DATE: Tuesday 9 February 2021
TIME: 12:00 noon – 2:00 p.m.
PLACE: Teams – See meeting invitation or contact the secretary

Open Session

Item Action

1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw I* ............... Information

2. Approval of the 12 January 2021 Minutes** and Business Arising .................. UGC

3. Curricular Items for Approval & Information
   a. Arts* ............................................................................. UGC
   b. Environment* .............................................................. Information

4. Registrar’s Office
   a. Spring Grade Submission Dates* ..................................... Information
   b. Undergraduate Scholarships, Awards and Bursaries* .......... Information

5. Academic Program Reviews
   a. Revised Process for Approving FARs and Two-Year Reports* ......... Information
   b. Academic Program Reviews - Status ................................ Information
   c. Handling of Final Assessment Reports & Two-Year Progress Reports*.. Information
   d. Two-Year Report – Mathematics/Teaching* ............................ UGC

6. University Communication Outcomes – Approval Process* ..................... 6a SEN-R; 6b Information

7. Other Business ........................................................................

8. Next Meeting: Tuesday 9 February 2021, 12:00 to 2:00 p.m. via Teams

*material attached/to be distributed**

“SEN-consent” to be recommended to Senate for approval (consent agenda)
“SEN-regular” to be recommended to Senate for approval (regular agenda)
“UGC” to be approved on behalf of Senate & sent to Senate for information

Rebecca Wickens
Associate University Secretary

4 February 2021
## 8. Declarations of conflict of interest

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.01</td>
<td>At the beginning of each meeting of Senate or any of Senate’s committees or councils, the chair will call for members to declare any conflicts of interest with regard to any agenda item. For agenda items to be discussed in closed session, the chair will call for declarations of conflict of interest at the beginning of the closed portion of the meeting. Members may nonetheless declare conflicts at any time during a meeting.</td>
</tr>
<tr>
<td>8.02</td>
<td>A member shall be considered to have an actual, perceived or potential conflict of interest, when the opportunity exists for the member to use confidential information gained as a member of Senate, or any of Senate’s committees or councils, for the personal profit or advantage of any person, or use the authority, knowledge or influence of the Senate, or a committee or council thereof, to further her/his personal, familial or corporate interests or the interests of an employee of the university with whom the member has a marital, familial or sexual relationship.</td>
</tr>
<tr>
<td>8.03</td>
<td>Members who declare conflicts of interest shall not enter into debate nor vote upon the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).</td>
</tr>
<tr>
<td>8.04</td>
<td>Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).</td>
</tr>
</tbody>
</table>
1) **HIST 256 Prerequisite correction**

**Effective date:** September 01, 2021

**Change:** change prerequisite language to “level at least 2A” (previously “Level 2A”)

**Rationale:** The prerequisite for HIST 256 should clarify that students in level 2A and above (not just 2A) can take the course.

Current course description:

**HIST 256 DIS,LEC 0.50 Course ID: 015578**

*Murder in Canadian History*

This course examines several major murder cases in Canadian history in order to provide insight into Canada’s history and explore how the nation has developed legally, politically, economically, and socially.

*Prereq:* Level 2A.

*Antireq:* HIST 291 (RDG 001) taken spring 2016, HIST 291 (RDG 001) taken spring 2017

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2) **RS 152 renumbered to RS-254 RS 253 – Christianity’s Big Questions – retroactive approval**

**Effective date:** September 01, 2021

**Change:** Renumber RS 152 to RS 253.

**Rationale:** RS 152 was renumbered effective September 01, 2021, but the number assigned initially (RS 254) was already in use. The renumbered course (Course ID: 008287, Christianity’s Big Questions) should be RS 253.

Course description:

**RS 253 LEC 0.50 Course ID: 008287**

*Christianity’s Big Questions*

*Who is God? What does it mean to be human? What difference does the death of Jesus Christ make? What is the purpose of the Christian church? What happens after death?* This course will explore the diversity of Christian responses to these questions and examine debates about the meaning of such beliefs in contemporary contexts.

*[Note: This course fulfils an Area 2 requirement for Religious Studies majors.]*

*Antireq:* RS 152
Senate Undergrad Council
Faculty of Environment
February 9, 2021

Approval agenda:
1. Course Changes (attachment 1)
2. Course Inactivations (attachment 1)
3. Diploma in Environmental Assessment and Diploma in Ecological Restoration and Rehabilitation (attachment 2)

Information agenda:
4. Environment and Business, Business Option, and International Development Minor (attachment 3)
COURSE CHANGES  (for approval)

Dean of Environment

Current Catalog Information

ENVS  201  ( 0.50 )  LEC, SEM  Introduction to Canadian Environmental Law

Introduction to the basic legal framework that regulates the natural environment in Canada. The course provides students with an understanding of the foundational legal institutions in Canada and their respective roles in environmental regulation. The course includes both public and private law approaches to environmental regulation, and covers the principal regulatory tools used to protect the environment.

No Special Consent Required

Requisites :

Prereq: Level at least 2A.  Antireq: (For Mathematics Students only) AFM 231/LS 283, BUS 231W, CIVE 491, GENE 411, ME 401, MTHEL 100/COMM 231

Effective  01-SEP-2022

Requisite Change :

Prereq: Level at least 2A.

Rationale :

Remove all listed antireqs. Upon review these courses do not have enough overlap in material to be deemed anti-requisites. The Faculties of ARTS, ENG and MATH have been consulted and approve this change.

Knowledge Integration

Current Catalog Information

INTEG  410  ( 0.50 )  DIS, LEC, PRJ, SEM  Interdisciplinary Collaboration

"Interdisciplinary collaboration" is a popular term these days, but what does it mean, exactly, and what makes it successful? In this course, we will examine the nature of interdisciplinarity (such as differences between multi-, inter-, and transdisciplinarity), barriers to collaborating across disciplinary boundaries, and strategies for facilitating more effective collaborations. The course will be taught using collaborative learning techniques that allow students to shape the direction of the course and to work with the instructor to co-create assignments.

No Special Consent Required

Requisites :

Prereq: Level at least 2A Knowledge Integration or Level at least 3A.

Antireq: INTEG 475 W19 001

Effective  01-SEP-2022

Requisite Change :

Prereq: Level at least 2A Knowledge Integration or Level at least 3A.

Antireq: INTEG 475 W19 001, INTEG 475 W21 041

Rationale :

INTEG 410 is a new course effective September 2021 (approved SUC Oct 6, 2020). The addition of INTEG 475 W21 to the antireqs is required as the course is being offered as a special topics Winter 2021.
COURSE INACTIVATIONS (for approval)

Dean of Environment

Effective 01-SEP-2022
ENVS 400 (0.50) First Peoples and Business Development
Rationale: Content now covered under new INDENT courses through the Faculty of Arts.

St Paul's University College

Effective 01-SEP-2022
SVENT 225P (0.50) Social Entrepreneurship: Exploring Social Change
Rationale: Content now covered under new INDENT courses offered through the Faculty of Arts.

Effective 01-SEP-2022
SVENT 325P (0.50) Social Entrepreneurship: Launching a Social Venture
Rationale: Content now covered under new INDENT courses offered through the Faculty of Arts.

End of Report
To: Senate Undergraduate Council  
From: Brendon Larson, Faculty of Environment  
Date: February 9, 2021  
Re: Diploma in Environmental Assessment / Diploma in Ecological Restoration and Rehabilitation

Effective: September 2022

Rationale: Add GEOG 456 to List D electives for the Diploma in Environmental Assessment and as an elective course for the Diploma in Ecological Rehabilitation and Restoration. GEOG 456 content has been deemed relevant as an elective course for both diplomas. Approved in consultation with Stephen Murphy and Bob Gibson, SERS.

Diploma in Environmental Assessment

List D:

Courses that involve material useful for case application of environmental assessment and related approaches to planning analysis, and problem solving:


Diploma in Ecological Restoration and Rehabilitation

Elective Courses

Four of: BIOL 351, BIOL 354, BIOL 457, BIOL 470, ENVS 300, ENVS 444, ERS 234, ERS 283, ERS 337, ERS 340, ERS 341, ERS 342, ERS 346, ERS 382, ERS 383/BIOL 383, ERS 446, ERS 484/GEOG 404, GEOG 368/PLAN 341, GEOG 381/PLAN 381, GEOG 387/PLAN 387, GEOG 405, **GEOG 456**, PLAN 340
To: Senate Undergraduate Council  
From: Brendon Larson, Faculty of Environment  
Date: February 9, 2021  
Re: Information only: Environment and Business, Business Option, and International Development Minor

Effective: September 2022

Rationale: Changes resulting from the inactivation of ENVS 400, SVENT 225P, and 325P

International Development Minor

Elective Course

One of: INDEV 302, INDEV 308, SVENT 225P, SVENT 325P

Business Option

Elective Courses

Three of: AFM 102, one other AFM course*, BET 350, BET 430, BET 450, BUS 452W, ECON 101, one other ECON course, ENBUS 112, ENBUS 211, ENBUS 314, ENVS 201, ENVS 400, ENVS 401, PHIL 215, SPCOM 223

Environment and Business Honours

Year 4

Two courses from the following:
ENBUS 406 Industrial Ecology: Sustainable Materials  
ENBUS 407 Corporate Sustainability Accounting and Reporting  
ENBUS 408 Best Practices in Regulations  
ENBUS 410 Engaging Stakeholders  
ENBUS 411 International Corporate Responsibility  
ENBUS 475 Special Topics in Environment and Business  
ENVS 400 First Peoples and Business Development  
ENVS 401 Aboriginal Law and Natural Resource Development
1. REGULATIONS
   1.1. Grade Submission – Spring 2021 Exception [for information]
1. REGULATIONS

1.1. Grade Submission – Spring 2021 Exception [for information]

**Effective date:** For Spring 2021 term only.

**Background and rationale:** Guidelines for grade submission deadlines are approved by Senate along with the set of yearly academic dates. They apply to both undergraduate and graduate courses, though text to be revised only appears in the Undergraduate Calendar.

*Guidelines for Determining Academic Calendar of Dates (Senate approved): Rule #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.

The problem: “Online courses” are no longer defined in the same way they were prior to COVID-19. In the past, “online courses” were CEL courses with in-person exams. Online courses are now offered across all faculties and may include an online exam. Thus, there is confusion about how the grade submission rules apply to the current online courses.

It is proposed that the grade submission rules for spring 2021 be changed as follows as an exception to the guideline (rule #15): Final grades for courses (on-campus and online/remote) with final exams scheduled during the final exam period are normally due seven days from the date of the final exam.

**Date reference chart**

<table>
<thead>
<tr>
<th></th>
<th>PRIOR SPRING 2021 DATES</th>
<th>REVISED SPRING 2021 DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Submission Period  β</td>
<td>July 29, 2021-August 24, 2021</td>
<td>August 6, 2021 – August 24, 2021</td>
</tr>
<tr>
<td>Grades due for courses with a final exam</td>
<td>7 days after the date of the final exam</td>
<td>7 days after the date of the final exam</td>
</tr>
<tr>
<td>Grades due for online courses</td>
<td>August 24, 2021</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade due for courses without a scheduled final exam</td>
<td>August 11, 2021</td>
<td>August 19, 2021</td>
</tr>
<tr>
<td>Grades due for courses with a major assignment due during the final exam period</td>
<td>N/A</td>
<td>August 24, 2021</td>
</tr>
</tbody>
</table>

**Current Undergraduate Calendar text:**

*Section of Calendar:* Calendar of Events and Academic Deadlines

*Legend for All Tables*

β Grades for on-campus courses are due in the Office of the Registrar throughout this period. Due dates for specific on-campus courses are normally scheduled seven days from the date of the final examination; those of online courses are due on the last day of the periods specified in the chart below. Grades for courses (on-campus and online) without a scheduled final examination are normally due 14 days after the start of the examinations.
Winter 2021: Grades for all courses are due in the Office of the Registrar throughout the grade submission period. Final grades for all courses without a scheduled exam or without a major assignment during the final exam period are due seven days after the start of the examinations. Final grades for all courses with a scheduled exam during the final exam period (on-campus or online/remote) are due seven days from the date of the final exam. Final grades for courses with a major assignment due during the final exam period are due on the last day of the grade submission period.

Proposed Revised Calendar text:

Grades for on-campus courses are due in the Office of the Registrar throughout this period. Due dates for specific on-campus courses are normally scheduled seven days from the date of the final examination; those of online courses are due on the last day of the periods specified in the chart below. Grades for courses (on-campus and online) without a scheduled final examination are normally due 14 days after the start of the examinations.

Winter 2021: Grades for all courses are due in the Office of the Registrar throughout the grade submission period. Final grades for all courses without a scheduled exam or without a major assignment during the final exam period are due seven days after the start of the examinations. Final grades for all courses with a scheduled exam during the final exam period (on-campus or online/remote) are due seven days from the date of the final exam. Final grades for courses with a major assignment due during the final exam period are due on the last day of the grade submission period.

Spring 2021: Grades for all courses are due in the Office of the Registrar throughout the grade submission period. Final grades for all courses without a scheduled exam or without a major assignment during the final exam period are due 14 days after the start of examinations. Final grades for all courses with a scheduled exam during the final exam period (on-campus or online/remote) are due seven days from the date of the final exam. Final grades for courses with a major assignment due during the final exam period are due on the last day of the grade submission period.
NEW UNDERGRADUATE SCHOLARSHIPS, AWARDS, and BURSARIES
to be added to the Undergraduate Awards Database
- submitted for February 9, 2021 meeting of Senate Undergraduate Council -

ENTRANCE AWARDS

Scott Beauchamp Memorial Bursary
Two bursaries, valued at $2,500 each, will be awarded annually to full-time undergraduate students enrolled in Year One of Computer Engineering. Selection will be based on academic achievement (minimum admission average of 80%) combined with demonstrated financial need as determined by the University of Waterloo. To be considered, students must complete the University of Waterloo Entrance Bursary on-line application by April 15. This bursary is made possible by a donation from Susan Beauchamp (sister) and Diane Beauchamp (mother) in memory of Scott Beauchamp (BASc ’90, Computer Engineering).
Method of Financing: annual donation (two-year pledge)

BlackBerry Scholars Award
Several renewable awards, valued at up to $20,000 paid over eight academic terms, will be awarded to Indigenous undergraduate students (a person who self-identifies as First Nations (Status/Non-Status), Metis or Inuit as defined in the Canadian Constitution Act 1982) entering Year One of any full-time degree program at the University of Waterloo. Selection will be based on a combination of academic excellence (minimum 80% admission average) and community involvement through extracurricular and/or volunteer activities. To be considered, students must submit an on-line award application by April 15. Recipients will receive $2,500 per academic term for up to eight terms (1A-4B). Payments beyond Year One are dependent on maintaining a minimum overall average of 70% and full-time enrolment.
Method of Financing: annual donation (five-year pledge to cover two cohorts)

Mike Garvey Entrance Scholarship in Accounting
A scholarship, valued at up to $1,200, will be awarded annually to a full-time undergraduate student entering Year One of the Accounting and Financial Management program in the School of Accounting and Finance (SAF) in the Faculty of Arts. Selection is based on academic excellence (minimum 80% admission average) and participation in volunteer activities as assessed through the Admission Information Form. This fund is made possible by a donation from José and Shana Hernandez in honour of Mike Garvey, the 2019 SAF Lifetime Achievement Award winner and a proud Waterloo alumnus, dedicated to advancing the School and University.
Method of Financing: endowment

Vitaly Pecherskiy Entrance Award
One award valued at $20,000, or two awards valued at $10,000 each, will be provided to full-time undergraduate students who self-identify as Black or Indigenous and who are enrolled in Year One of the Computer, Management, Mechatronics, Software or Systems Design Engineering program. To be eligible for consideration, candidates must be Canadian citizens or permanent residents. For the purpose of this scholarship, an Indigenous person is a person who self-identifies as First Nations (Status/Non-Status), Métis, or Inuit as defined in the Canadian Constitution Act 1982. Selection will be based on a combination of academic excellence (minimum admission average of 80%) as well as extracurricular and leadership involvement assessed through the Admission Information Form (AIF). Recipients will be encouraged to engage in outreach activities in their community and/or high school to create pathways for future students and additional financial incentives will be provided to support these endeavours. Interested Indigenous candidates may self-identify using the on-line application form or on their university application form through the Ontario University Application Centre. Black students must self-identify using the on-line application form. The on-line application form must be submitted by April 1st. This award is made possible by a donation from Vitaly Pecherskiy and is being provided to increase accessibility to education and create opportunities for underrepresented groups.
Method of Financing: one-time donation
NEW UNDERGRADUATE SCHOLARSHIPS, AWARDS, and BURSARIES
to be added to the Undergraduate Awards Database
- submitted for February 9, 2021 meeting of Senate Undergraduate Council -

Kanagampikai Suntharampillai Entrance Bursary
A bursary, valued at $2,000, will be awarded annually to a full-time undergraduate woman student enrolled in Year One of the Chemical Engineering program, wherein women are underrepresented. Selection will be based on academic achievement (minimum admission average of 80%) combined with demonstrated financial need as determined by the University of Waterloo. To be considered, students must complete the University of Waterloo Entrance Bursary on-line application by April 15. This fund is made possible by a donation from Jothi (Suntharampillai) Bavan in memory of her late mother Kanagampikai Suntharampillai.

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

AWARDS FOR CURRENT STUDENTS

James Barnett Tax Experiential Award
An award, valued at up to $1,200, will be provided annually to a full-time undergraduate student enrolled in Year Three or Four of any program in the School of Accounting and Finance in the Faculties of Arts, Mathematics, or Science. Selection is based on academic excellence (minimum 80% cumulative average), combined with active involvement in groups such as the Young Tax Professionals group - a co-curricular program where students participate in activities to gain a deeper understanding of career options in tax, develop technical and practical skills needed, and learn about current issues and specialty areas within the field. This award has a required experiential learning component where the selected student will have an opportunity to work directly with a tax faculty member on a tax education or technical research project during a term, as determined by the faculty member for whom they are working. Interested students should submit an application by August 15 to the Faculty Lead of the Young Tax Professionals group. This fund is made possible by the support of SAF faculty, staff and alumni in honour of Professor James Barnett, former Director of the School of Accounting and Finance.

Method of Financing: endowment

Carey Bissonnette Memorial Second Year Scholarship
A scholarship, valued at up to $1,200, will be awarded annually to an undergraduate student in the Department of Chemistry in the Faculty of Science, after the completion of Year One of a Regular program. Selection is based on academic excellence (minimum 80% cumulative average). Carey Bissonnette was the very first lecturer in the Faculty of Science, appointed in 1995. He is remembered for his wisdom, compassion, insight, humour, and most importantly, his passion for education.

Method of Financing: endowment

Janice Del Matto Memorial Award in Creative Writing
An award, valued at up to $1,200, is provided annually to a full-time undergraduate student enrolled in Year Two, Three, or Four of the Honours English program with a Creative Writing Specialization in the Faculty of Arts. Selection will be made on the basis of academic achievement (minimum 75% cumulative average) and a sample of creative writing submitted by the applicant. Applications should be submitted to the Administrative Manager in the Department of English Language and Literature by February 1. This fund is made possible by a donation from alumni Jeff Nesbitt (BA, ’97) and Tania Del Matto (BES ’98, MES ’07) in memory of Tania’s sister, Janice, who was a passionate and talented creative writer.

Method of Financing: endowment

Konrad Capstone Design Award
An award, valued at $2,000, will be provided annually to a student team undertaking a fourth-year capstone design project from Electrical, Computer, Management, Software, or Systems Design Engineering in the Faculty of Engineering. Selection will be based on project proposals that, in the opinion of the selection committee, demonstrate a focus on leveraging digital technology. This includes, but is not limited to, web or mobile applications, artificial intelligence, machine learning, voice or image recognition, or augmented reality/virtual reality to solve a problem. The winning team will have the opportunity to consult with industry mentors from Konrad Group. Interested students should apply through the Faculty of Engineering’s Capstone Design website. This fund is made possible by a donation from Konrad Group.

Method of Financing: annual donation (five-year pledge)
NEW UNDERGRADUATE SCHOLARSHIPS, AWARDS, and BURSARIES

to be added to the Undergraduate Awards Database

- submitted for February 9, 2021 meeting of Senate Undergraduate Council -

Liu-Kennington Award for the 2SLGBTQ+ Engineering Community
An award, valued at $1,000, will be provided annually to a full-time undergraduate student enrolled in Year Two, Three, or Four in any program in the Faculty of Engineering. Selection is based on academic achievement (minimum 70% cumulative average) and positive contributions to the 2SLGBTQ+ community through extracurricular or volunteer involvement. Interested students should submit an on-line application by October 1. This fund is made possible by a donation from Michelle Liu and Allie Kennington to support and celebrate students of the 2SLGBTQ+ community within the Faculty of Engineering.

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

Kay and Stuart Nicol Scholarship
A scholarship, valued at $2,500, will be awarded annually to a full-time undergraduate student enrolled in Year Two, Three, or Four in any program in the Faculty of Mathematics. Selection is based on academic excellence (minimum 80% cumulative average) combined with extracurricular and leadership involvement, etc. Interested students should submit an on-line application by October 15. This fund is made possible by a donation from Heather Nicol (BMath ’86) in loving memory of her parents, Kay and Stuart Nicol. They inspired Heather to continue her passion for mathematics and pursue a degree in Computer Science at the University of Waterloo.

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

Lana Paton Women in Finance Scholarship
A scholarship, valued at up to $2,000, will be awarded annually to a full-time woman undergraduate student enrolled in Year Three or Four of any program of the School of Accounting and Finance. Selection is based on academic excellence (minimum 80% cumulative average), combined with a demonstrated interest in pursuing a career in finance through work experiences and/or related activities such as finance competitions or the University of Waterloo Student Venture Fund. Interested students should submit an on-line application by October 1. This fund is made possible by a donation from Lana Paton (BMath ’93), who hopes to see more women in senior leadership roles in the field of Finance in Canada in the years to come.

Method of Financing: endowment

Kurt and Marianne Strobele Engineering Award
Two awards, valued at up to $24,000 each over six academic terms, will be awarded annually to full-time undergraduate students enrolled in Year Two of Chemical, Civil, Computer, Electrical, Mechanical or Software Engineering on the basis of academic excellence (minimum 80% cumulative average), active participation/leadership in extracurricular or volunteer activities, interest in pursuing a consulting type career, and strong communication skills. The value of the scholarship is $4,000 per term from 2A to 4B provided a cumulative average of 80% is maintained and the recipients remain enrolled in an eligible program. Hatch may also offer the scholarship recipients consideration for a work-term position. Interested students should submit an on-line application by October 1. This fund is made possible by a donation from Hatch, a leading global consulting, engineering technologies, information systems and project and construction management organization in honour of Kurt Strobele, Chairman of Hatch and his wife Marianne Strobele.

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

Talib Actuarial Science Scholarship
Four scholarships, valued at up to $5,400 each, will be awarded to outstanding students who are enrolled in Year Three or Four of any Actuarial Science program in the Department of Statistics and Actuarial Science. Selection will be based on academic excellence (minimum 80% cumulative average), combined with leadership and community involvement. Interested students should apply on-line by June 15. This fund is made possible by the generosity of Shams Talib (BMath ’94).

Method of Financing: annual donation (five-year pledge)
Jack Young Memorial Bursary
A bursary, valued at up to $2,100, will be awarded annually to a full-time undergraduate student enrolled in Year Three or Four of Chemical Engineering who has a demonstrated financial need as determined by the University of Waterloo and a minimum cumulative average of 75%. To be considered, students must complete the full-time bursary application by October 15. This fund is made possible by a donation from Joseph Chalhoub in memory of his dear friend, Jack Young, to honour Jack’s dedication and passion for public service.

Method of Financing: endowment

STUDENT-ATHLETE AWARDS

Brandon Moffatt Men's Hockey Excellence Award
Multiple awards, valued at up to $3,000 each, are given to members of the varsity men’s hockey team. Preference will be given to student-athletes who are enrolled in the Faculty of Engineering, have taken or are currently enrolled in Waterloo course/s related to entrepreneurship, and/or have entrepreneurial aspirations. This award recognizes leadership, athletic talent, and contribution to the Department of Athletics and Recreation, Warriors Men’s Hockey, and their community. This fund is made possible by a donation from alumnus Brandon Moffatt (BASc’02).

Method of Financing: annual donation (four-year pledge)
To: Kathy Winter, Secretary, Senate Graduate and Research Council
    Rebecca Wickens, Secretary, Senate Undergraduate Council
From: Amanda McKenzie, Director, Quality Assurance (Academic Programs)
Cc: Jeff Casello, Associate Vice-President, Graduate Studies and Postdoctoral Affairs
    David DeVidi, Associate Vice-President, Academic
Re: Revised Process for Approving Final Assessment Reports and Two-Year Progress Reports

MEMO

Over the past 5 years, it has been a challenge to move Final Assessment Reports and Two-Year Progress Reports through internal governance in a timely manner.

Under our current process it takes an average of about 12 months for FARs and Two-Year Progress Reports from the time they are reviewed by the AVPA or AVPGSPA through to approval at Senate. The Quality Assurance Office, in conjunction with the AVPA and AVPGSPA, have investigated the source of the delays and found it to be a combination of a process that involves many steps, difficulty recruiting very busy people to carry them out, and missed deadlines.

To resolve these issues, the AVPA, AVPGSPA and Quality Assurance Office propose the following procedural changes that reduce the number of steps in the process and, in our judgement, do not decrease the value of the process for programs under review.

In the revised process, the appropriate AVP(s) will review the FAR or Two-Year Progress Report and, as necessary, will generate a series of questions for consideration. The report and AVP questions will then be distributed to the appropriate Council(s) for members’ review and reactions within four weeks. If the comments are deemed as minor (in the judgement of the AVPs), the reports will come to the appropriate Council(s) for approval. Alternatively, if the concerns are substantive, feedback will be shared with the Program and revisions will be requested before coming to Council(s). When the reports are vetted at Council, program representatives will be invited to respond to questions that might arise.

Our hope is that this will reduce the time to process these files from 12 to three or four months on average, and that there will be no significant loss in the value of feedback and oversight the reports receive. The flowchart below summarizes the proposed process.
The Final Assessment Report or Two-Year Progress is submitted to QA Office, and shared with AVPA and AVPGSPA.

AVPA/AVPGSPA assesses the report and develops a list of questions.

AVPA/AVPGSPA shares the report with SUC/SGRC membership and requests feedback within ~4 weeks.

SUC/SGRC members submit feedback.

Guidelines are provided outlining relevant criteria for assessing a FAR or Two-Year Report (i.e., the existing ‘guiding questions’).

Programs may be asked to revise the FAR ahead of SUC/SGRC (in this case, the revised report must be submitted 2 days before the submission deadline for the next meeting, giving ~4 weeks to make revisions).

The report is submitted to SUC/SGRC Agenda.

The program Chair/Director or delegate is invited to attend the SUC/SGRC meeting. Questions/comments from the Council are shared with the Chair/Director in advance of the meeting.

SUC/SGRC meeting takes place. There is a general discussion about the report based on the questions/comments received in advance, and any additional commentary, as needed.

SUC/SGRC votes to accept the report.

SUC/SGRC votes to accept the report with minor revisions.

QA Office liaises with Chair/Director to complete revisions.

SUC/SGRC votes to send report back for major revisions.

QA Office liaises with Chair/Director to complete revisions.

Revised report is submitted to SUC/SGRC for re-approval.

Once accepted, the report is submitted to Senate for information.
Scenario 1:

The Final Assessment Report for Zoology (BSc) is signed and submitted to the Quality Assurance Office on January 1. The AVPA assesses the report and develops a list of questions on January 20 and the report is shared with SUC membership, with a deadline for feedback of February 19. Between February 19-23, the QA Office makes the determination that the report may proceed without further revision. On February 23, the report is submitted to the SUC agenda, the Chair of Zoology is invited to the meeting, and questions from the membership are shared with them. On March 9, SUC takes place and SUC votes to accept the report. On April 19, the report is received at Senate for information.

Scenario 2:

The Two-Year Progress Report for Zoology (MSc) is signed and submitted to the Quality Assurance Office on January 1. The AVPGSPA assesses the report and develops a list of questions on January 20 and the report is shared with the SGRC membership, with a deadline for feedback of February 19. On Feb 19, the QA Office makes the determination, based on the feedback, that the report requires revision before being presented to SGRC. The feedback is shared with the Chair, and a deadline for the revised report is set for March 25. On March 29, the report is submitted to the SGRC agenda, the Chair of Zoology is invited to the meeting and questions from the membership are shared with them. On April 12, SGRC takes place and SGRC votes to send the report back for major revisions. The QA Office liaises with the Chair to complete the revisions and resubmit the revised report to SGRC by April 26 for the May 10 meeting. On May 10, SGRC votes to accept the report, and it is received by Senate for information on June 21.
Handling of Final Assessment Reports & Two-Year Progress Reports related to academic program reviews

Introduction
Waterloo’s Senate Undergraduate Council (SUC) and Senate Graduate and Research Council (SGRC) have a duty to consider all aspects relating to the academic quality of undergraduate studies and graduate studies within the University. As described in Waterloo’s Institutional Quality Assurance Process (IQAP), documentation emerging from the cyclical program review process includes:

- **Final Assessment Report**, which summarizes the self-study, external reviewers’ report, program response, and implementation plan, and
- **Two-Year Progress Report**, which reports on progress related to the implementation plan.

Final Assessment Reports (FARs), require two SUC or SGRC members to review the report, whereas, Two-Year Progress Reports only require one SUC or SGRC member, although at the SUC/SGRC Chair’s discretion, a second reviewer may be sought. In order to ensure that student representatives have the opportunity to review each report, the WUSA VP, Education and GSA President receive these documents in advance for information. Any questions or concerns they might have can be raised and addressed, if needed, prior to the report being approved at SUC/SGRC. This review process is coordinated by the Quality Assurance (QA) Office.

To promote transparency and foster integrity in the review process, reviewers should not be members of the Faculty or Affiliated and Federated Institutions of Waterloo (AFIW) from which the report originates.

Assessment
Reviewers will consider a series of **guiding questions** (see below) in arriving at their recommendation for revision or approval to SUC or SGRC. Before reporting to SUC or SGRC, reviewers will ask questions and share their observations, as well as any concerns they have identified with the report, to the Quality Assurance Office, who will then connect with the Chair or Director of the program. The WUSA and GSA representative will also receive these reports for information prior to submission to SUC/SGRC.

The Quality Assurance Office will ensure that any revisions to the reports are completed by the Chair or Director of the program, prior to the QA Office submitting the report for approval at a SUC or SGRC.

**Does the Final Assessment Report:**

1) Include a credible implementation plan that not only addresses the substantive issues identified from the program review process but also identifies clearly:
   - What actions will follow from specific recommendations?
   - Who will be responsible for acting on those recommendations?
   - Who will be responsible for providing resources?
   - Priorities for implementation and realistic timelines for initiating and monitoring actions?

2) Provide a rationale as to why a recommendation(s) will not be pursued?
The program Chair or Director (or their chosen delegate) will attend the SUC or SGRC meeting to address any questions or concerns that might arise during SUC/SGRC.

SUC’s and SGRC’s responsibility will be to focus on the overall credibility and feasibility of the report and the proposed plan of action – seeking to uncover, for example, unexplained disjunctions between the reviewers’ recommendations and the program’s response – as opposed to the minutiae of course content and curriculum structure.

A Final Assessment Report or Two-Year Progress Report that is approved by a majority vote of SUC/SGRC will be submitted to Senate for information. Should the discussion at SUC or SGRC reveal issues of concern that require revision, the Quality Assurance Office will work with the program Chair or Director to address the concern(s). If minor revisions are needed, the report will be edited and then it will proceed to Senate for information without re-approval from SUC/SGRC; however, any major revisions will require SUC/SGRC review and approval.

**Status of Reports under Review**
A summary of the status of all reports under review, including reports for which the QA Office is seeking reviewers, can be found at the following link:
[https://uwaterloo.ca/academic-program-reviews/status-reports-under-review](https://uwaterloo.ca/academic-program-reviews/status-reports-under-review)
Two-Year Progress Report
Mathematics/Teaching (BMath)
December 2020

Background
The last review of the Mathematics/Teaching (BMath) program was conducted in 2015-2016. The Final Assessment Report was approved by Senate in November 2018. The report pointed out many positive aspects of the program, including the extensive mathematics background of its graduates, in addition to the direct and relevant high school teaching experience gained through co-op placements. The report also offered some recommendations from the external reviewers. In order to implement the recommendations, the goals, objectives and key priorities for the program were reconfirmed through consultation between the CEMC Director, current program personnel, and the Director of Mathematics/Teaching. These include:

• Providing students direct and relevant work-term experience in the teaching profession
• Graduating competent mathematics students who are prepared to be future leaders within the teaching profession
• Exposing students to work-terms in business in industry in order to help inform the students' teaching

Progress on Implementation Plan

1. Mathematics/Teaching should be continued and succession planning should begin in a manner that allows for an overlap with existing faculty. This will allow existing practices to be understood and relationships with existing schools to be continued.

   Status: completed
   Details: A new Director for the program was appointed in July 2018. Discussions around interest and availability with current staff provided additional personnel who have been brought in to support the program going forward. The previous Director of the program continues to work within the Centre for Education in Mathematics and Computing (CEMC), allowing for existing practices to be understood and relationships with existing employers to be continued.

2. Modification of the existing MTHEL course should be considered, such as changing the orientation from teacher/textbook-centered approaches to student-centered approaches.

   Status: completed
Details: The course syllabus for MTHEL 206A was revamped in Winter 2019, and the Spring 2019 offering was delivered following the new syllabus. Among other changes, MTHEL 206A now familiarizes students with a variety of teaching techniques, introduces students to current curriculum expectations and evaluation philosophy, and explores successful classroom management strategies.

3. Addition of a second MTHEL course should be considered. For example, bringing the students back together to debrief their placements would be beneficial. In effect, the first MTHEL course is taken, the placements are done, but there is no opportunity for students to reflect on their teaching experience within their cohort. Having a mechanism whereby students could share, and reflect on how their co-op placements connected to the concepts taught in the first MTHEL course would be worthwhile and enrich the educational experience.

Status: in progress
Details: We have continued discussions about this possibility. Finding an appropriate term in which to offer a “MTHEL 206B” course so that each Mathematics/Teaching student could fit this course into their schedule is a challenge. The significant benefits may warrant finding a solution to this challenge. Alternatively, we have had discussions about offering an evening seminar as a program milestone in place of a course. As of December 2020, the offering of a “MTHEL 206B” is no longer a consideration. Alternatives such as a program milestone are still being considered.

4. The Teaching option [now known as Mathematics/Teaching] should be advertised as such in the Calendar (on first glance, it currently appears to be available only through the stand-alone Mathematics/Teaching program), so that more students recognize the opportunity to individualize or add extra value to their degree.

Status: in progress
Details: The opportunity to combine Mathematics/Teaching with most departmental honours plans in the Faculty of Mathematics is stated as a note within the Calendar. This note will be placed in a more prominent location within the Calendar effective Fall 2021.

5. (i) Further increase in enrolment may be achieved through the use of statistics to show that there is a need for mathematics teachers.
(ii) In conjunction with this, broadening the placements to clearly include grades 7-10 and/or placements in community colleges may help address a need for more placement options.
(iii) Lastly, having an arrangement for direct admission into a Faculty of Education
would also provide additional motivation for students to consider adding the teaching option to their degree.

Status: (i) **completed**, (ii) **in progress**, (iii) **in progress**

**Details:**

(i) The statistics showing the need for mathematics teachers have been sourced and are being shared with prospective Mathematics/Teaching students at program information sessions.

(ii) It is necessary to increase the number of students in the program before the number of placements. Having said this, program personnel are in the process of connecting with potential future employers so that when program enrolment increases, the addition of placements may follow efficiently.

(iii) We agree that direct admission into a Faculty of Education may provide additional motivation for students to choose Mathematics/Teaching. It would however also restrict the possible choices of subjects that students could select as a second teachable. Discussions, both internally and with potential Faculties of Education, will continue.
## Updated Implementation Plan

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Proposed Actions</th>
<th>Responsibility for Leading and Resourcing (if applicable) the Actions</th>
<th>Timeline for addressing Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Succession planning</td>
<td></td>
<td>Director, Mathematics/Teaching</td>
<td>Completed</td>
</tr>
<tr>
<td>2. MTHEL206A course modification</td>
<td></td>
<td>Director, Mathematics/Teaching</td>
<td>Completed</td>
</tr>
<tr>
<td>3. Addition of MTHEL206B</td>
<td>Continue discussions</td>
<td>Director, Mathematics/Teaching</td>
<td>Ongoing; decision to be made by end of 2020</td>
</tr>
<tr>
<td>4. Promotion of Mathematics/Teaching in the Course Calendar</td>
<td>Changes to Calendar have been requested</td>
<td>Director, Mathematics/Teaching</td>
<td>Seeking final approval April 2020, for Fall 2021 Calendar</td>
</tr>
<tr>
<td>5. (i) Use of statistics (ii) Broadening placements (iii) Partnership with a Faculty of Education</td>
<td>(i) Continue to update stats and share with prospective M/T students (ii) Continue to connect with prospective employers (iii) Continue discussions</td>
<td>Director, Mathematics/Teaching</td>
<td>(i) Completed (ii) Bring on new employers as is needed to meet enrolment growth (iii) Ongoing; decision to be made by end of 2020</td>
</tr>
</tbody>
</table>

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: 2022-23

Signatures of Approval:

Chair/Director

12/12/2019

AFIW Administrative Dean/Head (For AFIW programs only)

Faculty Dean

Jan 21, 2020

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
(For undergraduate and augmented programs)

May 26, 2020

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Two-Year Progress Report: Math / Teaching

Name of Reviewer: Cristina Vanin
Date: 1/25/2021

Does the Two-Year Progress Report:

1. Clearly describe progress achieved on the various action items in the implementation plan? ☒ Yes ☐ No

2. Explain convincingly any circumstances that would have altered the original implementation plan? ☒ Yes ☐ No

3. For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible? ☒ Yes ☐ 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? ☒ Yes ☐ No

General Comments

I appreciate the clear feedback that the program provided to the questions that I raised about the two-year progress report.
Undergraduate Communications Outcomes

Motion:

(1) Whereas in 2015 Deans Council endorsed the proposition that all undergraduate students will have achieved communications outcomes in comprehension, conceptualization, and contextualization, ideally, at the end of their first year of study at the University of Waterloo:

Senate Undergraduate Council endorses the development of calendar language that reflects the Undergraduate Communications Outcomes (UCO) as an institutional academic priority and that such language be brought forward for approval through appropriate academic channels.

(2) That Senate Undergraduate Council endorse the implementation of a process for reviewing and approving new or revised UCO curricular items, substantially as outlined in the diagram below the Rationale.

Rationale:

(1) The UCO are, de facto, an academic priority of the University. Appropriate calendar language to that effect will clarify this important fact for students and prospective students, will clarify expectations for curriculum committees considering changes, and facilitate consistent academic decision making.

(2) In 2012, Senate endorsed a white paper titled “The Task Force on Support for English Language Competency Development at the University of Waterloo: Final Report” (aka “The Stubley Report”) which stated: “English language competency, simply put, is crucial for University of Waterloo students. It underpins every task that the university requires of them, providing the foundation they need for deep learning. Likewise, language and communication skills are vital in the workplace, whether for students on a co-op work term or for graduates pursuing their careers. Moreover, the university’s reputation for excellence rests largely on the performance of its students when they move onto careers or higher learning.” A variety of initiatives and projects carried out in response to the recommendations in that report led to the development of various approaches to achieving the UCO by first year students across the University, and eventually to the Deans Council endorsement referred to above. More details of that commitment can be found here.

By 2019, while there was quite general satisfaction with the quality of the various UCO courses on campus, it was precarious due to the lack of well-defined financial arrangements, and a lack of clarity about academic governance and financial oversight. As a result, a project was undertaken to develop a sustainable financial and governance model, and to socialize and gain acceptance for the model from stakeholders (including units and instructors delivering UCO courses, Deans, the Provost both with respect to the finances and the academic governance aspects, etc.)

The model presumes that the Undergraduate Communications Outcomes are an institutional priority, and as such receive centralized financial support so that the courses involved can be taught in pedagogically appropriate ways. In particular, from 2021 onwards, it identifies a preferred model in which courses can be taught in sections with a specified average enrolment, by relevant subject specialists, as eligible for additional central financial support.
An assumption for the launch of the model is that all existing UCO courses satisfactorily fulfil the UCO, so an adaptation for processes involved in academic approvals applies only to changes. The intention of the model described here is to recognize that academic changes can have both academic and resource implications. As a pan-university initiative, it is appropriate that some group with relevant expertise evaluate whether the changed courses satisfactorily achieve the UCO. Since much of this teaching crosses Faculty boundaries, it is appropriate, in light of the need to plan (e.g. with respect to hiring faculty members), that the financial implications of proposed changes also be subject to evaluation.

The opinion of the Secretariat is that the model described here does not change academic governance by Senate or its councils. We are bringing this to Senate and Senate Undergraduate Committee to make explicit that proposed substantial changes to UCO delivery will receive both academic and financial scrutiny before going through the Faculty Councils, SUC and, as applicable, Senate for approval. In this respect, the process indicated below is roughly modeled on the approval process for new programs.

Senate Undergraduate Committee should be aware that the process below may be modified in its details. The detailed workings of the new model should be expected to evolve as we learn what works and what does not. Only changes that deviate from the spirit of the model described below will be brought back to these bodies for further consideration. SUC will be consulted and Senate informed about significant developments as the process evolves.

Comments about the diagram:

- There is mention of UCO Group. This is a group currently being established. The details of its remit are likewise being developed. It will be advisory to the AVPA, and will have the described role in advising about the academic appropriateness of substantial UCO changes. It will also (among other things) work out logistical details of UCO offerings, and design and oversee quality assurance for UCO. It will build on substantial work already completed by the former Steering Committee, English Language Competency Initiative (SCELCI).

- As with new program approvals, there is a step in which the Vice-President, Academic and Provost, as the officer collegially selected as both the chief administrative officer and the chief financial officer for academic matters is responsible to assess both the academic and financial implications of a proposal. For UCO changes, the VPAP decision will normally be delegated to the Associate Vice-President, Academic. As with new program approvals, discussions with the Deans involved inform the decisions as appropriate.

- Obviously, ensuring that there is an efficient method for determining whether a proposal has “substantial” implications (whether financial or academic) is important for the success of this model. This will be an active subject of discussion involving stakeholders in the coming weeks.
Program/Faculty drafts proposed changes

Proposal involves substantial changes?

- Not substantial
- Academically but not financially substantial
- Academically and financially substantial

UCO Group: Academic Committee

IAP, AP P&R, etc. consider resource implications

Consult with relevant Deans (as necessary)

AVPA/Provost Approval

Program/Faculty finalizes proposal

Faculty Approval (UG committee, Faculty Council)

SUC/Senate
Memorandum
To: Senate Undergraduate Committee
From: David DeVidi, Associate Vice-President, Academic

Subject: Information with respect to the Undergraduate Communications Outcomes (UCO) Initiative

Elsewhere in the SUC materials you will find a two-part motion related to UCO. In conversation with the Associate Deans, Undergraduate, we have decided that it would be useful to provide an update to SUC that will also serve as a record of our intentions.

1. The approval steps included in the motion do not constitute a change in the Senate academic governance of UCO. No new Senate bodies are created, and academic approval authority continues to rest with Faculty Councils, Senate Undergraduate Committee, or Senate (depending on the type of change involved).

2. The motions include an acknowledgement by SUC of the institutional importance of UCO and of the need to develop and approve suitable calendar language reflecting that importance. It will be an early project for the UCO-Group to develop such language, and of the AVPA, the Associate Deans, and others, to see the language through to its appropriate approval.

3. The motion does not constitute a change in governance, but it does involve specifying certain aspects of the process changes to UCO courses must go through before approval. Since these are somewhat different from processes required for some other academic changes, it is appropriate to ask SUC, and eventually Senate, to affirm that it is aware of these process requirements (in particular, that both resource and academic aspects of substantial changes will be evaluated before the change can go to Faculty Councils for consideration).

4. There is mention of a UCO Group in the motion. There are currently at least two roles for UCO Group. First, as in the diagram, it will be the body providing relevant expert advice to the AVPA about whether substantial UCO changes are consistent with UCO. Secondly, it will be the body that ensures various sorts of logistical efficiency of the University’s delivery of UCO courses.

   1. Details of the membership and remit of UCO Group are a work in progress.

   2. It is possible that it will be decided that these two kinds of tasks (advisory and logistical) should belong to separate groups.

   3. In addition to developing calendar language as described above, early tasks for UCO Group will include developing criteria for when a proposed change is academically substantial.

5. While this is a procedural matter not requiring Senate or SUC approval, the proposed membership and remit will be brought to Senate Undergraduate Committee for information and advice as they evolve.

David DeVidi | Associate Vice-President, Academic