduate curriculum. They would also identify any gaps within the curriculum and work to remove them. The position of Associate Chair rotates amount the faculty, and is supported by a Curriculum Committee. This ensures that the program is always being kept modern, and that multiple viewpoints are always involved. The structure for Computational Math is slightly different, in that the role of the Associate Chair is done by the Director, in consultation with the Undergraduate Advisor (Martin Pei), and the role of the Curriculum Committee is done by the Steering Committee. All four units have undergone changes, sometimes minor, sometimes significant, on a regular basis as part of this process. The reviewers were informed



that this was the case and given many examples of improvements to the programs. These processes currently work well, and there is no evidence to support the suggestion that the Pure Math curriculum has been unchanged for 35 years – or that it is 35 years behind the times. As the programs are already doing what the recommendation asked, it is believed that no further action is required to address this recommendation.”

The mechanism for facilitating inter-departmental teaching has been implemented, and has resulted in several examples of faculty members teaching course offered by other units. There are also several examples of faculty members in one unit who have formal membership status in other units as well.

- 4) On a related matter, a process is needed to identify and cover any gaps in the curriculum. Perhaps because of the division of math into separate departments, there seem to be some holes that are not covered in the various mathematical programs. Geometric PDE's, theoretical PDE's, mathematical probability, some modern harmonic analysis (both pure and in applications), and industrial applications are some examples that highlight the issue. To present the students with a comprehensive mathematics education, it is important to monitor the breadth across all program and ensure important fields are covered.

**Status:** Completed

**Details:** From the Final Assessment Report: “Each department has an undergraduate committee whose purpose is to examine and renew the curriculum in each department. In addition, the Undergraduate Affairs Committee at the Faculty level is charged with the same task at a higher level. We will continue to work on providing the most excellent and broad-ranging courses that we can, given the resource constraints we must work with.” There is no evidence to support the notion that the departments under review do not offer as broad and deep a program as they can.

- 5) The university needs to also consider the issue of renewal of faculty in Pure Math and Combinatorics & Optimization. Both departments appear to be “top heavy”, especially the Pure Math department:

	Asst. Prof.	Assoc. Prof.	Full Prof.
Applied Math	4 (17%)	7 (30%)	12 (52%)
C & O	3 (11%)	6 (22%)	18 (67%)
Pure Math	2 (9%)	4 (17%)	17 (74%)

Assuming that the time to tenure/promotion is 6 years and that the professorial career is 35 years, then one could expect 17% of the faculty to be assistant professors. In practice, one



would want higher numbers than this. Junior faculty are vital for bringing in new fields, new ideas, and for shaking up the status quo (however much senior faculty might resent such disruption). Not all assistant professors get tenure. Also, strong departments will have hired so well (and supported their hires so well) that some assistant and associate professors will move to even better departments. While such losses are unfortunate to the department, they are a sign of good taste in hiring and vigour - the departing faculty member will, no doubt, have invigorated the department while they were there and will, one hopes, have left with nothing but good things to say about the department they left.

**Status:** In progress

**Details:** As should be expected, all Departments are always willing and eager to hire strong candidates. In fact, all three Departments hired in 2017 and 2018, and all three are hiring again for 2020. The Departments will continue to hire excellent and energetic junior faculty members to all three Departments, as resources allow.

- 6) While we did not meet with any lecturers, the research faculty felt that lecturers need to be more fully integrated into departments so that they can be full participants in the delivery of the programs. For the lecturers to properly prepare the students for upper level courses, likely they need to do more than just teach first-year courses -- it might be appropriate for them to also teach the upper level courses. This would help address concerns raised about the mismatch between what is being delivered in first year courses, and what professors are needing their students to master before entering the upper years of the programs. Also, it would help if lecturers have a primary departmental affiliation. Having a departmental affiliation would, one hopes, allow them to be more fully aware of what students will need to know after their first year. Some of the research faculty expressed concerns that some of the first-year courses are not open to innovation. Running a large first-year course is a complicated, delicate job and it's easy to imagine that once the course coordinator has "figured things out" that he/she would prefer to let the machine run without change. This is the easiest thing to do but it doesn't allow for pedagogical innovation or for the introduction (or elimination) of topics or the redistribution of focus on topics. Further, because there seems to be a tradition of providing lecture notes for courses, rather than having students read a textbook, there's a risk that whoever writes the notes sets the tenor of the course. Experienced lecturers will lecture in an independent manner from the notes, providing their own vision and allowing the notes to serve as an additional resource, but inexperienced lecturers may not do so --- this makes having lecture notes instead of a book somewhat risky.

**Status:** Completed

**Details:** After much discussion, it was concluded that lecturers are best served by allowing a variety of different administrative structures. Some lecturers are at home in a department, and others are best used in the Centre for Education in Mathematics and Computing, or the



Dean of Mathematics Office, or the Mathematics Undergraduate Office, or indeed in the Mathematics and Business group.

Since the review, research active members of the Faculty have thoroughly reviewed the introductory algebra and calculus courses, resulting in a significant overhaul and improvement.

- 7) Some concrete decision needs to be taken on the Computational Math program. Specifically, either promote it, or close it down. There seems to be a great opportunity for an exciting math program that could lead to outstanding careers for students. This would be in computational math, modeling, data analytics, and related industrial careers that merge math skills with cutting edge computation. Yet we see little enthusiasm by current participants and little effort to advertise and promote the program. Without an effort by the Faculty of Mathematics to properly grow this endeavour, perhaps resources should be re-allocated elsewhere. We recognize that the program is probably not expensive to run and that the graduate portion of the program may be valuable --- it should at the very least be easy for current students to know about this program. For example, it is listed under “programs” on the “future undergraduates” page of the Faculty of Mathematics but is not listed under “majors, minors, and specializations” on the “current undergraduates” page.

**Status:** Completed

**Details:** Computational Mathematics (CM) is an important and vibrant part of the Faculty’s undergraduate and graduate programs, and we are supporting it vigorously. Advertising for the program has significantly increased over the last two years, and in particular, it is advertised through the future undergraduates web page (<https://uwaterloo.ca/math/future-undergraduates/programs>). The undergraduate CM programs have been growing in recent years, increasing their enrolment by at least 30% each year since 2015 – from 32 students in Fall 2015, to 143 students in Fall 2019.

- 8) In our discussions with the research faculty, there was great concern about the New Resource Allocation Model (NRAM) that is being implemented. For example, the Applied Mathematics department is in a precarious position vis a vis engineering. Engineering programs at other universities have created their own courses, with their own course codes, in which they present mathematical material. They then changed their program requirements so that they no longer require a particular course that is taught by the mathematicians and, instead, required their own course. It is our understanding that the Applied Math department has made great efforts to staff first year math courses for engineering students and so they are, naturally concerned, about whether the NRAM will encourage engineering departments to try and play the types of games that have been played at other universities. And, of course, because of the three-department structure any such behaviours would disproportionately





affect the Applied Math department which has been acting for the common good by sending its faculty members to teach courses that are focussed on students from an outside faculty.

**Status:** N/A

**Details:** This is not a recommendation.

- 9) As a final note, the innovation goals of the university need to be better addressed in the programs. While the co-op programs, and online course development are a notable and worthy contribution to innovation, it would be outstanding to see the introduction of professional skills training for the students. This could include courses that work on presentation skills, project management, team management, use of technology in mathematical work, a math modelling course in AMATH for use in industry, and so on. Experiments in novel teaching methods, experiential learning, and entrepreneurial activities should be actively promoted by the Faculty for delivery in its programs.

**Status:** Complete

**Details:** From the Final Assessment Report: "The co-op program includes substantial professional skills training for students, and our departments' courses already include presentations, project and team management, technology, and mathematical modelling. All units under review are constantly examining their teaching methods, and we will continue to teach our students in the best way possible, using both novel and tried-and-true techniques." In particular, we require all of our students to take communications courses which are designed to enhance the students' communications skills, in part to enable them to be more successful in the workplace.



**Updated Implementation Plan**

	<b>Recommendations</b>	<b>Proposed Actions</b>	<b>Responsibility for Leading and Resourcing (if applicable) the Actions</b>	<b>Timeline for addressing Recommendations</b>
5.	Faculty Renewal	Hire more junior faculty	Department Chairs and Faculty Dean	2020 and ongoing

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.



Date of next program review: \_\_\_\_\_  
Date

Signatures of Approval:

      
Chair/Director Date

AFIW Administrative Dean/Head (For AFIW programs only) Date

   
Faculty Dean Date

**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

Associate Vice-President, Academic Date  
(For undergraduate and augmented programs)


Associate Vice-President, Graduate Studies and Postdoctoral Affairs Date  
(For graduate and augmented programs)



Date of next program review: \_\_\_\_\_ **2022-2023**  
Date

Signatures of Approval:

\_\_\_\_\_  
Chair/Director Date

\_\_\_\_\_  
AFIW Administrative Dean/Head (For AFIW programs only) Date  
 Mark Giesbrecht  
Dean, Faculty of Mathematics Aug 27, 2020

\_\_\_\_\_  
Faculty Dean Date

**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

 \_\_\_\_\_  
Date  
May 26, 2020

\_\_\_\_\_  
Associate Vice-President, Academic Date  
(For undergraduate and augmented programs)

\_\_\_\_\_  
Associate Vice-President, Graduate Studies and Postdoctoral Affairs Date  
(For graduate and augmented programs)

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Two-Year Progress Report: Applied Mathematics, Combinatorics and Optimization, Computational Mathematics, and Pure Mathematics (BMath)**

**Name of Reviewer: Kathy Acheson**

**Date: 8/20/2020**

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### Does the Two-Year Progress Report:

- |  |   |                             |
|--|---|-----------------------------|
| 1. Clearly describe progress achieved on the various action items in the implementation plan?  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Explain convincingly any circumstances that would have altered the original implementation plan?  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible?   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

### General Comments

N/A

**University of Waterloo**  
**SENATE**  
**Report of the President**  
**16 November 2020**

**FOR INFORMATION**

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**Recognition and Commendation**

**Cindy Yang** is the winner of the inaugural **Raymond Laflamme and Janice Gregson Graduate Scholarship for Women in Quantum Information Science**. Yang, a new Master of Applied Science student in Electrical and Computer Engineering (quantum information) has a passion for acoustic and superconducting waves who discovered quantum information science while learning how to make photonic devices. She was instantly intrigued by the possibilities that quantum research offered her. The new award honours Raymond Laflamme, Officer of the Order of Canada, and his partner Janice Gregson, for their leadership at the Institute for Quantum Computing (IQC) through Ray's 15-year tenure as Executive Director (2002-17). The award is given to a self-identified female IQC graduate student who has achieved academic excellence and shows a strong potential for research excellence. Yang is thankful to the Laflamme family for their support. "I feel delighted, honoured and grateful to be the first recipient of this scholarship," said Yang. "I hope my work can contribute to the field of quantum information non-trivially."

(adapted from the *Daily Bulletin*, 5 October 2020)

The University of Waterloo will award **posthumous degrees** as part of its fall convocation in celebration of the academic accomplishments of **Mansour Esnaashary Esfahani** and **Marizeh (Mari) Foroutan**, two students killed in the crash of Ukrainian International Airlines Flight PS752 in January 2020. An honorary degree has also been awarded to **Jaya Gupta**, an undergraduate Engineering student who lost her fight with cancer earlier this fall. "The sadness at the loss of Mansour, Mari and Jaya has been profound both personally and across our University community," says Feridun Hamdullahpur, president and vice-chancellor. "As we recognize our graduating students, we felt it important to celebrate the academic and personal contributions of each of these wonderful individuals to honour their memories."

Waterloo awarded Gupta an honorary Bachelor of Applied Science degree in September 2020 before she lost her battle with a rare form of cancer. The Nanotechnology Engineering student also received her iron ring, a significant milestone for every engineer, at a special virtual ceremony attended by Hamdullahpur and Mary Wells, dean of engineering. Esfahani will be awarded a Doctor of Philosophy in Civil Engineering. He was conducting his doctoral research in the area of construction automation and management, focusing on adaptive reuse projects in the circular economy. Foroutan's graduate work in Geography and Environmental Management focused on the application of new algorithms and technologies in remote sensing to study climate change as well as researching planetary extremes from hyper-arid hot deserts to freezing worlds. She will be awarded a Doctor of Philosophy in Geography. Both Foroutan and Esfahani will be honoured on October 23 as part of the fall 2020 virtual PhD graduate celebration. The University is creating memorial awards for Foroutan and Esfahani, with generous support from alumni and donors.

(adapted from the *Daily Bulletin*, 20 October 2020)

The following students will be recognized at the **October 2020 Convocation ceremonies** for their outstanding achievements.

### **Faculty of Applied Health Sciences**

- **Eric Thomas Hedge** will be recognized with the **Alumni Gold Medal** in recognition of outstanding academic achievement in a master's program.
- **Amanda Rafka Raffoul** will be named a **University Finalist for Alumni Gold Medal** at the doctoral level.

### **Faculty of Arts**

- **Tianjia Huang** will be awarded the **Accounting Alumni Award for Excellence in Accounting**, given to the student graduating from the Master of Accounting program, who has the highest marks in all required and elective accounting courses.
- **Houman Mehrabian** will be recognized with the **Amit and Meena Chakma Award for Exceptional Teaching by a Student**, awarded to a graduating student who has had a formal teaching role at the University and shown intellectual vigour and strong communication.
- **Tanya Michelle Tomasin** will receive the **Renison University College - President's Special Award for Academic Achievement**.
- **Katelynn Alida Folkerts** and **Melissa Meade** will both be named **University Finalist for the Alumni Gold Medal**.
- **Faculty of Engineering**
- **Jason Lars Deglint** and **Linda Yunzhi Wang** are **University Finalists for the Alumni Gold Medal**.

### **Faculty of Environment**

- **Simar Kaur** and **Nichola Mercer** will be recognized as **University Finalists for the Alumni Gold Medal**.

### **Faculty of Mathematics**

- **Nashid Shahriar** will be awarded the **University of Waterloo Alumni Gold Medal** in recognition of his outstanding academic achievement in a doctoral program.
- **Ishan Bansal** will be recognized as **University Finalist for Alumni Gold Medal**.
- **Yuyu Duan** will be named winner of the **James D. Leslie Undergraduate Prize**, awarded to a student who has achieved a first-class standing and has earned at least half of the credits for their undergraduate degree through online courses.
- **Nicholas Joseph Emile Richardson** will be recognized with the **K. D. Fryer Gold Medal**, awarded to a graduating Faculty of Mathematics student who best exemplifies academic excellence and good citizenship.

### **Faculty of Science**

- **Mohammad Roostaie** and **Shawna Leigh-Ann Semple** will be recognized as **University Finalists for the Alumni Gold Medal**.

(adapted from the *Daily Bulletin*, 21 October 2020)

**University of Waterloo**  
**REPORT OF THE DEAN OF APPLIED HEALTH SCIENCES TO SENATE**  
**November 16, 2020**

**FOR INFORMATION**

**A. APPOINTMENTS**

**Special Lecturer Appointments**

**LEIGHTON, Jaylyn**, Lecturer, Department of Recreation and Leisure Studies, January 1, 2021 – April 30, 2021.

**Postdoctoral Appointments**

**FERNANDEZ, Maria**, Department of Kinesiology, September 1, 2020 - June 30, 2021.

**MACKINNON, Melissa**, School of Public Health and Health Systems, January 1, 2021 – December 31, 2023.

**Research Appointment**

**LAMBRAKI, Irene**, Research Associate Professor, School of Public Health and Health Systems, May 1, 2021 – August 31, 2021.

**B. SABBATICAL**

**Change in Sabbatical**

**DUNCAN, Robin**, Associate Professor, Department of Kinesiology, **from** January 1, 2021 – December 31, 2021 **to** September 1, 2021 – August 31, 2022, one year at 85% salary.



Lili Liu, Dean

**Applied Health Sciences**



**UNIVERSITY OF WATERLOO  
REPORT OF THE DEAN OF THE FACULTY OF ARTS TO SENATE  
November 16, 2020**

**FOR INFORMATION**

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**A. APPOINTMENTS**

**Definite Term Reappointments**

**FONG, Laura**, Lecturer, Stratford School of Interaction Design and Business, January 1, 2021 to December 31, 2021.

**Visiting Reappointment**

**O'MALLEY, Patricia**, Visiting Scholar, School of Accounting and Finance, July 1, 2020 to June 30, 2022.

**Adjunct Reappointments – Instruction**

**BULLOCH, Dean**, Lecturer, Department of Psychology, September 1, 2020 to December 31, 2020.

**Adjunct Reappointments – Graduate Supervision**

**ETHIER, Nicole**, Clinical Supervision, Department of Psychology, September 1, 2020 to August 31, 2021.

**B. ADMINISTRATIVE APPOINTMENTS**

**TAYLOR, Christopher**, Lecturer, Black Equity Strategist and Anti-Racism Advisor, September 1, 2020 to August 31, 2021.

**Administrative Reappointment**

**ACHESON, Katherine**, Professor, Director, Global Engagement Seminar, July 1, 2020 to December 31, 2021.

**CHANGE in DATES**

**ACHESON, Katherine**, Professor, Associate Dean, Undergraduate Programs, **from** July 1, 2019 to June 30, 2022 **to** July 1, 2019 to December 31, 2021.

**C. RETIREMENT**

**EULETTE, Lynn**, Lecturer, Department of Psychology, effective July 1, 2020.

**O'BRIEN, Patricia**, Professor, School of Accounting and Finance, effective July 1, 2020.

**D. SABBATICAL LEAVES**

**For approval by the Board of Governors:**

**DUBEAU, Catherine**, Associate Professor, Department of French Studies, January 1, 2021 to June 30, 2021, six month leave at 85% salary.

**JHA, Ranjini**, Professor, School of Accounting and Finance, January 1, 2021 to June 30, 2021, six month leave at full salary.

**WOOD, Joanne**, Professor, Department of Psychology, July 1, 2021 to December 31, 2021, six month leave at 85% salary.

A handwritten signature in black ink, appearing to read "Sheila Ager". The signature is fluid and cursive, with the first name "Sheila" being more prominent than the last name "Ager".

Sheila Ager  
Dean, Faculty of Arts

**UNIVERSITY OF WATERLOO**  
**REPORT OF THE DEAN OF ENGINEERING TO SENATE**  
**November 16, 2020**

**FOR INFORMATION**

**A. APPOINTMENTS**

**Probationary Term Reappointment**

**SCHNEIDER, Oliver**, Assistant Professor, Department of Management Sciences, July 1, 2021 – June 30, 2024. PhD, (Computer Science), University of British Columbia, Vancouver, BC, 2016; MSc (Computer Science), University of British Columbia, Vancouver, BC, 2012; BSc, (Computer Science), Hon., University of Saskatchewan, Saskatoon, SK, 2010).

**Visiting Appointments**

**BONAKDAR, Ali**, Scientist, Department of Mechanical and Mechatronics Engineering, October 1, 2020 – September 30, 2021.

**SINGH, Gurmeet**, Scholar, Department of Mechanical and Mechatronics Engineering, January 2, 2021 – December 31, 2022.

**Adjunct Appointments**

Graduate Supervision and Research

**SIVA, Parthipan**, Assistant Professor, Department of System Design Engineering, August 1, 2020 – July 31, 2023.

**Cross Appointments**

**EVANS, Stephen, G.**, Professor, Department of Earth and Environmental Sciences to Department of Civil and Environmental Engineering, March 1, 2020 – February 28, 2022.

**HANCOCK, Mark**, Associate Professor, Department of Management Sciences to Department of Systems Design Engineering, September 1, 2020 – August 31, 2023.

**YAVUZ, Mustafa**, Professor, Department of Mechanical and Mechatronics Engineering to Department of Electrical and Computer Engineering, May 1, 2020 – April 30, 2023.

**FOR APPROVAL BY THE BOARD OF GOVERNORS**

**B. SABBATICALS**

**BEESLEY, Philip**, Professor, School of Architecture, January 1, 2021- June 30, 2021, six months sabbatical at 85% salary.

**VAN PELT, Robert, Jan**, Professor, School of Architecture, January 1, 2021 – December 31, 2021, one year sabbatical at 85% salary.

**YIN, Shunde**, Associate Professor, Department of Civil and Environmental Engineering, Special Early sabbatical, March 1, 2021 – August 31, 2021, 6 months at 100% salary.

**CHANGE IN SABBATICAL**

**HUISSOON, Jan**, Professor, Department of Mechanical and Mechatronics Engineering, change in sabbatical end date from December 31, 2021 to March 31, 2022 at 100% salary. Four by four administrative leave from April 1, 2022 to July 31, 2022 at 100% salary.

A handwritten signature in black ink that reads "Mary Wells". The signature is written in a cursive style with a small flourish under the letter 'y'.

Mary A. Wells  
Dean, Faculty of Engineering

**University of Waterloo**  
**REPORT OF THE DEAN OF ENVIRONMENT TO SENATE**  
**November 16, 2020**

**FOR INFORMATION**

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**A. APPOINTMENTS**

**Special Appointments**

*Instruction*

**ALTON, Christopher**, Lecturer, School of Planning, January 1, 2021 to April 30, 2021.

**BAKER, Denise**, Lecturer, School of Planning, January 1, 2021 to April 30, 2021.

**BLAIR, Timothy**, Lecturer, School of Planning, January 1, 2021 to April 30, 2021.

**CURTIS, Kevin**, Lecturer, School of Planning, January 1, 2021 to April 30, 2021.

**ENRIGHT, Paddy**, Lecturer, Department of Geography and Environmental Management, January 1, 2021 to April 30, 2021.

**LEDREW, Ellsworth**, Lecturer, Department of Geography and Environmental Management, January 1, 2021 to April 30, 2021.

**RAM, Angeline**, Lecturer, Department of Geography and Environmental Management, January 1, 2021 to April 30, 2021.

**SMITH, Nancy**, Lecturer, School of Planning, January 1, 2021 to April 30, 2021.

*Graduate Supervision and Research*

**DERKSEN, Chris**, Assistant Professor, Geography and Environmental Management, January 1, 2021 to December 31, 2023.

**Cross Appointments**

**HALL, Heather**, Assistant Professor, School of Environment, Enterprise and Development to the Department of Geography and Environmental Management September 1, 2020 to December 31, 2023.

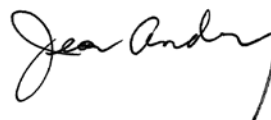
**B. ADMINISTRATIVE APPOINTMENTS**

**C. SABBATICAL LEAVES**

*For Approval by the Board of Governors*

**BURCH, Sarah**, Associate Professor, Department of Geography and Environmental Management, January 1, 2021 to June 30, 2021 at 85% salary.

**CLARKE, Amelia**, Associate Professor, School of Environment, Enterprise and Development, January 1, 2021 to August 31, 2021 at 100% salary.



Jean Andrey  
Dean

**University of Waterloo**  
**REPORT OF THE DEAN OF MATHEMATICS TO SENATE**  
**November 16, 2020**

**FOR INFORMATION**

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**A. APPOINTMENTS (for approval by the Board of Governors)**

**Definite Term - Reappointments**

**SALAHUDDIN, Mohammad Ali**, Research Assistant Professor, David R. Cheriton School of Computer Science, October 1, 2020 – September 30, 2021.

**Visiting Appointments**

**LUCENA, Marcia** (Universidade Federal do Rio Grande do Norte), Associate Professor, David R. Cheriton School of Computer Science, September 1, 2020 – May 31, 2021.

**NIXON, Anthony** (Lancaster University), Professor, Dept. of Combinatorics & Optimization, February 1, 2021 – June 30, 2021.

**SITHARAM, Meera** (University of Florida), Professor, Dept. of Combinatorics & Optimization, February 1, 2021 – June 30, 2021.

**THERAN, Louis** (University of St. Andrews), Professor, Dept. of Combinatorics & Optimization, February 1, 2021 – May 31, 2021.

**TRAVES, William** (United States Naval Academy), Professor, Dept. of Combinatorics & Optimization, February 1, 2021 – June 30, 2021.

**WANG, Kevin**, Research Associate, David R. Cheriton School of Computer Science, September 1, 2020 – December 31, 2020.

**Adjunct Reappointments**

**Instructor**

**IBRAHIM, Ahmed**, Lecturer, David R. Cheriton School of Computer Science, January 1, 2021 – April 30, 2021.

**FURINO, Steve**, Lecturer, Office of the Dean, January 1, 2021 – April 30, 2021.

**HUANG, Patrick**, Lecturer, David R. Cheriton School of Computer Science, January 1, 2021 – April 30, 2021.

**Cross Reappointments**

**CHEN, Tao** (Associate Professor, Economics), in the Dept. of Statistics and Actuarial Science, September 1, 2020 – August 31, 2025.

**CZARNECKI, Krzysztof** (Professor, Dept. of Electrical and Computer Engineering), in the David R. Cheriton School of Computer Science, March 1, 2020 – June 30, 2023.

**WONG, Alexander** (Associate Professor, Dept. of Systems Design Engineering), in the David R. Cheriton School of Computer Science, December 1, 2019 – June 30, 2023.

**B. SABBATICALS** (already approved by the Board of Governors)

**Change In Appointment**

**LHOTAK, Ondrej** (Associate Professor), David R. Cheriton School of Computer Science (*ref.* Dean's Report to Senate, September 2020)

From: January 1, 2021 – December 31, 2021

To: September 1, 2021 – August 31, 2022

**ORCHARD, Jeff** (Associate Professor), David R. Cheriton School of Computer Science, (*ref.* Dean's Report to Senate, September 2020)

From: September 1, 2020 – August 31, 2021, with 85% salary

To: January 1, 2021 – June 30, 2021, with 100% salary

This sabbatical is cancelled.

**C. SPECIAL LEAVE**

**TAN, Ken Seng** (Professor), Dept. of Statistics and Actuarial Science, October 1, 2020 – September 30, 2021. This is an unpaid leave.



Mark Giesbrecht  
Dean

**UNIVERSITY OF WATERLOO**  
**REPORT OF THE DEAN OF SCIENCE TO SENATE**  
**November 16, 2020**

**For information:**

**A. APPOINTMENTS**

**Definite Term - Full-Time Reappointment**

**DELANEY, Keith**, Lecturer, Department of Earth and Environmental Sciences, November 1, 2020 to October 31, 2023.

**SFIGAKIS, Francois**, Research Assistant Professor, Department of Chemistry, March 1, 2021 to February 28, 2023.

**Adjunct Appointments**

**Graduate Supervision**

**MESSIER, Christian**, Professor, Department of Biology, October 1, 2020 to June 30, 2023.

**ROBINSON, Clare**, Associate Professor, Department of Biology, October 1, 2020 to September 30, 2023.

**TOZER, Doug**, Assistant Professor, Department of Biology, October 1, 2020 to June 30, 2023.

**WARNER, Barry**, (Professor Emeritus) Professor, Department of Earth and Environmental Sciences, October 1, 2020 to September 30, 2023.

**Graduate Supervision and Research**

**CARUSO, Christina**, Associate Professor, Department of Biology, October 1, 2020 to June 30, 2023.

**INNOCENTE, Steve**, Associate Professor, Department of Chemistry, September 1, 2020 to August 31, 2023.

**SINCLAIR, Brent**, Professor, Department of Biology, November 1, 2020 to June 30, 2023.

**Adjunct Reappointments**

**Graduate Supervision**

**AMOS, Richard**, Professor, Department of Earth and Environmental Sciences, September 1, 2020 to August 31, 2023.

**BERG, Steven**, Associate Professor, Department of Earth and Environmental Sciences, October 1, 2020 to September 30, 2023.

**MOHAMMED, Rasheeduddin**, Professor, Department of Earth and Environmental Sciences, May 1, 2020 to April 30, 2023.



**O'CONNELL, David**, Professor, Department of Earth and Environmental Sciences, November 1, 2020 to October 31, 2023.

**PAKTUNC, Dogan**, Professor, Department of Earth and Environmental Sciences, November 1, 2020 to October 31, 2023.

**PASSEPORT, Elodie**, Associate Professor, Department of Earth and Environmental Sciences, October 1, 2020 to September 30, 2023.

**REHAN, Rashid**, Assistant Professor, Department of Earth and Environmental Sciences, October 1, 2019 to September 30, 2022.

**SHOUAKAR-STASH, Orfan**, Associate Professor, Department of Earth and Environmental Sciences, December 1, 2020 to November 30, 2023.

**vanSTALL, Cees**, Professor, Department of Earth and Environmental Sciences, November 1, 2020 to October 31, 2023.

**VENKITESWARAN, Jason**, Associate Professor, Department of Earth and Environmental Sciences, September 1, 2020 to August 31, 2023.

#### Research

**CUTLER, Murray**, Assistant Professor, School of Pharmacy, December 1, 2020 to November 30, 2023.

#### Graduate Supervision and Research

**MUIR, Andrew**, Professor, Department of Biology, January 1, 2021 to December 31, 2023.

**WOLFE, Brent**, Professor, Department of Biology, December 1, 2020 to November 30, 2023.

#### Undergraduate Instruction and Research

**DAMIAN, Festo**, Assistant Professor, School of Pharmacy, January 1, 2021 to December 31, 2023.

**PASETKA, Mark**, Assistant Professor, School of Pharmacy, January 1, 2021 to December 31, 2023.

#### Cross-Appointments

**GOLDTHORPE, Irene**, Associate Professor, Department of Electrical and Computer Engineering, cross-appointed to Department of Chemistry, September 1, 2020 to August 31, 2023.

**SCOTT, Matthew**, Associate Professor, Department of Applied Mathematics, cross-appointed to Department of Biology, October 1, 2020 to June 30, 2023.

**Cross-Reappointments**

**JONES, Lyndon**, Professor, School of Optometry and Vision Science, cross-appointed to Department of Biology, October 1, 2020 to June 30, 2023.

**MELKO, Roger**, Professor, Department of Physics and Astronomy, cross-appointed to Department of Chemistry, September 1, 2020 to August 31, 2023.

**SIMON, Leonardo**, Professor, Department of Chemical Engineering, cross-appointed to Department of Chemistry, September 1, 2020 to August 31, 2023.

**SLAVCEV, Roderick**, Associate Professor, School of Pharmacy, cross-appointed to Department of Chemistry, September 1, 2020 to August 31, 2023.

**ZHAO, Boxin**, Professor, Department of Chemical Engineering, cross-appointed to Department of Chemistry, September 1, 2020 to August 31, 2023.

**B. ADMINISTRATIVE REAPPOINTMENTS**

**DUHAMEL, Jean**, Director, Institute for Polymer Research (joint with the Faculty of Engineering), July 1, 2020 to June 30, 2023.

**C. RETIREMENTS**

**GUILLEMETTE, J. Guy**, Associate Professor, Department of Chemistry, effective September 1, 2020.



R.P. Lemieux  
Dean

**University of Waterloo**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**and**  
**SENATE UNDERGRADUATE COUNCIL**  
**Report to Senate**  
**16 November 2020**

Senate Graduate & Research Council (SGRC) met on 5 October 2020 and Senate Undergraduate Council (SUC) met on 6 October 2020. Both councils considered academic calendar dates for 2021-2022, as well as calendar guidelines for establishing academic dates and agreed to forward this item to Senate for approval as part of the regular agenda.

Further details are available at:

<https://uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council>

<https://uwaterloo.ca/secretariat/committees-and-councils/senate-graduate-research-council>

**FOR APPROVAL**

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**ACADEMIC CALENDAR DATES 2020-2021**

1. **Motion:** To approve the 2021-2022 academic calendar dates and calendar guidelines for establishing academic dates as presented in Attachment #1.

**Rationale:** The dates lay out major academic milestones throughout the year and provide guidance to units throughout the campus community as they conduct academic planning within their respective areas.

As a result of the need for flexibility due to COVID-19 impacts, and expected increases in demand for in-person exams for online and remote courses, dates for in-person exams for online and remote courses will be determined at a later date. When scheduled, these exam dates will fall within the defined exam period (i.e. none will be scheduled before the “Examinations Begin” date, nor after the “Examinations End” date).

*/rmw & kw*

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

Charmaine Dean  
Vice President,  
Research & International

David DeVidi  
Associate Vice-President, Academic

**Academic Calendar Dates, 2021-2022****Revised October 1, 2020**

	<b>Fall 2021</b>	<b>Winter 2022</b>	<b>Spring 2022</b>
Co-operative Work Term Begins	Sept. 7 (T)	Jan. 4 (T)	May 2 (M)
Classes Begin	Sept. 8 (W)	Jan. 5 (W)	May 2 (M)
Holidays	Oct. 11 (M)	Feb. 21 (M) Apr. 15 (F)	May 23 (M) July 1 (F) Aug. 1 (M)
Reading Week	Oct. 9-17 (S-U)	Feb. 19-27 (S-U)	N/A
Convocation	Oct. 22, 23 (F,S)	N/A	June 14-18 (T-S)
Classes End	Dec. 7 (T)	Apr. 5 (T)	July 26 (T)
Make-up Day(s) for in-term holidays	N/A	N/A	July 25 (M) for May 23 (M)  July 26 (T) for July 1 (F schedule)
Pre-Examination Study Day(s)	Dec. 8 (W)	Apr. 6,7 (W,R)	July 27, 28 (W,R)
Examinations Begin	Dec. 9 (R)	Apr. 8 (F)	July 29 (F)
<b>In-Person Exam Days for Online/Remote Courses</b> <del>Online Class Examination Days</del>	<b>TBD</b> <del>Dec. 10,11</del> (F,S)	<b>TBD</b> <del>Apr. 8,9</del> (F,S)	<b>TBD</b> <del>Aug. 5, 6</del> (F,S)
Examinations on Sunday	Dec. 12 (U)	N/A	N/A
Examinations End (including Emergency Day)	Dec. 23 (R)	Apr. 26 (T)	Aug. 13 (S)
Co-operative Work Term Ends	Dec. 23 (R)	Apr. 22 (F)	Aug. 19 (F)
Teaching days	60	60	60
Pre-examination Study Day(s)	1	2	2
Examination days	13 (+1 Emergency Day)	13 (+1 Emergency Day)	11 (+1 Emergency Day)

**Symbols and abbreviations:**

(M) Monday, (T) Tuesday, (W) Wednesday, (R) Thursday, (F) Friday, (S) Saturday, (U) Sunday, N/A – Not Applicable

## Guidelines for Determining Academic Calendar of Dates

The following are principles and guidelines either formally agreed upon by Senate or adopted as common practice in determining the dates for the academic year.

1. That the practice of setting dates for each academic year continues to be an annual exercise.
2. That there be no fewer than 60 teaching days (12 weeks) in a term. A clear rationale for fewer than 60 teaching days must be communicated to Senate at the time calendar dates are approved. In calculating teaching days in a term, Saturdays, Sundays, and statutory or University holidays are excluded.
3. That attention be given to balancing the number of meets in courses. Where an imbalance may occur because of statutory holidays, the class schedule for a day different than the calendar day can be used to balance the number of course meets.
4. That Fall Convocation be the Friday and Saturday that fall in the third full week (beginning Sunday) of October.
5. That Spring Convocation be the Tuesday to Saturday in the second full week (beginning Sunday) in June.
6. That the Reading Weeks occur in all Faculties and must begin on the Tuesday following Thanksgiving in October and the Tuesday following Family Day in February.
7. That Fall Term classes in September begin on the Wednesday following the Labour Day holiday.  
**Exception:** The Fall Term begins on Tuesday, September 8<sup>th</sup> when Labour Day is September 7<sup>th</sup>.
8. That the start date for Winter Term be set as follows:
  - If January 1<sup>st</sup> is a Sunday, then start of classes is Wednesday, January 4<sup>th</sup>.
  - If January 1<sup>st</sup> is a Monday, then start of classes is Wednesday, January 3<sup>rd</sup>.
  - If January 1<sup>st</sup> is a Tuesday, then start of classes is Monday, January 7<sup>th</sup>.
  - If January 1<sup>st</sup> is a Wednesday, then start of classes is Monday, January 6<sup>th</sup>.
  - If January 1<sup>st</sup> is a Thursday, then start of classes is Monday, January 5<sup>th</sup>.
  - If January 1<sup>st</sup> is a Friday, then start of classes is Tuesday, January 5<sup>th</sup>.
  - If January 1<sup>st</sup> is a Saturday, then start of classes is Wednesday, January 5<sup>th</sup>.
9. The start date for Spring Term be set as follows:
  - If May 1<sup>st</sup> is a Sunday, then start of classes is Monday, May 2<sup>nd</sup>.
  - If May 1<sup>st</sup> is a Monday, then start of classes is Monday, May 1<sup>st</sup>.
  - If May 1<sup>st</sup> is a Tuesday, then start of classes is Tuesday, May 1<sup>st</sup>.
  - If May 1<sup>st</sup> is a Wednesday, then start of classes is Wednesday, May 1<sup>st</sup>.
  - If May 1<sup>st</sup> is a Thursday, then start of classes is Monday, May 5<sup>th</sup>.
  - If May 1<sup>st</sup> is a Friday, then start of classes is Monday, May 4<sup>th</sup>.
  - If May 1<sup>st</sup> is a Saturday, then start of classes is Monday, May 3<sup>rd</sup>.
10. That there be no fewer than one pre-examination study day and when possible, two pre-examination study days (excluding Saturday, Sunday, and holidays) between the end of classes and the beginning of examinations. A clear rationale for using fewer than 2 days or Saturday, Sunday, and holidays as pre-examination study days, must be communicated to Senate at the time calendar dates are approved.

11. That there be no fewer than 13 examination days in the Fall and Winter Terms, and 11 examination days in the Spring Term. In addition, one Emergency Day with no scheduled examinations is added to the end of the examination period.
12. In calculating examination days, Saturdays which fall within the period are included, whereas Sundays and statutory or University holidays are excluded.  
**Exceptions:**  
Examinations will not be scheduled on the Saturday following Good Friday when that day falls within the examination schedule or the Saturday of the Civic Day weekend.  
The first Sunday within the examination period may be used when required to accommodate the prescribed number of examination days in the Fall Term.
13. That in the Fall Term no examinations be scheduled beyond December 22<sup>nd</sup>. The Emergency Day cannot be scheduled beyond December 23<sup>rd</sup>.
14. That Online Course Examination Days in each term be the first consecutive Friday and Saturday in the examination period.
15. Grades due dates for on campus courses are normally scheduled seven days from the date of the final examination. Grades for Online (Centre for Extended Learning) courses that have a scheduled final examination are due on the last day of the grades submission period. Grades for all courses without a scheduled final examination are normally due 14 days after the start of examinations.
16. Co-op work terms are expected to be 16 week in duration. Actual start and end dates may vary depending on employer or student requirements in consultation with Co-operative Education.

Prepared by:  
C. Newell Kelly, Registrar  
July, 2020

## Rules that Require Exceptions:

### Rule 10

... A clear rationale for using fewer than 2 days or Saturday, Sunday, and holidays as pre-examination study days, must be communicated to Senate at the time calendar dates are approved.

### Rule 12

... The first Sunday within the examination period may be used when required to accommodate the prescribed number of examination days in the Fall Term.

... Examinations will not be scheduled on the Saturday following Good Friday when that day falls within the examination schedule or the Saturday of the Civic Day weekend.

### Rule 14

... That Online Course Examination Days in each term be the first consecutive Friday and Saturday in the examination period.

## Rationale for Exceptions

### Rule 10

By introducing a Fall Reading Week (October 9-17), and also because the term does not begin until September 8, the number of study days had to be reduced to one day in order to ensure the number of required teaching days. A Sunday was also added to the examination period.

### ~~Rule 12~~

~~The Online Course Examinations for Spring ~~2022~~ 2021 have been moved to the second consecutive Friday and Saturday in the examination period due to the Civic Day weekend.~~

### Rule 14

As a result of the need for flexibility due to COVID-19 impacts, and expected increases in demand for in-person exams for online and remote courses, dates for in-person exams for online and remote courses will be determined at a later date. When scheduled, these exam dates will fall within the defined exam period (i.e. none will be scheduled before the “Examinations Begin” date, nor after the “Examinations End” date).

Some dates lack synchronicity with Laurier dates

Date	UWaterloo	WLU
December 23, 2021	Emergency Day for Fall Term Final Exams	Closed
January 3, 2022	Closed	First Day of Winter Term Classes
January 5, 2022	First Day of Winter Term Classes	N/A
April 4, 2022	Regular Classes	Study Day
April 5, 2022	Regular Classes	Study Day

April 6, 2022	Study Day	First Day of Winter Term Final Exams
April 7, 2022	Study Day	Winter Term Final Exams
April 8, 2022	First Day of Winter Term Final Exams	Winter Term Final Exams



**University of Waterloo**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**Report to Senate**  
**16 November 2020**

Senate Graduate & Research Council met on 5 October 2020 and agreed to forward the following item to Senate for approval as part of the regular agenda.

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

**FOR APPROVAL**

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**GRADUATE STUDIES - ACADEMIC CALENDAR CHANGES**

1. **Motion:** To approve new Qualifying Examination Regulations (under [Minimum Requirements for the PhD Degree](#)), effective 1 January 2021, as presented at Attachment 1 (item 1).

**Rationale:** Minimum requirements for University-level qualifying examination regulations have been developed to provide University-level guidance to students, faculty, and staff on qualifying examinations.

2. **Motion:** To approve changes to [University Responsibilities regarding Supervisory Relationships](#), effective 1 January 2021, as presented at Attachment 1 (item 2).

**Rationale:** The University Responsibilities regarding Supervisory Relationships (approved by Senate in April 2020) are being updated to provide better clarity of expectations for students and faculty as to what is expected when a relationship between a student and a supervisor ends.

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

Charmaine Dean  
Vice President, Research & International

Revised October 5, 2020

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

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

RE: Graduate Studies Academic Calendar changes

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**Items for approval:**

- 1) *Minimum requirements for University-level qualifying examination regulations.*
- 2) *University responsibilities regarding supervisory relationships updates.*

**1) Qualifying examination regulations**

**Description and rationale for proposed changes:**

*Minimum requirements for University-level qualifying examination regulations have been developed to provide University-level guidance to students, faculty, and staff on qualifying examinations.*

**Proposed effective date:** Term: Winter Year: 2021

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

<https://uwaterloo.ca/graduate-studies-academic-calendar/general-information-and-regulations/minimum-requirements-phd-degree>

**Proposed Graduate Studies Academic Calendar content:**

**Qualifying examination**

Some PhD programs at the University of Waterloo require doctoral students to successfully complete a qualifying exam(s) instead of, or in addition to, a comprehensive exam as part of their academic requirements. The differentiating features between a qualifying exam and a comprehensive exam are:

- A qualifying exam is developed and administered for a cohort of students (e.g. all PhD students in a program) whereas the comprehensive exam is developed and administered for an individual student;
- A qualifying exam is developed, administered and evaluated by a committee formed for a cohort of students, whereas a comprehensive exam committee is constituted for an individual student.

The purpose of this document is to provide University-level guidance to students, supervisors and Departments / Schools (referred to as Departments in this document) on qualifying exams.

**Qualifying examination purpose**

## **Proposed Graduate Studies Academic Calendar content:**

A qualifying exam is a cohort-based exam where all students being examined answer the same set of questions or problem(s) with a common time allotment. The purposes of qualifying exams at the University of Waterloo may include demonstrating that:

- PhD students have the appropriate academic background and foundation in the discipline within which their own research is going to be situated. This may include knowledge of established theories, concepts, methods or models and the necessary skill sets required before students can move to the research component of the program;
- PhD students have the capacity to engage in the scholarly communication necessary to be successful in their PhD studies.

The purpose(s) of the exam shall be communicated clearly to students.

### **Qualifying examination timing**

The timing requirements of the qualifying exam – the latest date by which students must successfully complete the exam and the process for managing exceptions to this requirement – are equivalent to those specified for the comprehensive examination. Earlier deadlines are at the discretion of the Faculty, Department, or Program level. Please see the [comprehensive examination regulations](#).

### **Qualifying examinations and students' academic requirements**

The guidelines on supporting students' effort toward preparing for and completing the qualifying exam are equivalent to those for a comprehensive exam. Additional guidance for students serving as a TA are outlined in Policy 30.

### **Qualifying examining committee**

A student's qualifying exam written and/or oral components are evaluated by an examining committee constituted for a given cohort. These rules govern the composition of such an examining committee.

The qualifying exam committee shall include those who can advance the purpose(s) of the exam. Committee members are subject matter experts in areas in which the students will be examined. The University requires that the committee includes at least three members:

- Who hold a PhD or an equivalent degree as approved by the Associate Vice-President, Graduate Studies and Postdoctoral Affairs;
- At least one of whom is a tenured or tenure-track member of the offering Department or Program, and
- At least two of whom hold regular faculty appointments at the University of Waterloo.

Additional committee members may be required at the discretion of the Department or Program. When examining committee members are external to the University of Waterloo, their purpose in the exam process shall be clearly communicated to the student(s) taking the exam.

Normally, the committee will not exceed five members.

## **Proposed Graduate Studies Academic Calendar content:**

The qualifying exam committee shall be Chaired by a tenured or tenure-track faculty member at the University of Waterloo with Approved Doctoral Dissertation Supervision (ADDS) status, normally from the offering Department or Program. The Chair's role is at a minimum to ensure that the exam is conducted and evaluated fairly and equitably, consistent with academic best practices. The Chair is a non-voting member of the qualifying examining committee.

Members of the committee who are supervising student(s) completing the qualifying exam shall make this relationship known to the Chair and other members of the committee prior to evaluation of the student's (or students') exam(s).

The composition of the qualifying examination committee will be approved by the Associate Dean, Graduate Studies, or a delegate.

The method by which the qualifying examining committee is constituted and the timing of the examining committee formation shall be clearly articulated and communicated to students.

## **Qualifying examination format and content**

The exam format is designed to test an entire cohort of students who attempt this milestone simultaneously, based on a common examination in a given time. The content of the qualifying exam shall be directly related to the stated purpose(s) of the exam. These elements shall be clearly articulated and communicated to students to ensure transparency and clarity of expectations. If a student in a program perceives a lack of clarity on these issues, these concerns should immediately be communicated to the student's Department's Graduate Officer.

## **Accommodations**

Students may warrant an accommodation to allow for an alternative exam format other than that which is described by Department or Program. For accommodations related to health, the student shall provide supporting medical documentation to the University's [AccessAbility Services](#). AccessAbility Services shall determine whether an accommodation is warranted. When an accommodation is determined to be appropriate, AccessAbility Services shall communicate the decision and the nature of the accommodation to the Graduate Officer in the student's home Department who will coordinate with the chair of the examining committee on the implementation of the Accommodation.

Requests for accommodation not related to health issues shall be made by students to the Graduate Officer in the students' home Department, who will coordinate the process by which the request for accommodation will be advanced.

## **Evaluation and outcomes of the qualifying examination**

All voting members of the committee shall complete their assessment of students' submissions individually. Each student's submission shall be assessed by at least two members of the qualifying examination committee. All student submissions made available to the committee for review shall be anonymous. Normally, the committee will meet to deliberate the outcomes.

The permitted outcomes and re-examination process for a qualifying examination are equivalent to that of a comprehensive examination.

**Proposed Graduate Studies Academic Calendar content:**

**Academic integrity and the qualifying examination**

The University considers academic integrity to be an integral part of all scholarship. Perceived violations of academic integrity are handled under University Policy 71. The guidelines surrounding process and academic integrity with respect to qualifying examinations are equivalent to that of comprehensive examinations.

**2) Supervisory relationships updates**

**Description and rationale for proposed changes:**

*The University responsibilities regarding supervisory relationships are being updated to provide better clarity of expectations for students and faculty as to what is expected when a relationship between a student and a supervisor ends.*

**Proposed effective date:** Term: Winter Year: 2021

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

<https://uwaterloo.ca/graduate-studies-academic-calendar/general-information-and-regulations/university-responsibilities-regarding-supervisory-relationships>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p><b>University responsibilities regarding supervisory relationships</b></p> <p>In instances when a graduate student is progressing satisfactorily but when the relationship between the student and their supervisor becomes untenable, it is important that there is clarity on expectations and responsibilities for both the student and the supervisor moving forward. This section provides direction to this end.</p> <p><del>The situation in which a student is not progressing satisfactorily is described in the <a href="#">Guidelines for evaluating and providing feedback on graduate student progress in PhD and research Masters programs</a>.</del></p> <p>Note that a loss of funding is not normally a valid reason for a faculty member to end a supervisory relationship. In those cases, it is the responsibility of the supervisor, the</p>	<p><b>University responsibilities regarding supervisory relationships</b></p> <p>In instances when a graduate student is progressing satisfactorily but when the relationship between the student and their supervisor becomes untenable, it is important that there is clarity on expectations and responsibilities for both the student and the supervisor moving forward. This section provides direction to this end.</p> <p><u>This section does not apply to students that have a documented history of not having met academic progress expectations including research goals. Rather, information for supporting students who are not meeting academic expectations is provided in the <a href="#">Guide for Graduate Research and Supervision</a> and in the <a href="#">Guidelines for evaluating and providing feedback on graduate student progress in PhD and research Masters program</a>.</u></p>

<b>Current Graduate Studies Academic Calendar content:</b>	<b>Proposed Graduate Studies Academic Calendar content:</b>
<p>department/school or program, and the Faculty to secure funding to support the student to the end of the funding commitment as articulated in the student’s offer of admission or to the University-mandated program time limits. In some instances, funding for students is provided at the Faculty level.</p> <p>A. In cases where the supervisor wishes to discontinue the relationship:</p> <p>The supervisor will have provided the student with ongoing, constructive feedback such that the student has had an opportunity to react to and address the supervisor’s concerns. Normally, a student should have a minimum of two terms with the supervisor in order to evaluate the goodness of fit between student and supervisor before a final determination is made on discontinuing the relationship.</p> <p>When the supervisor starts the process of ending the supervisory relationship, the supervisor shall communicate in writing to the student the rationale for the discontinuation. The intention of this communication is for the student to have the opportunity to meaningfully reflect on the situation and consider how this may influence future choices.</p> <p>If the student wishes to continue at the University of Waterloo, the University makes the following commitments in support of the student:</p> <ol style="list-style-type: none"> <li>1. The previous supervisor will not take actions that negatively influence the likelihood of the student finding a new supervisor;</li> <li>2. The supervisor, department/school or Faculty will provide funding at the University minimum levels to the student for up to two terms while the student seeks a new supervisor (within or outside the Faculty); these will be aligned with important University dates.</li> <li>3. The Graduate Officer in the student’s home department/school or program will:               <ol style="list-style-type: none"> <li>a) assist the student in developing materials (CV, research</li> </ol> </li> </ol>	<p>Note that a loss of funding is not normally a valid reason for a faculty member to end a supervisory relationship. In those cases, it is the responsibility of the supervisor, the department/school (<b>Graduate Officer</b>) or program, and the Faculty to secure funding to support the student to the end of the funding commitment as articulated in the student’s offer of admission or to the University-mandated program time limits. In some instances, funding for students is provided at the Faculty level.</p> <p><u>It is also essential to ensure that if a student is struggling within their program that every effort is made to assist the student and direct them to relevant resources on campus (e.g. Counselling Services).</u></p> <p>A. In cases where the supervisor wishes to discontinue the relationship:</p> <p>The supervisor will have provided the student with ongoing, constructive feedback such that the student has had an opportunity to react to and address the supervisor’s concerns. Normally, a student should have a minimum of two terms with the supervisor in order to evaluate the goodness of fit between student and supervisor before a final determination is made on discontinuing the relationship.</p> <p>When the supervisor starts the process of ending the supervisory relationship, the supervisor shall communicate in writing to the student the rationale for the discontinuation. The intention of this communication is for the student to have the opportunity to meaningfully reflect on the situation and consider how this may influence future choices.</p> <p>If the student wishes to continue at the University of Waterloo, the University makes the following commitments in support of the student:</p> <ol style="list-style-type: none"> <li>1. The previous supervisor will not take actions that negatively influence the likelihood of the student finding a new supervisor;</li> </ol>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>statement, etc.) that can be presented to potential new supervisors;</p> <p>b) contact academic colleagues and arrange meetings between potential supervisors and the student;</p> <p>c) serve as a temporary supervisor (the meaning of which is to sign forms, ensure courses are correct, but not provide academic input) until a new supervisor is found or the student’s program ends.</p> <p>4. The department/school or Faculty will communicate in writing the date by which a new supervisor must be in place and the implications of not meeting this date. Typically, students who are unable to obtain a new supervisor will be given the opportunity to voluntarily withdraw from their program. In cases where the student opts not to voluntarily withdraw, the department/school or program may reach a decision of “required to withdraw”.</p> <p>B. In cases where a student wishes to discontinue the relationship:</p> <p>There are numerous reasons as to why a student may want to discontinue their relationship with their supervisor. Should there be reasons that relate to University Policy, options through those avenues should be shared with the student by the Graduate Officer. However, the University recognizes that sometimes there is not a good fit between the student and their supervisor. Hence, the student should have the opportunity to find another supervisor to continue their graduate studies at the University of Waterloo.</p> <p>The Graduate Officer in the student’s home department/school or program will have actively been engaged with the student and the supervisor in an effort to sustain the relationship. When those efforts are deemed to not have been successful, and the student wishes to stay at the University of Waterloo, the</p>	<p>2. The supervisor, department/school or Faculty will provide funding <u>at least</u> at the University minimum levels to the student for up to two terms while the student seeks a new supervisor (within or outside the Faculty); these will be aligned with important University dates. <u>The intention is to provide the student with as close to two full terms as possible and should be provided in a manner that will support and benefit the student. This is provided that the student is within their program limits.</u></p> <p>3. The Graduate Officer in the student’s home department/school or program will:</p> <p>a) assist the student in developing materials (CV, research statement, etc.) that can be presented to potential new supervisors;</p> <p>b) contact academic colleagues and arrange meetings between potential supervisors and the student;</p> <p>c) serve as a temporary supervisor (the meaning of which is to sign forms, ensure courses are correct, but not provide academic input) until a new supervisor is found or the student’s program ends;</p> <p>d) <u>address issues around access to research, office space and direct students to campus resources regarding data ownership and authorship.</u></p> <p>4. The department/school or Faculty will communicate in writing the date by which a new supervisor must be in place and the implications of not meeting this date. Typically, students who are unable to obtain a new supervisor will be given the opportunity to voluntarily withdraw from their program. In cases where the student opts not to voluntarily withdraw, the department/school or program may reach a decision of “required to withdraw”.</p>

<b>Current Graduate Studies Academic Calendar content:</b>	<b>Proposed Graduate Studies Academic Calendar content:</b>
<p>University makes the following commitments in support of the student:</p> <ol style="list-style-type: none"> <li>1. The previous supervisor, faculty members, and staff in the student’s home department/school or program will not take actions that negatively influence the likelihood of the student finding a new supervisor;</li> <li>2. The department/school or Faculty will provide funding at the University minimum level for a maximum of one term while the student seeks a new supervisor (within or outside the Faculty);</li> <li>3. The Graduate Officer in the student’s home department/school or program will serve as a temporary supervisor during this period [see A. 3 (c), in the previous section].</li> <li>4. The department/school or Faculty will communicate in writing the date by which a new supervisor must be in place and the implications of not meeting this date. Typically, students who are unable to find a new supervisor will be given the opportunity to voluntarily withdraw from their program. In cases where the student opts not to voluntarily withdraw, the department/school or program may reach a decision of “required to withdraw”.</li> </ol>	<p>B. In cases where a student wishes to discontinue the relationship:</p> <p>There are numerous reasons as to why a student may want to discontinue their relationship with their supervisor. Should there be reasons that relate to University Policy, options through those avenues should be shared with the student by the Graduate Officer. However, the University recognizes that sometimes there is not a good fit between the student and their supervisor. Hence, the student should have the opportunity to find another supervisor to continue their graduate studies at the University of Waterloo.</p> <p>The Graduate Officer in the student’s home department/school or program will have actively been engaged with the student and the supervisor in an effort to sustain the relationship. When those efforts are deemed to not have been successful, and the student wishes to stay at the University of Waterloo, the University makes the following commitments in support of the student:</p> <ol style="list-style-type: none"> <li>1. The previous supervisor, faculty members, and staff in the student’s home department/school or program will not take actions that negatively influence the likelihood of the student finding a new supervisor;</li> <li>2. The department/school or Faculty will provide funding <b>at least</b> at the University minimum level for a maximum of one term while the student seeks a new supervisor (within or outside the Faculty) <u>provided the student is within their program limits</u>;</li> <li>3. The Graduate Officer in the student’s home department/school or program will serve as a temporary supervisor during this period [see A. 3 (c, <u>d</u>), in the previous section].</li> <li>4. The department/school or Faculty will communicate in writing the date by which a new supervisor must be in place and the implications of not meeting this date. Typically, students who are unable to find a new supervisor will be given the opportunity to voluntarily withdraw from</li> </ol>



Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
	<p>their program. In cases where the student opts not to voluntarily withdraw, the department/school or program may reach a decision of “required to withdraw”.</p> <p><u>If there is uncertainty regarding which of the above two scenarios apply to the situation, the default will be to extend funding for two terms.</u></p> <p><u>More information is provided in the <a href="#">Guide for Graduate Research and Supervision</a> regarding the pathways for graduate students to obtain support.</u></p>

**Graduate Operations Committee approval date (mm/dd/yy): 07/17/20**

**University of Waterloo**  
**UNIVERSITY COMMITTEE ON STUDENT APPEALS (UCSA)**  
**REPORT TO SENATE**  
**16 November 2020**

**FOR INFORMATION**

In accordance with Policy 72 – Student Discipline, the UCSA is to provide an annual report to Senate on the number of student discipline cases heard at the University and faculty levels, their nature and such recommendations as it sees fit to make with respect to matters under its jurisdiction. Provided in this report is the required information for 1 September 2019 to 31 August 2020, as well as the required information for the two years prior.

The numbers reported in the chart below include findings of guilt for graduate and undergraduate students at the University and faculty levels.

In an attempt to preserve confidentiality, cases are not reported by faculty, unit or program. Annual summaries (with identifying student and faculty names removed) of discipline cases, grievances and appeals are posted to the Secretariat’s website: <https://uwaterloo.ca/secretariat/committees-and-councils/university-committee-student-appeals>.

<b>DISCIPLINE OFFENCE</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>ACADEMIC</b>			
Academic or admission fraud	14	14	0
Altering or falsifying a relevant document	13	26	0
Cheating	324	544	1340
Contravention of statute	0	0	0
Impersonation	38	25	57
Misrepresentation	125	92	25
Obtaining confidential academic materials	0	0	4
Plagiarism	1477	1625	1922
Theft of intellectual property	53	26	98
Unauthorized aids or assistance	56	93	604
Unauthorized co-operation or collaboration	821	1464	1366
Unauthorized resubmission of work	75	49	12
Violation of examination regulations	40	27	159
Other	12	12	1
<b>NON-ACADEMIC</b>			
Contravention of a statute	0	0	0
Disruptive, dangerous, aggressive or threatening behaviour	31	21	14
Infringing unreasonably on the work of others	9	0	1
Mischief	0	1	0
Misuse of University resources	1	21	2
Theft	0	0	0
Unauthorized use of equipment	4	0	0
Unethical behaviour	61	5	0
Other	10	37	10

22 October 2020  
 /ns

Jeff Casello  
 Chair