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University of Waterloo
SENATE

Notice of Meeting

Date: Monday, March 26, 2007
Time: 4:30 p.m.
Place: Needles Hall, Room 3001

		Page	*Action*
	OPEN SESSION		
4:30	***Consent Agenda*** **Motion:** That items 1-3 [below] be approved or received for information by consent.		
	1. Approval of the February 26, 2007 Minutes [enclosed]		Decision
	2. Report of the Chair a. Recognition and Commendation	2, A1	Information
	3. Reports from the Faculties [excluding AHS]	2, A2-A11	Information
	Regular Agenda 4. Reports from Committees and Councils		
4:35	a. Award for Exceptional Teaching by a Student	2	Information
4:40	b. Distinguished Teacher Award Committee	2	Information
4:45	c. Undergraduate Council	2, A12-A25	Decision/Information
4:55	d. University Committee on Student Appeals (UCSA)	2, A26-A30	Information
5:15	e. Finance Committee [enclosed]	2	Decision
5:40	5. Business Arising from the Minutes		
5:45	6. Report of the Chair a. Environmental Scan	2	Information
6:00	7. Report of the Vice-President, Academic & Provost a. University Professorship Designations	2, A31	Information
6:10	8. Report of the Vice-President, University Research	2	Information
6:20	9. Other Business		
	CONFIDENTIAL SESSION		
6:25	10. Approval of the February 26, 2007 Minutes [enclosed]		Decision
6:30	11. Report of the Nominating Committee for Honorary Degrees	3, CS1-CS6	Decision

EMB:tad
March 8, 2007

Emily Barnes
Associate University Secretary

The Executive Committee met on March 5, 2007 and wishes to report as follows:

OPEN SESSION

Consent Agenda

2. REPORT OF THE CHAIR

Recognition and Commendation. The Committee agreed to forward this report to Senate for information.

3. REPORTS FROM THE FACULTIES [excluding AHS]

The Committee agreed to forward these reports to Senate for information.

Regular Agenda

4. REPORTS FROM COMMITTEES AND COUNCILS

Award for Exceptional Teaching by a Student. The recipients' names will be announced at Senate.

Distinguished Teacher Award Committee. The recipients' names will be announced at Senate.

Undergraduate Council. The Committee agreed to forward this report to Senate for approval and information as indicated.

University Committee on Student Appeals. The Committee agreed to forward this report to Senate for information.

Finance Committee. This report is recommended to Senate for approval.

6. REPORT OF THE CHAIR

The Chair will provide a brief "Environmental Scan."

7. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST

University Professorship Designations. The Committee agreed to forward this report to Senate for information.

8. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH

The Vice-President will report as appropriate.

University of Waterloo

SENATE

March 26, 2007

Report of the Chair

For Information

RECOGNITION AND COMMENDATION

A leading researcher in the School of Optometry has been recognized as a top educator by a United States organization which advances optometric practice by fostering research and disseminating knowledge in vision science. Professor **Lyndon Jones** has received the 2006 Michael G. Harris Family Award for Excellence in Optometric Education. It was presented in December by the American Optometric Foundation, affiliated with the American Academy of Optometry.

A **UW student team** brought home the $2,000 award for Best Concrete Mix Design and came fourth overall in the 33rd annual Great Northern Concrete Toboggan Race (GNCTR), held in Winnipeg at the end of January. The GNCTR began in 1974, as a joint venture between the American Concrete Institution and the University of Alberta. Since its inception, it has challenged students to use creativity, skill and innovation in the design and construction of a concrete toboggan.

Two mixed-year teams from the Accounting & Financial Management program entered the recent annual Student Case Competition hosted by the Certified Management Accountants (CMA) of Ontario. The CMA Ontario Case Competition is an interactive computer based simulation game where teams create and are evaluated on their strategies to help a company become more socially responsible in the global marketplace. The two teams that entered this year included **David Ha**, **Keith Chan**, **Edmond Lung** and **Milan Shah** (Team 4 Fusion), and **David Lin**, **Jody Grewal**, **Simon Kwan** and **Paul Lee** (Team Strategic Equity). The UW teams placed third and fourth overall. This is the second year UW has participated in this event, having placed first last year.

The **English Language Institute** (ELI) at Renison College has received the prestigious Lyn Howes award for excellence in Curriculum Review. Presented at the Canadian Language Council Conference in Victoria, the award is given annually in recognition of best practices, commitment, and/or innovation in the delivery of language programs. ELI courses offer training in communication skills for students whose first language is not English.

UNIVERSITY OF WATERLOO

REPORT OF THE DEAN OF THE FACULTY OF ARTS TO SENATE

March 26, 2007

For information:

A. *APPOINTMENTS*

Probationary Term - Reappointment

MOMANI, Bessma, (BA Toronto 1994, MA Guelph 1996, PhD Western Ontario 2002), Assistant Professor, Departments of Political Science and History, July 1, 2007 to June 30, 2010.

Adjunct Appointments

MACDONALD, Mary, Lecturer, Department of History, May 1, 2007 to August 31, 2007.

SANDERS, Carrie, Lecturer, Department of Sociology, May 1, 2007 to August 31, 2007.

SCHWEITZER, David, Assistant Professor, Department of History, May 1, 2007 to August 31, 2007.

Adjunct Reappointments

BRIGGS, Catherine, Assistant Professor, Department of History, May 1, 2007 to August 31, 2007.

CARTER, David (Professor Emeritus), Associate Professor, Department of Political Science, May 1, 2007 to August 31, 2007.

DAGG, Anne, Associate Professor, Independent Studies, January 1, 2007 to April 30, 2007.

DE GROOT, Martin, Assistant Professor, Department of History, January 1, 2007 to April 30, 2007.

VERMA, Uma, Lecturer, Department of Economics, January 1, 2007 to April 30, 2007.

Extension to Definite Term Appointment

WELCH, Zografia, Assistant Professor, Department of Classical Studies, extended from August 31, 2007 to December 31, 2007.

B. *ADMINISTRATIVE APPOINTMENTS*

CLUETT, Cora, Associate Chair, Graduate Studies, Department of Fine Arts, February 1, 2007 to April 30, 2008.

HARDIMAN, Craig, Associate Chair, Undergraduate Studies, Department of Classical Studies, February 1, 2007 to August 31, 2007.

ADMINISTRATIVE REAPPOINTMENT

KIRTON, Doug, Associate Chair, Graduate Studies, Department of Fine Arts, January 1, 2007 to April 30, 2007.

C. *RESIGNATION*

WILLINK, Kate, Assistant Professor, Department of Drama & Speech Communication, effective June 30, 2007.

D. *RETIREMENTS*

BULMAN-FLEMING, Barbara, Associate Professor, Department of Psychology, effective January 1, 2007.

WILLIAMS, Robert, Associate Professor, Department of Political Science, effective January 1, 2007.

FOR APPROVAL BY THE BOARD OF GOVERNORS

E. *SABBATICALS*

CHEN, Changling, Assistant Professor, School of Accountancy, July 1, 2007 to December 31, 2007, six months at 100% salary.

LAM, Jean-Paul, Assistant Professor, Department of Economics, July 1, 2007 to December 31, 2007, six months at 100% salary.

MARINO, Patricia, Assistant Professor, Department of Philosophy, January 1, 2008 to June 30, 2008, six months at 100% salary.

MOMANI, Bessma, Assistant Professor, Departments of Political Science and History, September 1, 2007 to February 29, 2008, six months at 100% salary.

Ken S. Coates
Dean, Faculty of Arts

UNIVERSITY OF WATERLOO
REPORT OF THE DEAN OF ENGINEERING TO SENATE
March 26, 2007

For information:

A. APPOINTMENTS

Tenured

NATHWANI, Jatin, Professor, Departments of Management Sciences and Civil & Environmental Engineering and the Faculty of Environmental Studies, September 1, 2007. PhD University of Toronto 1979; MASc University of Toronto 1976; BASc University of Toronto 1974. Dr. Nathwani will hold the Ontario Research Chair in Environmental Policy and Renewable Energy. He has spent much of his career employed by Ontario Hydro (and subsequently Hydro One) in numerous technical advisory roles dealing with issues such as nuclear safety design, safety assessments and environmental protection programs. Through these roles, Dr. Nathwani has developed a broad understanding of energy policy issues within the context of renewable energy technologies, power systems, energy economics, environmental impacts and sustainability. He will lead interdisciplinary teams of researchers in the Faculties of Engineering and Environmental Studies who work on energy policy, generation, distribution and management of renewable and green energy alternatives. His teaching interests in energy policy will enrich and deepen graduate programs in both Faculties and provide new education alternatives for future professionals.

New Definite Term – full time

KUBICA, Eric, Lecturer, Department of Systems Design Engineering, March 1, 2007 – April 30, 2008. PhD University of Waterloo 1996; MASc University of Waterloo 1991; BASc University of Waterloo 1989.

MAMMOLITI, Laura, Research Assistant Professor, Department of Mechanical & Mechatronics Engineering, January 15, 2007 –April 30, 2007. PhD University of Waterloo 2001; MSc Queen's University 1995; BSc Queen's University 1992.

Visiting Appointments

DU, Suguo, Researcher, Department of Electrical & Computer Engineering, March 1, 2007 - July 31, 2007.

QUI, Yike, Scholar, Department of Civil & Environmental Engineering, October 24, 2006 – October 23, 2007.

SHEN, Helen, Professor, Department of Systems Design Engineering, February 1, 2007 – July 31, 2007.

WANG, Xin, Scholar, Department of Mechanical & Mechatronics Engineering, February 1, 2007 - April 30, 2007.

Visiting Reappointments

ADEDAYO, Otunola, Scholar, Department of Chemical Engineering, January 1, 2007 – December 31, 2007.

JAMSAK, Wasana, Scholar, Department of Chemical Engineering, April 27, 2007 – September 26, 2007.

Adjunct Appointments

AL-MAYAH, Adil, Assistant Professor, Department of Civil & Environmental Engineering, January 1, 2007 – April 30, 2007.

CORNU, Chantal, Assistant Professor, School of Architecture, January 1, 2007 – April 30, 2007.

GAGON, Charles-Bernard, Assistant Professor, School of Architecture, January 1, 2007 – April 30, 2007.

HASSANEIN, Khaled, Associate Professor, Systems Design Engineering, January 1, 2007 – December 31, 2007.

KAISER, Gwendolyn, Assistant Professor, School of Architecture, January 1, 2007 – April 30, 2007.

NADERIAN, Ali, Lecturer, Department of Electrical & Computer Engineering, January 1, 2007 – April 30, 2007.

RODRICKS, Larry, Lecturer, Department of Civil & Environmental Engineering, January 1, 2007 – April 30, 2007.

Adjunct Reappointments

GASTMEIR, William Assistant Professor, School of Architecture, January 1, 2007 – April 30, 2007

LEDERER, Jeff, Assistant Professor, School of Architecture, January 1, 2007 – December 31, 2007.

Cross Appointments

THOMPSON, Russell, Assistant Professor, Department of Physics, Faculty of Science to Chemical Engineering, Faculty of Engineering, May 1, 2007 – April 30, 2010.

Cross Re-appointments

GORBET, Robert, Assistant Professor, Department of Electrical & Computer Engineering to Department of Mechanical & Mechatronics Engineering, May 1, 2006 – April 30, 2009.

Staff Appointments to Faculty

XI, Dihua, Lecturer, Department of Electrical & Computer Engineering, January 1, 2007 – April 30, 2007.

Graduate Students appointmed as Part-time Lecturers

KHALVATI, Farzad, Department of Electrical & Computer Engineering, January 1, 2007 – April 30, 2007.

Changes in Appointments

XIA, Mingsheng, Visiting Scholar, Department of Mechanical & Mechatronics Engineering original appointment date January 1, 2006 – December 31, 2006 changed to January 17, 2006 – January 31, 2007.

B. ADMINISTRATIVE REAPPOINTMENTS

PIGNATTI, Lorenzo, Associate Director, Rome , School of Architecture, September 1, 2006-August 31, 2010.

Adel S. Sedra
Dean, Faculty of Engineering

UNIVERSITY OF WATERLOO
REPORT OF THE DEAN OF ENVIRONMENTAL STUDIES TO SENATE
March 26, 2007

For Information:

A. APPOINTMENTS

Adjunct Appointments

BENNER, Chris, Assistant Professor, School of Planning, January 1, 2007 to April 30, 2009.

JONES, Brenda, Assistant Professor, Department of Geography, January 1, 2007 to December 31, 2009.

PICKFIELD, Peter, Associate Professor, Faculty of Environmental Studies, January 1, 2007 to April 30, 2007.

Deep Saini
Dean

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UNIVERSITY OF WATERLOO
REPORT OF THE DEAN OF MATHEMATICS TO SENATE
March 26, 2007

For information:

A. *APPOINTMENTS*

New Probationary Term

PURBHOO, Kevin (BMath, 1998, University of Waterloo; PhD, 2004, University of California, Berkeley), Assistant Professor, Department of Combinatorics and Optimization, July 1, 2007 - June 30, 2010. Dr. Purbhoo is currently a postdoctoral fellow at the Univ. of British Columbia and held a previous postdoctoral fellow at the Fields Institute. His research interests lie at the intersection of algebraic geometry and combinatorics, and he will bring new expertise to the Department's research group in algebraic combinatorics. He is an excellent teacher, and will strengthen the offerings of the Department and the Mathematics Faculty at both graduate and undergraduate levels.

Visiting Appointments

BOUABDALLAH, Nizar, Scientist, David R. Cheriton School of Computer Science, February 1, 2007 – July 31, 2007.

Adjunct Appointments

ALENCAR, Paulo, Associate Professor, David R. Cheriton School of Computer Science, January 1, 2007 – December 31, 2009.

Adjunct Reappointments

BAKER, John, Professor Emeritus, Dept. of Pure Mathematics, September 1, 2006 – August 31, 2009.

Graduate Students appointed as Part-time Lecturers

WU, Shengli, Dept. of Pure Mathematics, January 1, 2007 – April 30, 2007.

B. *ADMINISTRATIVE APPOINTMENTS*

BLACK, James, Associate Director, David R. Cheriton School of Computer Science, May 1, 2007 – April 30, 2009.

NG, CheTat, Associate Chair, Graduate Studies, Dept. of Pure Mathematics, July 1, 2007 – June 30, 2008.

TOMPA, Frank, Director, Undergraduate Studies, David R. Cheriton School of Computer Science, July 1, 2007 – June 30, 2009.

ADMINISTRATIVE REAPPOINTMENTS

BLACK, James, Associate Director, Undergraduate Studies, David R. Cheriton School of Computer Science, March 1, 2007 – April 30, 2007.

C. SABBATICAL

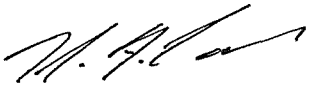
FOR APPROVAL BY THE BOARD OF GOVERNORS

HARE, Kevin, Assistant Professor, Dept. of Pure Mathematics, July 1, 2007 – December 31, 2007, with 100% salary. This is an early sabbatical.

ALREADY APPROVED BY THE BOARD OF GOVERNORS

KUO, Wentang, Assistant Professor, Dept. of Pure Mathematics, January 1, 2007 – June 30, 2007, with 100% salary. This is an early sabbatical.

LIU, Yu-Ru, Assistant Professor, Dept. of Pure Mathematics, January 1, 2007 – June 30, 2007, with 100% salary. This is an early sabbatical.



Thomas F. Coleman
Dean

UNIVERSITY OF WATERLOO
REPORT OF THE DEAN OF SCIENCE TO SENATE
March 26, 2007

For information:

A. *APPOINTMENTS*

Visiting Appointments

CAI, Xiongwei, Scientist, Department of Chemistry, January 1, 2007 to June 30, 2007.

GUO, Guicai, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

JUN, Suckjoon, Researcher, Department of Physics & Astronomy, January 12, 2007 to August 31, 2007.

LI, Jianxun, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

SUI, Ming, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

TONG, Hui, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

WANG, Lizhi, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

WU, Guangxing, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

XU, Zhiguo, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

ZHENG, Chunlei, Scientist, Department of Earth Sciences, January 1, 2007 to December 31, 2007.

Adjunct Appointments

MOROZOVA, Galina S., Lecturer, Department of Earth Sciences, January 1, 2007 to April 30, 2007.

SUTTON, Trent M., Associate Professor, Department of Biology, February 1, 2007 to January 31, 2010.

Adjunct Reappointments

MARKOPOULOU KALAMARA, Fotini, Professor, Department of Physics & Astronomy, October 1, 2006 to September 30, 2009.

RICHARDSON, Neil, Assistant Professor, Faculty of Science, January 1, 2007 to December 31, 2009.

SHEATH, Robert G., Professor, Department of Biology, May 1, 2007 to April 30, 2010.

SLAWSON, Robin M., Associate Professor, Department of Biology, May 1, 2007 to April 30, 2010.

SMOLIN, Lee, Professor, Department of Physics & Astronomy, September 1, 2006 to August 31, 2009.

Cross Reappointments

GUILLEMETTE, J. Guy, Associate Professor, Department of Chemistry, cross-appointed to Department of Biology, May 1, 2007 to April 30, 2010.

O'HARA-HINES, Jeanette, Associate Professor, Department of Statistics & Actuarial Science, cross-appointed to Department of Biology, May 1, 2007 to April 30, 2010.

B. *SABBATICAL LEAVE*

LU, Qing-Bin, Assistant Professor, Department of Physics & Astronomy (special early leave), June 1, 2007 to November 30, 2007, full salary arrangement.

D.G. Dixon
Dean

DGD\lw

UNIVERSITY OF WATERLOO
SENATE UNDERGRADUATE COUNCIL
Report to Senate – March 26, 2007

Senate Undergraduate Council met on February 13, 2007 and agreed to forward the following items to Senate for approval and information, as indicated below *[further details may be obtained from the Secretary, ext. 33183]*.

FOR APPROVAL

NEW ACADEMIC PROGRAM AND DEGREE (BKI) *[effective September 1, 2008]*

Faculty of Environmental Studies
Bachelor of Knowledge Integration, Honours Regular

Motion: To approve the new academic program and degree as described in Attachment #1.

Rationale:

1. Program Rationale and Philosophy

The Faculty of Environmental Studies proposes a fee-regulated Honours Regular program leading to a new degree, the Bachelor of Knowledge Integration (BKI). The BKI's projected start date, subject to approvals, is September 2008.

The goal of the BKI is to equip students of high potential and broad interests for thoughtful citizenship, ethical leadership, and innovative scholarship. The program is grounded in Environmental Studies (ES), but has the potential to span most UW Faculties. The program has a foundation of breadth and rigour in the humanities and sciences. This foundation is coupled with meaningful practice in the skills that students will need to bridge disciplinary boundaries, lead inter-disciplinary teams, and integrate concerns for the economic, social and environmental context and consequences of their work.

The BKI program will produce students who are comfortable with numeracy and with hands-on experience of investigative science. The BKI will also produce students of physical, social and applied sciences with a meaningful literacy in the humanities. BKI students will understand the criteria of evidence and inquiry in different disciplines, and the global socio-cultural context in which they study and live. They will practice integrating disciplines and inter-disciplinary teams in project courses that address real-world challenges. They will all be able to read deeply, write clearly, craft a solid argument, function in a second language, and evaluate the credibility of a statistical analysis. Qualified students who identify strong interests in well-established disciplines could pursue Honours, Joint Honours or Double Honours degrees, where available, across UW Faculties.

BKI is not an inter-disciplinary program as usually identified at UW (e.g., the dedicated inter-disciplinary study of an identified topic such as cognitive science or tourism). BKI is an applied program that integrates disciplines and uses teams to identify, study and solve ambitious problems. The solutions will require novel inter-disciplinary analyses and collaboration.

2. Target Candidates

The BKI program will attract students of high potential who might not otherwise consider UW. This program will appeal to the outstanding generalists and "undecideds," especially those who value UW's strengths such as computer science and environmental studies. These students may not be particularly attracted to any one discipline or any particular emerging area of inter-disciplinary research. They will want to keep their options open while exploring the scholarly world.

The BKI is for students of academic strength and promise who prefer not to specialize in their first year. In this way, the BKI is similar in spirit to both Arts and Mathematics undergraduate programs, where students are encouraged not to declare a major until their second year. Many universities offer

a general first year by massing students in huge introductory courses in various disciplines. Our target students will want reasonably small classes and a good first year scholarly experience without having to specialize.

The projected 2008 enrollment for the BKI program is approximately 40-50 students, with a projected steady state intake of 80-90 students a year once the program has matured. Candidates are expected to have admissions averages in the mid-eighties to nineties, including credits in Math, Science and English.

3. Admission Criteria

BKI candidates will need six Grade 12 U-level courses including:

- One Grade 12U English (at least 75% average)
- One Grade 12U Science (Biology, Chemistry, Earth and Space Science, Physics)
- One of Advanced Functions (MHF4U), Advanced Functions and Introductory Calculus (MCB4U), Geometry and Discrete Mathematics (MGA4U)

4. Market Demand

Foundation year programs in liberal arts and science are springing up at many Canadian universities. A recent *Maclean's* article[1] highlighted the trend for major Canadian universities to offer "elite small-group programs". Most of these, such as *Vic One* at the University of Toronto, *Arts One* at UBC, and the famous *Foundation Year* program at King's, are first-year programs which encourage a cohort of students to stay connected as they go their separate ways in upper years. The BKI partial-cohort model is a full undergraduate degree program which will help students maintain their connections with other BKI students and mentors throughout their studies, but still have plenty of room to make personalized course selections and mingle with students across campus. It should be noted that Waterloo Unlimited, now three years old, already sees a hundred new high school students annually who fit our candidate profile, and engages them in an inter-disciplinary pre-university experience.

5. Program Structure

The BKI is a fee-regulated regular program of study that also allows for several experiential learning components: an international experience, a field trip, and community service. In their upper years, BKI students will identify a specialty – a single discipline or a unique topic at the intersection of two or more disciplines – and pursue individual capstone research projects.

BKI students will take several courses together but will progress academically credit-by-credit (not as a cohort for promotion purposes). Students will be strengthened by studying with a close-knit community of BKI peers and mentors, but they will also take advantage of UW's diverse subject offerings. BKI courses will become exciting electives for students from other programs. Its students will take courses in other departments, and students from other programs will take courses in BKI. Throughout the BKI degree, the integrative projects and themes will reflect the emerging high-profile role of things environmental at the local, regional, national and global levels. This distinctive environmental context will appeal to students with an ambition to address complex real-world problems.

Several universities have humanities-focused arts and science offerings, most of them tightly prescribed. There is no other Canadian university that offers arts and science with an investigative/quantitative focus, individualized course selection, partial-cohort model and an environmental context.

BKI students will take core courses in integrative practices at home in Environmental Studies (ES), and they will select specialty courses in ES and across campus. The BKI program builds

[1] See "Where Everybody Knows Your Name" from *Maclean's*, June 26, 2006.

upon the historical strengths of UW and the distinctive inter-disciplinary nature of ES. Candidates will study broadly across the disciplines and they will do so from a home Faculty which especially values and facilitates the integration of many disciplines.[2] Some students who begin in the BKI program will inevitably discover a passion for a particular academic discipline (or an inter-disciplinary focus) and, if qualified, transfer to an appropriate department to specialize. It is also likely that some qualified students from other Faculties will transfer *in,* attracted by the opportunity to connect several academic interests within one program of study.

6. Curriculum

The BKI program will lay a rigorous foundation of integrative skills and knowledge while students explore the scope of scholarship and identify areas of personal interest. The strategy is breadth-then-depth, with a concern throughout for the nature of knowledge and inquiry in different disciplines. Students will build a supportive academic community by taking several of their courses as a cohort. They will customize the level and focus of some foundation courses – such as Computer Science – to reflect their experience, interests and accomplishments. In this partial-cohort model, ES will create a home base, but BKI students will also interact with students across UW.

The goal of the BKI core courses is to equip students to span multiple disciplines and give them meaningful opportunities for integrative practice. The BKI core courses provide both the tools for, and the site of connections between, the disciplines. Students will take at least three investigative sciences that include a laboratory component, field study, or other hands-on investigation. The science courses will be chosen from existing courses identified as suitable for the BKI program (and courses for which those serve as prerequisites). These courses may come not just from the ES and Science Faculties, but also from AHS and Computer Science. Students will select eighteen half-courses freely. Students who transfer out will probably begin in first year in their new department, but they will have room for more choice because they will bring useful credits.

In their first year, all BKI students will take foundation courses that equip them for academic engagement in all their studies: English, Public Speaking, Critical Thinking, Ethics, Computer Science, Mathematics, at least one investigative Science, and the BKI core course, Introduction to the Academy. The Museum Course is a third-year design project course where students will practice applied problem-solving, integration, synthesis and secondary research in small groups. The Museum Course is an introduction to the museum – broadly interpreted as the public face of scholarship – which will survey models and engage with the social history, curatorial and pedagogical issues, design methods, and contemporary critique of museums. Students will work in small groups to research an inter-disciplinary topic of personal interest, in depth, and design a museum exhibit – traditional or interactive, textual or visual, tangible or virtual – suitable for a particular audience. The course focuses on effective group work, secondary research, imaginative design, practical implementation, and academic rigour. The Museum Course culminates in public talks and a temporary display of exhibits – the public face of the program, the Faculty, and the University.

7. Program Administration

The BKI will be administered by a new administrative unit in ES, the Centre for Advanced Integrative Learning (CAIL)[3]. Academic supervision will reside with the ES Associate Dean (Undergraduate). Academic advising and milestones are essential to the success of BKI students. BKI program staff will work closely with students to select appropriate courses, ensuring, for example, that course prerequisites are in place and that proper course sequencing occurs. Program administrators will ensure suitable academic oversight for each BKI student by instituting academic milestones, and by using individualized learning contracts which will be reviewed annually.

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[2] The Faculty of Environmental Studies has almost 40 years of experience in inter-disciplinary and integrative research and teaching.

[3] CAIL will also run the Waterloo Unlimited high school enrichment program.

BKI students will be subject to ES promotion rules. To be considered in good academic standing, a BKI student must maintain a cumulative overall average of at least 65% and a cumulative major average of at least 75% [4]. Students in ES Honours plans must have at least 13.5 units at the 200-level or above. In the event that a BKI student is required to withdraw from the program, a transfer to the General BES (Geography) plan in ES would be considered if the student has achieved an average of at least 65% in all GEOG and ENVS courses. Otherwise, students in this situation could apply for admission to a plan in another UW Faculty.

After the BKI program is established, ES will explore the prospects for offering a BKI minor (ten courses) or option (eight courses). This will be especially attractive to students who transfer out of the program but wish to maintain an academic connection with their cohort and earn a degree designation that identifies their achievements in BKI.

8. The Sixth Decade Plan

The BKI program will contribute toward achieving many of the goals of UW's institutional planning, especially student engagement, academic excellence, and undergraduate involvement in research.

9. Post-degree prospects

By choosing an appropriate focus in their upper years, BKI graduates will prepare themselves for (among other possibilities): medical school and other health professions; law school; business school; teacher's college; the public service and policy-making; joining – or leading – an inter-disciplinary team in industry, government or non-governmental organizations; and graduate research in their discipline of choice.

10. Resource implications

It is understood that resource implications (e.g., additional course sections, faculty, staff, teaching assistantships, classroom and lab facilities) will be addressed through consultation and agreements between Environmental Studies and other UW units well in advance of the proposed program start-up (Fall 2008).

NEW ACADEMIC PLANS *[effective September 1, 2008]*

Faculty of Environmental Studies
Bachelor of Environmental Studies, Honours International Development

Motion: To approve the new plan as described in Attachment #2.

Rationale: The trans-disciplinary field of international development (INDEV) has evolved significantly over the past 25 years. Governments, civil society organizations and private enterprises increasingly are looking for people with a rigorous preparation that has equipped them to be development catalysts at the community project level – people who have the knowledge, business skills and innovative thinking required to bring about human development that is environmentally sustainable, culturally responsible, and scientifically accountable. Of particular importance in the near future, as urbanization increases significantly on a global scale, is the need for urban development and sustainability models.

In recognition of this need, the proposed BES in International Development (BES-INDEV) has been designed to: (1) integrate knowledge from several disciplines including environmental studies, social sciences, and management; (2) develop competencies for adapting to different cultural and societal perspectives on "development", for problem-solving on multi-cultural teams, and for adapting technology to fit the local situation; and (3) encourage innovative, sustainable solutions to development issues. The BES-INDEV degree provides a strong language and work integrated learning component which will prepare graduates for international development work in challenged communities throughout

[4] The exception is Planning, which requires 15 units at and above the 200-level.

the world with a particular, but not exclusive, focus on urban communities.

The BES-INDEV will contribute to the achievement of most of the institutional objectives in the University's Sixth Decade Plan, especially enhancing the quality of the student experience, preparing global citizens, forming strong alumni/ae links, and increasing the contribution to society of university research and scholarship.

1. Similar Academic Programs in Canada

   There are eight bachelor-level honours programs in "international development studies" in Canada; however, the field is narrowed considerably when second language and field experience are taken into account. With these requirements, only two other honours programs in Canada are similar to BES-INDEV. The University of Calgary offers a "Development Studies" co-op plan in its Faculty of Communication and Culture that is not exclusively focused on international development and has no second language requirement. The University of Toronto's Department of Social Sciences at Scarborough College offers an "International Development Studies" program that requires an eight- to twelve-month work placement in a development organization in Canada or abroad, and has a second language requirement.

   The BES-INDEV is unique in being situated in a Faculty of Environmental Studies. The primary strength of this academic context is project-oriented learning that develops enhanced teamwork ability and skills in decision making in ambiguous, uncertain and/or value-laden situations.

   Building on these strengths, the BES-INDEV has the potential to be among the 12 UW programs that are "best in North America" by 2017 (UW Sixth Decade Plan, see: www.adm.uwaterloo.ca/infosec/sixth_decade/informing.html).

   A study conducted by IAP (Institutional Analysis and Planning) on Ontario University Application Centre data, indicators at UW, and research on millennial students all provide positive indicators for the success of the BES-INDEV plan. These studies indicate that:

   - applications (1996-2005) to similar programs are growing significantly;
   - applicants rank INDEV programs as their first choice at impressive rates;
   - applicants to INDEV programs are of good academic quality;
   - the number of UW clubs with a 'service' and/or international development interest has grown significantly in recent years; and
   - the millennial generation (born between 1982 and 2002) is increasingly interested in international development and service.

   Recent interviews conducted with 60 government and non-government development agencies and organizations indicate that end-users seek entry-level employees who are skilled at team based problem solving.

2. The Waterloo Model

   Several elements of BES-INDEV differentiate it from its two primary competitors. These differences are highly relevant to employers and, also, will make the plan relevant to a variety of other internationally-oriented careers. The differences include:

   a) management skills in accounting (both traditional and socio-environmental), public relations and marketing, and business plan development;
   b) understanding the relationship of technology to context (cultural, economic, and environmental);
   c) project-oriented learning environment that supports strengths in problem analysis and decision-marking in under-defined, uncertain and value-laden contexts;
   d) greater knowledge of environment, ecology, principles of sustainability, and urban development issues and models;
   e) greater knowledge of research methods (qualitative and quantitative); and
   f) required courses in problem-solving and challenging traditional approaches to development.

The program will require 25 to 30 field work placements by fall 2011. Additional numbers of placements, possibly up to 80, will be needed the following year.

The procurement of adequate numbers of field work positions by this time is now under way. In consultation, several employers have offered to provide spaces; however efforts are focused on establishing a relationship with a large organization that is capable of servicing the full needs of the program on an ongoing basis. A pilot project with one such organization is planned for 2007.

The program will be linked to a living-learning community (LLC) at St. Paul's College (STP) to engage students in a broader learning environment that supports their program goals and their personal development. The LLC provides a foundation for a future alumni group that is highly committed to Faculty, College and program success.

3. Program Structure

The projected start date, subject to approvals, is September 2008. A steady state of 80 students is anticipated, with 25-30 students in the first year of the program.

The BES-INDEV is a new first-year entry Honours Regular Plan that requires completion of a special course in second language conversation preparation and one practicum unit (two courses). The practicum unit consists of a field work placement in a development project in a developing country. Admission to the practicum unit requires permission of the department. Permission will be granted upon documented evidence that the student is prepared for and able to fulfill the requirements of the field placement. The special language course will be pass/fail, as will the practicum courses.

3.1 University of Waterloo elements (contributed by FES)

The BES-INDEV is built upon a solid foundation in the natural and planned environment that consists of required units in Environmental Studies, two, (2); Environment & Resource Studies, one, (1); Geography, one, (1); and Planning one-and-one-half (1.5).

From the Faculty of Arts, one (1) unit of Economics and one-half (.5) unit of Political Science are required. One (1) unit from the Faculty of Engineering is the final requirement (MSCI – Management Science, and STV – Society, Technology & Values).

3.2 International Development elements (contributed by STP)

International Development is a new discipline at the University of Waterloo. Six (6) units (INDEV XXX) in this discipline are required and will be delivered by STP. These units include a special language and a practicum requirement.

Detailed syllabus planning for the INDEV courses will emphasize the integration with Environment, Culture and Social Scientific perspectives for a broad understanding of development by means of cases studies, examples, assignments and appropriate pedagogical techniques (e.g., projects, teamwork, simulation exercises).

STP will establish a "Department of International Development" to administer the plan, including the field placement component. Academic approval of the plan, plan changes, etc., resides with the Faculty of Environmental Studies.

STP will consult with FES departments with the intention to develop an INDEV joint-honours degree, minor, option and/or specialization.

4. Admission Requirements

The BES-INDEV is proposed as an Honours Regular degree plan requiring a 1.0 unit (8 month) overseas field work component. The plan will be classified as a fee regulated program under current provincial policy. A course fee for the 1.0 unit practicum will be levied to cover administrative costs.

Candidates would have to meet the same minimal admission criteria as for the existing BES degree plans (six Grade 12 U or M courses including Grade 12 U English with a minimum final grade of

70%). In addition, the BES-INDEV plan would require completion of at least one Grade 12 U science or mathematics course with a minimum final grade of 70%. It is recommended that applicants have completed at least one Grade 12 U course in a second language.

4.1 Maintaining Academic Status

As the responsible unit for administering the BES-INDEV plan, St. Paul's will establish and administer an appropriate procedure for determining:

- permission to register for the practicum
- satisfactory completion of the practicum
- any other serious student matters.

5. Resource Implications

It is understood that resource implications (e.g. additional faculty, staff, teaching assistantships, classroom and lab facilities) will be addressed through consultation and agreements between the Dean, Faculty of Environmental Studies and ES units well in advance of the proposed plan start-up (Fall 2008).

6. Relevant Careers

- international development agencies and organizations
- federal government:
  i. Canadian International Development Agency (CIDA)
  ii. foreign service
- economic development advisor
- non-profit sector management
- senior public and secondary school teaching
- post-graduate programs in development, business, law
- private sector business in international management, sales

CHANGES TO REGULATIONS

Faculty of Environmental Studies
Transfer Credit for Advanced Placement courses [effective September 1, 2007]

Motion: To add the following paragraph to the Environmental Studies section of the Undergraduate Calendar:

The Faculty of Environmental Studies will consider awarding transfer credits for individual Advanced Placement courses (AP) prior to the commencement of studies at UW in which a final grade of 4 or higher is attained. Transfer credits awarded for AP courses will be weighted as a 0.5 (half) unit each, up to a maximum of 2.0 (two) units. All units are granted at the first-year level.

Rationale: While transfer credit for AP courses is not normally awarded by the University of Waterloo, the Faculty feels that a grade of 4 or higher in the current AP curriculum warrants consideration for transfer credit.

Faculty of Science
Failed – Required to Withdraw [effective September 1, 2008]

Motion: To revise the statement in the Undergraduate Calendar as follows (~~strikethrough~~ = delete; **bold** = new):

~~Students re-admitted must complete five courses including a minimum of two science courses and any required associated labs where applicable, with a minimum average of 60%, a 60% Science average and have no failures.~~ **Students will be readmitted into General Science and must maintain a 55% cumulative GPA and a 55% Science average. This is based on a minimum of**

five lecture courses that must be taken in a maximum of two terms. These students will do a minimum of two approved Science lecture courses, plus any related labs, where applicable, each term. If these conditions are met the conditional standing will be removed. Anyone not meeting the conditions will be Failed Required to Withdraw – May Not Be Readmitted to Faculty.

Rationale: Softening of the re-admission requirements will allow these students to proceed at a level that is hoped will result in academic success, and at a level more appropriate to their prior performance. The Faculty is optimistic that this could also enable them to have a stronger performance and ultimately move back into an Honours plan.

UNDERGRADUATE RESEARCH INTERNSHIPS (UW-URI) *[effective September 1, 2008]*

Faculty of Mathematics
Undergraduate Research Internship – Statistics & Actuarial Science

Motion: To approve the Undergraduate Research Internship as described below.

The Department of Statistics & Actuarial Science offers the University of Waterloo Undergraduate Research Internship (UW-URI) to undergraduate students in order to provide research experience and formally recognize the research skills achieved as an undergraduate degree milestone.

For more detailed information see: www.grad.uwaterloo.ca/forms/UWURI_Terms_of_Reference.pdf

Eligibility
Students who are normally beyond their first academic year of an honours bachelor's degree with a minimum cumulative average of 80% are eligible to participate in the program.

Milestone Requirements
The milestone is earned by successfully completing two modules. The requirement for completing each module is acquiring a minimum of two skill sets from the list below. The goals for each module must be specified at the beginning of the module.

The list of skill sets includes:

- how and why to conduct a literature review;
- how to prepare a research proposal;
- report writing and presentation skills
- data analysis/management skills;
- experience with laboratory based research methodology;
- critical thinking and interpretative skills;
- how to conduct various types of analyses;
- how to conduct field experiments, surveys, telephone interviews, etc;
- problem-solving skills

Skill sets may overlap between modules at the discretion of the supervisor/Associate Chair. At the end of each research module, the student prepares a written report which will be submitted to their supervisor. This report will detail the student's activity during the module and will identify the skills that were acquired and the nature of the research experience associated with each skill. At the end of the second module, the student must prepare a research portfolio for submission to the Department's Associate Chair for assessment. The Associate Chair will pass the approved portfolio to the Graduate Studies Office who will record the milestone. The structure of the portfolio can be found at: www.grad.uwaterloo.ca/forms/UWURI_Terms_of_Reference.pdf.

Application
Students /supervisor(s) must apply using the URI application form available from the Associate Chair. Application should be submitted to the Associate Chair no later than one month following appointment (e.g., for spring term [May-August] by June 1st).

Advanced Credit and Advanced Standing
The Department of Statistics & Actuarial Science will not use the URI designation to provide advanced credits for graduate courses or for direct admission into a PhD program.

FOR INFORMATION

Curricular Modifications

On behalf of Senate, Council approved several changes to academic plans, new courses, course changes and course inactivations for: the Faculties of Arts (Anthropology; Arts Special Programs – Management Studies; Germanic & Slavic Studies; History; Political Science; Renison College – East Asian; Sexuality, Marriage, & Family Studies; Sociology); Engineering (Civil & Environmental Engineering; Management Sciences); Environmental Studies (Environment & Business; Environment & Resource Studies; Environmental Studies; Geography; International Development; Knowledge Integration; Planning); Mathematics (Actuarial Science; Applied Mathematics; Computer Science; Dean of Mathematics; Pure Mathematics; Statistics) and Science (Biology; Science & Business); and Renison College (School of Social Work).

/kjj
February 23, 2007

Gail Cuthbert Brandt
Chair

Attachment #1

BACHELOR OF KNOWLEDGE INTEGRATION
Honours Knowledge Integration (Regular)

Year One

INTEG 120 Introduction to the Academy: Disciplines & Integrative Practices
INTEG 121 Introduction to the Academy: Design & Problem-Solving
PHIL 145 Critical Thinking
SPCOM 223 Public Speaking

Students must take *at least one* of
CS 100 Introduction to Computer Usage
CS 125 Introduction to Programming Principles
CS 135 Designing Functional Programs

Students must take *at least two* MATH courses at the 100-level
Students must take *at least one course* (including lab), to count toward *Investigative Science*† requirement.
Students must take INTEG 10 (Knowledge Integration Seminar) each term.

Two electives†† (1.0 units). *Theme* course requirements (listed below) are to be taken into consideration when choosing elective courses.

Total of 5.0 units

†*Investigative Science*
Students must successfully complete a minimum of 1.5 units (three courses) that include a hands-on investigative component such as a field study, lab, or programming. Co-requisite labs must be taken and passed but do not count toward the 1.5 units of Investigative Science. For example, KIN 100 Human Anatomy: Limbs and Trunk (0.50 units), and its co-requisite KIN 100L Human Anatomy Lab (0.25 units) count as one course (0.50 units) for the purposes of satisfying the Investigative Science requirement.

The Investigative Science requirement cannot be satisfied with any "SCI"-labelled or "SCBUS"-labelled units.

Students are not limited to first-year courses. They can satisfy the Investigative Science requirement with a sequence of courses, one prerequisite to the next, such as:
EARTH 121 The Planet We Live On (0.50), *and*
EARTH 121L Introductory Earth Sciences Laboratory 1 (0.25)

EARTH 122 The Planet We Live Off (0.50), *and*
EARTH 122L Introductory Earth Sciences Laboratory 2 (0.25)

EARTH 231 Mineralogy (0.50)

Students are not limited to courses with co-requisite labs. They can satisfy the Investigative Science requirement with courses that include hands-on investigative components, such as:
ANTH 355 Osteology for Archaeologists
ANTH 365 Fossil Hominids
BIOL 211 Introductory Vertebrate Zoology
CS 234 Data Types and Structures
ENVS 200 Field Ecology
GEOG 165 Introduction to Cartography and Remote Sensing
KIN 255 Introduction to Psychomotor Behaviour
PLAN 255 Introduction to Geographic Information Systems (GIS)

†† *Theme* course requirements (listed below) are to be taken into consideration when choosing elective courses.

Year Two

INTEG 220 On the Nature of Knowledge A
INTEG 221 On the Nature of Knowledge B
INTEG 230 The Museum Course: Preparation (0.25 units)
INTEG 231 The Museum Course: Field Trip (0.25 units)
Eight Electives†† (4.0 units)
Students must take INTEG 10 each term.

Total of 5.50 units

†† *Theme* course requirements (listed below) are to be taken into consideration when choosing elective courses.

Year Three

INTEG 320 The Museum Course: Research & Design
INTEG 321 The Museum Course: Practicum & Presentation
INDEV 300 Culture & Ethics
Seven Electives †† (3.5 units)
Students must take INTEG 10 each term.

Total of 5.0 units

†† *Theme* course requirements (listed below) are to be taken into consideration when choosing elective courses.

Year Four

INTEG 420 Senior Research Project: Research & Planning
INTEG 421 Senior Research Project: Writing & Defence
Eight Electives †† (4.0 units)
Students must take INTEG 10 each term.

Total of 5.0 units
†† *Theme* course requirements (listed below) are to be taken into consideration when choosing elective courses.

Theme Course Requirements

Languages
Students must take at least one of
ENGL 100-level
ENGL 200-level
Students must take at least *two courses in a second language* [e.g., FR 151/152 Basic French, GR 101/102 Elementary German, SPAN 101/102 Introduction to Spanish, or a suitable substitute by departmental consent].

Probability and Statistics
Students must take *at least* one of the following, or a suitable substitute by departmental consent.
STAT 202 Introductory Statistics for Scientists
STAT 220 Introduction to Statistical Methods 1

Research design/methods
Students must take at least one of the following, or a suitable substitute by departmental consent.
ENVS 178 Introduction to Environmental Research Methods
ENVS 278 Advanced Environmental Research Methods

Notes for the Bachelor of Knowledge Integration Academic Plan

1. Minimum Required Units
Total: 20.5 units.

2. Course Load
No more than 2.5 units may be taken in a term without departmental approval.

3. Average Requirements
Students in the Integrated Studies Honours Regular Academic Plan must maintain an overall cumulative average of at least 65% and a major cumulative average (INTEG courses) of at least 75%.

All required courses must be passed.

4. Materials and Costs
For some courses, extra fees may be required to cover field expenses/travel costs. Statements on extra costs, where required, will be found with the course descriptions.

5. Restriction on number of First-Year Courses
A student must have at least 13.5 units at the 200-level or above.

6. Double Counting
A course can be used to satisfy requirements for a maximum of two credentials. Double counting of courses applies as follows: once for the plan and once more for any option, minor, diploma, or specialization. There is no limit on the number of courses that may be double counted.

Attachment #2

BACHELOR OF ENVIRONMENTAL STUDIES
Honours International Development (Regular)

Year One

INDEV 100	Introduction to International Development
ENVS 195	Introduction to Environmental Studies
ENVS 178	Research Methods
GEOG 101	Human Habitat
PLAN 100	Evolution of Planning
ECON 101	Microeconomics
ECON 102	Macroeconomics

Three electives

Total 5.0 Units

Year Two

INDEV 200	Political Economy of Development
INDEV 202	Accounting for Development Organizations
INDEV 212	Problem Solving for Development
ENVS 200	Field Ecology
ENVS 278	Advanced Research Methods
ERS 241	Introduction to Environmental Assessment
GEOG 203	Development & Environment
STV 202	Design and Society

Two electives

Total 5.0 units

Year Three

INDEV 300	Culture and Ethics
INDEV 302	Development Agents
INDEV 304	Language Conversation for Development
PLAN 233	People and Plans
PLAN 362	Regional Planning and Local Economic Development, *or*
GEOG 426	Geographies of Development
MSCI 211	Organizational Behaviour
PSCI 387	Globalization

Three electives

Total 5.0 units

Year Four

INDEV 306	Inter-Cultural Communication
INDEV 308	Introduction to Social Entrepreneurship
INDEV 400	Advanced Language Conversation for Development
INDEV 401	International Development Placement 1
INDEV 402	International Development Placement 2
INDEV 403	Marketing & Communication for Development Agents
INDEV 404	Capstone Project Course
ERS 339	Biophysical & Socioeconomic Impact Assessment

Two electives

Total 5.0 Units

Recommended Electives:

GEOG 102	Planetary Environment
GEOG 206	Human Dimensions of Natural Hazards
GEOG 208	Human Dimensions of Climate Change
GEOG 426	Geographies of Development
GEOG 429	Global Food Systems
PHIL 328	Human Rights

Notes for the International Development Academic Plan

1. Minimum Required Units

Total: 20 units.

2. Course Load

No more than 2.5 units may be taken in a term without departmental approval.

3. Average Requirements

Students in the International Development Honours Regular Academic Plan must maintain an overall cumulative average of at least 65% and a major cumulative average (all required courses) of at least 70%.

All required courses must be passed.

4. Materials and Costs

For INDEV 401 and 402, extra fees will be required to cover travel and subsistence costs related to international placement work. Statements on extra costs, where required, will be found in the course syllabus.

5. Restriction on number of First-Year Courses

A student must have at least 13.5 units above the 100-level.

6. Double Counting

A course can be used to satisfy requirements for a maximum of two credentials. Double counting of courses applies as follows: once for the plan and once more for any option, minor, diploma or specialization. There is no limit on the number of courses that may be double counted.

University of Waterloo
UNIVERSITY COMMITTEE ON STUDENT APPEALS (UCSA)
REPORT TO SENATE
March 26, 2007

UCSA met on February 14, 2007, and agreed to forward the following to Senate, for information. Included is a summary of activity and related matters for the **2005-06** period; also, observations which reflect experiences of the UCSA Chair and members, or of appeals tribunals.

Policies 70 and 71 *(Student Grievance* and *Student Academic Discipline)* require UCSA to report annually to Senate on the number of 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; for example, student academic discipline and academic grievances, procedural and other grievances, including those covered by the Policy 33 *(Ethical Behaviour)*, and cases involving disruptive or threatening behaviour on the part of students.

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 all discipline cases, grievances and appeals are posted to the Secretariat's website; www.secretariat.uwaterloo.ca/students/infoforstudents.htm. Summaries reflect the types and frequency of activity; in most cases, more complete reports (also with names removed) are available in the Secretariat.

cheating (collusion, excessive collaboration, unauthorized aids, other violations of exam regulations)

INCIDENTS REPORTED	undergraduates: year of study 1	2	3	4	non- and post-degree	graduate students	totals
2003-04	100	95	39	14	0	0	248
2004-05	261	95	43	23	1	9	432
2005-06	207	99	60	32[1]	7	0	405

[1]one case of cheating on a final exam (and two-term suspension) overturned by a UCSA tribunal

plagiarism (use of Internet and web sources included in bold total and also, for information, reported on a separate line)

INCIDENTS REPORTED	undergraduates: year of study 1	2	3	4	non- and post-degree	graduate students	totals
2003-04	**7**	**23**	**24**	**24**	**2**	**1**	**81**
(Internet)	(3)	(18)	(20)	(16)	(2)	-	(59)
2004-05	**20**	**23**	**31**	**10**	**1**	**13***	**98**
(Internet)	(13)	(16)	(19)	(6)	(1)	(3)	(58)
2005-06	**87****	**20****	**21****	**19****	**2**	**4**	**153**
(Internet)	(7)	(9)	(7)	(5)	(0)	(1)	(29)

*11 of these cases were over a three-year period, 2002-05, but not reported at the time;
**includes one case involving 86 students in three different Faculties but the same class: 76 first-year students; three second year; five third year; two fourth year

As in years past, UCSA stresses that students are responsible members of the University community and that the conduct of the vast majority is exemplary. When considered in light of the total UW student population *(ref:* table and summary, p3), very few disciplinary actions or instances of misconduct are reported. That said, UCSA agreed to draw the following matters to Senators' attention:

1. ***Academic Integrity***

Academic integrity has been defined as a commitment to five basic values: honesty, trust, fairness, respect and responsibility (Center for Academic Integrity, 2000). It pertains to all academic endeavours– teaching, learning and scholarship, and applies to a range of academic activities, from conduct in research to co-op work term reports. Academic integrity got a higher profile at UW last fall thanks to:

- a Committee[1] chaired by Bruce Mitchell, Associate Provost, Academic & Student Affairs. In October 2006, the Committee, together with Donald McCabe, Rutgers University (Co-investigator and Founder, The Center For Academic Integrity, Duke University), conducted a web-based survey of UW graduate and undergraduate students and, separately, faculty members concerning academic integrity. Data were forwarded, without individual identifying information, directly to Dr. McCabe. The UW Committee has access to the summary data only; it hopes to report by the end of the winter 2007 term, and has noted that "The results will help us to enhance the culture of honesty, fairness, and trust on the campus by helping to identify possible areas of weakness that can be addressed..., thereby maintaining and improving the value and distinction of a UW degree."

- the Dean of Graduate Studies undertaking to hold semi-annual workshops for graduate students to ensure that they understand the significance of UW's commitment to academic integrity.

Achieving academic integrity requires an ongoing commitment by **all** members of the UW community. Unfortunately, recent articles have brought into question universities' collective success in this regard; for example, Maclean's magazine reported (February 1/07) that:

> *...a recent University of Guelph study has discovered that more than half the student body in Canada is cheating its way through school. There is no sense of urgency around the problem. There is mounting evidence that a lack of integrity in the university system will have a far-reaching effect on our economy in the years to come. Consider the following facts relating to the great university cheating scandal:*
> - *53% of all students admit to serious cheating in written work*
> - *at the University of Toronto, instances of plagiarism rose from just 92 a decade ago to 298 in the 2003-2004 school year*
> - *44% of profs said they didn't report students caught cheating*
>
> *... the numbers for academic integrity across North America show cheating is on a steady rise. Universities, apparently not convinced that cheating has reached crisis proportions, offer little but token anti-plagiarism policies and ineffective ethics campaigns to assuage critics.*

2. ***Group Work / Collaboration***

Among UW students (perhaps first year, in particular), it seems that there continues to be confusion re: collaborative learning, group/team work on assignments or projects, and that, at UW, there are "degrees" of team work. UCSA notes that this is being addressed by the Academic Integrity Committee, and reiterates its recommendation that what is allowable with respect to collaboration on assignments or projects be clarified, including:

- making it clear to students (co-op and regular) that members of a group are expected to work together, not independently; that a group's work is ONE joint submission; and that, if one member or subset cheats or plagiarizes, the group as a whole will be held responsible;

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[1] **Academic Integrity Committee:** Bruce Mitchell (Chair); Sheila Ager (Associate Dean of Arts, Undergraduate); Barbara Bulman-Fleming (former Director of TRACE); Heather Fitzgerald (Director of Student Life); Susan Grant (staff member, AHS); Jeff Henry (V-P, Education, Federation of Students); Lynn Judge (GSO); Susan Leat (faculty member, Optometry); Wayne Loucks (Associate Dean of Engineering, Undergraduate); and Marek Ratajczak (GSA President).

- prodding instructors to discuss (e.g., in the first class each term or when they hand out the first assignment or give the first test) or include on their course material matters related to accepted academic practices, levels of tolerance, the standards of the discipline, and to define plagiarism, collaboration *vs* excessive collaboration, group work, etc;

- reminding students that they are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions; if they are unsure whether an action constitutes an offence, or need help in learning how to avoid offences they should seek guidance from the course professor, TA, academic advisor, Ombudsperson, or the Associate Dean.

3. ***Consistency of discipline penalties, Faculty to Faculty***
The Undergraduate Associate Deans have determined (September 2005) a set of standard penalties for first and multiple offences–assessments which could vary if there were mitigating circumstances or circumstances which called for harsher penalties. While UCSA is encouraged by this initiative, it continues to observe and be concerned about the variation in sanctions between / among the Faculties, and cross-Faculty penalties when students in different Faculties are involved in the same incident. Objectives of the student disciplinary policy include consistency of response (and thus fair and equitable treatment of students), and identification by the Associate Deans of re-offenders (and thus more severe penalties for second and subsequent offences).

4. ***Policy -- Student Discipline, Grievances & Appeals: Academic and Non Academic***
For information, Policies 70 *(Student Grievance)* and 71 *(Student Academic Discipline)* are under review and are being rewritten. The UCSA Chair is consulting with groups and individuals on campus re: the draft and, to date, has met with the FCSA Chairs, Undergraduate Associate Deans and UCSA; consultation with others will be ongoing (e.g., with students, the Ombudsperson, Graduate / Research Associate Deans, Academic Integrity Committee, Deans' Council). The aim is to take the revision forward to Senate in May and to the Board of Governors in June, for approval.

SUMMARY OF STUDENT DISCIPLINARY CASES AND COMPLAINTS HANDLED AT THE FACULTY LEVEL and/or BY ASSOCIATE DEANS AND AT THE APPEAL STAGE BY FCSAs and/or UCSA

	UNDERGRADUATES			GRADUATE STUDENTS		
DISCIPLINE OFFENCE	**2003-04**	**2004-05**	**2005-06**	**2003-04**	**2004-05**	**2005-06**
CHEATING	248	432	407	–	9	0
PLAGIARISM (use of Internet / web sources)	80 (59)	98 (58)	149 (28)	1 –	13 (3)	4 (1)
MISREPRESENTATION	9	13	9	–	2	1
HARASSMENT, UNETHICAL BEHAVIOUR, NON-ACADEMIC MISCONDUCT	7 3 w/ criminal act	14 2 w/ criminal act	7 2 w/ criminal act	–	1	0
MISUSE OF RESOURCES	–	4	0	1	–	0
APPEALS re: GRADES, etc.	12	17	22	1	1	5
TOTAL STUDENTS INVOLVED	356	600	594	3	26	10
UW ENROLMENT / ANNUAL FTEs	20,011	20,845	21,113	2,252	2,325	2,415

TOTAL NUMBER OF suspensions (53)		subsequent infractions (53)		expulsions (4)
one term	38	second	50	1 Master's student: falsified a transcript
two term	5	third	2	2 first-year undergraduates: obtained false admission credentials
three term	7	fourth	1	
six term	3			1 first-year undergraduate: egregious non-academic behaviour

Faculty Committee on Student Appeal (FCSA) tribunals dealt with 18 undergraduate student appeals, 12 of which involved disciplinary matters. In all but one case (cheating on a final exam / two-term suspension), the penalty imposed by the Associate Dean was upheld:

- ***cheating on an assignment*** (four cases; two students already on probation for similar offences in other courses); the outcomes:
  - -100% on the assignment; one-term suspension – the result in two cases;
  - -5% deducted from final grade in the course; one-term suspension;
  - -100% on the assignment; required to take four courses in addition to normal degree requirements.

- ***cheating on an assignment*** and ***plagiarism on a final take-home examination*** (one student with two offences); the FCSA Chair's decision had been to deny the appeal, based on the fact that the appellant had not made her/himself available to attend a hearing within a reasonable time frame. The FCSA tribunal had not met, had not considered the evidence, and had not rendered a decision. When the student appealed to UCSA [reported on p5], the case was referred back to FCSA–either to hear the appeal with the student present or, if reasons for absence were considered unreasonable, to proceed in the appellant's absence (consistent with item 6 of the Student Appeal Procedure). The outcome–first offence: zero on the assignment; second offence: -10% on the assignment; zero on the final exam; failing grade in the course; one-term suspension.

- ***cheating on a final exam*** (five):
  - zero on the final exam; one-term suspension;
  - zero on the final exam; two-term suspension–four cases, but one FCSA tribunal concluded that the case did not warrant suspension [another student subsequently appealed to UCSA, and was found not to be guilty; reported on p6].

- ***egregious non-academic action / physical harm to others*** (three students, two separate cases)–reported in the 2004-05 summary as under way / tribunals not yet in place. In both cases, the FCSA tribunals upheld the Associate Deans' decisions: *(1)* two students received three-term suspensions [another student involved (the one who accepted responsibility), and heard by UCSA, was expelled]; *(2)* one student, a two-term suspension and 100 hours of community service.

The other appeals considered by FCSAs concerned: a request that 14 final grades be increased; a failing course grade; final exam expectations (multiple choice *vs* essay); an admission decision; and a request for reassessment / grade change on three assignments in a course.

UCSA dealt with nine appeals (one graduate, eight undergraduate):

- ***PhD candidate 'Required to Withdraw'*** decision [reported in 2004-05 as appeal received but not yet heard]–the UCSA tribunal upheld the Required to Withdraw decision, and denied the appeal since it was not presented with new evidence, with evidence of bias, or with evidence that errors of procedure resulted in an unfair recommendation by the department graduate committee or subsequent decision by the Dean. After several extensions, the student still had not done the comprehensive exam; there were no mitigating circumstances which prevented the student from meeting the comprehensive deadline or from fulfilling the requirements of the PhD program. The written record clearly showed that expectations and requirements were drawn to the student's attention on several occasions.

- an ***unethical behaviour*** case [reported in the 2004-05 summary as a seven-term suspension] was revisited on the basis of new evidence and in consultation; consensus was the student should be permitted to resume studies after a three-term suspension, subject to some conditions imposed and agreed to in writing. The UCSA tribunal believed that extenuating circumstances (e.g., first offence, academic standing) were strong enough to reduce the penalty somewhat and to allow the student, with the aid of counselling, to be a member of the University community.

- one ***cheating / plagiarism*** case–referred back to FCSA; the outcome is reported on p4.

- an ***admission decision***–not normally heard by the UCSA, but the Chair agreed to make some inquiries given the appellant's suspicion that a student employee may have tampered with the file or data in a way that negatively affected her/his admissibility to the program. Conclusion: the admission decision should stand; there was no evidence of any irregularities with respect to the data entered on the electronic file; it was confirmed that the admissions committee process is 'blind', hence the source file and the ensuing calculations were reported to the committee anonymously, and were unaltered; there were no students involved in the posting of admission data used by the admissions committee.

- one of the ***'cheating on an assignment'*** cases heard at the FCSA level was subsequently appealed to UCSA. The decision was upheld (-100% on the assignment; required to take four courses in addition to the normal requirements for the degree). In reviewing the case, UCSA found allegation and disagreement with the FCSA decision, but no procedural irregularities which materially affected the outcome.

- one of ***cheating on a final examination***; the UCSA tribunal overturned the FCSA decision (zero on the final exam; two-term suspension) imposed by the Associate Dean; as a result, the exam mark was included in the calculation of the mark for the course and the suspension lifted. The UCSA tribunal found that, while some of the appellant's actions were suspicious, there was not sufficient evidence to support a finding of guilt.

- ***egregious, non-academic behaviour*** (damage to UW property and physical harm to others); two cases involving four students were mentioned in the UCSA 2004-05 report item re: non-academic misconduct; however, at that point, none of the appeals had been decided. The case heard by UCSA resulted in expulsion, and the those heard by FCSA tribunals (p4) in: *(1)* two three-term suspensions; *(2)* a two-term suspension and 100 hours of community service.

Geoff McBoyle
Chair, UCSA

March 6/07

University of Waterloo
SENATE

March 26, 2007

Report of the Vice-President, Academic & Provost

For Information

UNIVERSITY PROFESSORSHIP DESIGNATIONS

The 2007 University Professorship designations: **Ken Davidson** (Pure Mathematics), **Keith Hipel** (Systems Design Engineering) and **Jake Sivak** (Optometry).

To date, UW has awarded this distinction to eight individuals: **Garry Rempel** (Chemical Engineering), **Mary Thompson** (Statistics & Actuarial Science) and **Mark Zanna** (Psychology) in 2004; **Terry McMahon** (Chemistry), **Cam Stewart** (Pure Mathematics) and **Robert Jan van Pelt** (Architecture) in 2005; **Phelim Boyle** (Accountancy) and **Ian Munro** (Computer Science) in 2006.

University Professor

The University of Waterloo owes much of its reputation and stature to the quality of its eminent professors. UW recognizes exceptional scholarly achievement and international pre-eminence through the designation "University Professor." Once appointed, a faculty member retains the designation for life.

Not counting retirees, it is anticipated there will be 14 University Professorships at steady state, with at most two appointments each year. Such appointments are reported to Senate and to the Board of Governors in March and April respectively, and are recognized at Convocation.

Selection Process

Annually, nominations will be sought from Deans, Directors and Chairs, as well as from the University community generally. A nominee shall have demonstrated exceptional scholarly achievement and international pre-eminence in a particular field or fields of knowledge. The individual who nominates a colleague is responsible for gathering the documentation and submitting it to the Vice-President, Academic & Provost. The University Tenure & Promotion Committee will act as the selection committee; its decisions are final.

A nomination must be supported by at least six signatures from at least two UW departments and must be accompanied by a curriculum vitae and a short, non-technical description of the nominee's contributions. A nomination must also be accompanied by letters from the nominee's Dean, and from at least two and no more than five scholars of international standing in the nominee's field from outside the University. The letter of nomination should explain why these particular scholars were chosen as referees. The referees should be asked to comment on the impact and specific nature of the nominee's most influential contributions, addressing their responses directly to the Vice-President, Academic & Provost.

Amit Chakma
Vice-President, Academic & Provost