

**University of Waterloo**  
**SENATE**  
**Notice of Meeting**

**Date:** Monday 28 March 2022  
**Time:** 3:30 p.m.  
**Place:** Microsoft Teams Videoconference

	<b>OPEN SESSION</b>		<b>PAGE #</b>
3:30	<b><u>Consent Agenda</u></b> <b>Motion:</b> To approve or receive for information by consent items 1-4 below.		
	1. Minutes of the 28 February 2022 Meeting	Decision	3
	2. Reports from Committees and Councils		
	a. Graduate & Research Council	Information	7
	b. Joint Report Graduate & Research Council and Senate Undergraduate Council	Decision	9
	c. Undergraduate Council	Decision/Information	13
	3. Report of the Vice-President, Academic & Provost		
	a. University Professor Designation	Information	17
	4. Reports from the Faculties	Information	19
	<b><u>Regular Agenda</u></b>		
3:35	5. Business Arising from the Minutes		
3:40	6. Reports from Committees and Councils		
	a. Finance Committee		
	i. Committee Report	Decision	21
	ii. Operating Budget Presentation	Information	
	b. Graduate & Research Council	Decision	27
	c. Undergraduate Council	Decision	29
4:00	7. Report of the President		
	a. Strategic Plan Update: Strengthening Sustainable and Diverse Communities	Information	31
	b. President's Update	Information	
5:00	8. Report of the Vice-President, Academic & Provost	Oral	
5:10	9. Report of the Vice-President, Research & International	Oral	
5:20	10. Other Business		

CONFIDENTIAL SESSION			
5:25	11. Minutes of the 28 February 2022 Meeting	Decision	6
5:30	12. Business Arising from the Minutes		
5:35	13. Reports from Committees and Councils a. Honorary Degrees Committee	Decision	53
5:40	14. Report of the President		
5:45	15. Other Business		

KJJ/dg  
18 March 2022

Karen Jack  
University Secretary  
Secretary to Senate

**University of Waterloo**  
**SENATE**  
**Minutes of the Monday 28 February 2022 Meeting**

**Present:** John Abraham, Jean Andrey, Sandra Banks, Michael Beauchemin, Anne Bordeleau, Carmen Bruni, Jeff Casello, Trevor Charles, Robyn Clarke, Joan Coutu, Neil Craik, Kristine Dalton, Charmaine Dean, Nenone Donaldson, Catherine Dong, Benjamin Easton, Wendy Fletcher, George Freeman, Martha George, Mark Giesbrecht, Moira Glerum, Vivek Goel (chair), Onurcan Gokkaya, Kelly Grindrod, David Ha, Kevin Hare, Dennis Huber, Karen Jack (secretary), Martin Karsten, Achim Kempf, Jennifer Kieffer, Veronica Kitchen, Alysia Kolentsis, Christiane Lemieux, Robert Lemieux, Lili Liu, Kristina Llewellyn, Ellen MacEachen, Blake Madill, Peter Meehan, Glaucia Melo, Zoran Miskovic, Nasser Mohieddin Abukhdeir, Graham Murphy, Richard Myers, Beth Namachchivaya, Cathy Newell Kelly, Daniel O'Connor, Troy Osborne, Nicholas Pfeifle, Luke Potwarka, William Power, Neil Randall, James Rush, Matthew Schwarze, Marcus Shantz, Harkirat Singh Dhillon, Siv Sivaloganathan, Siva Sivoththaman, Chao Tan, Bruno Tremblay, Sharon Tucker, Graeme Turner, Diana Vangelisti, Johanna Wandel, Paul Ward, Mary Wells, Stan Woo, Nancy Worth, Clarence Woudsma, En-Hui Yang

**Guests:** Suman Armitage, Jean Becker, Kirsty Budd, Bruce Campbell, Aldo Caputo, Sam Charles, Mike Cole, Robert Craig, Michael Dorr, Donna Ellis, Barbara Forrest, Anne Galang, Amanda Garcia, Diana Goncalves, Kavir Gopaul, Sarah Hadley, Michelle Hollis, Michael Jack, Narveen Jandu, Ross Johnston, Andrea Kelman, Sharon Kirkpatrick, Megan Lambe, Nick Manning, Dan McCarthy, Madisson McKellar, Norah McRae, Bessma Momani, Fayaz Noormohamed, Anjie Persaud, Chris Read, Ian Rowlands, Andrea Santi, Daniela Seskar-Hencic, Eva Skuza, Allan Starr, Kerry Stryker, Sherri Sutherland, Mathew Thijssen, Sean Thomas, Richard Wikkerink, Naveed Zahid

**Absent:** Sheila Ager, Mike Ashmore\*, Dominic Barton\*, Lisa Bauer-Leahy, Lori Curtis, David DeVidi, Paul Fieguth\*, Cindy Forbes\*, Natalie Hutchings, Xianguo Li, Carol Ann MacGregor, Samantha Meyer, Oudy Noweir, Erin O'Connell, Naima Samuel, Samer Zu'Mot

\*regrets

**OPEN SESSION**

**CHAIR'S REMARKS**

The chair informed Senators that Sheila Ager is on a leave and that Douglas Peers has agreed to serve as interim Dean of the Faculty of Arts beginning 1 March until 1 June 2022.

**Consent Agenda**

Senate heard a motion to approve or receive for information the items on the consent agenda.

Freeman and O'Connor.

**1. MINUTES OF THE 17 January 2022 MEETING**

Senate approved the minutes of the meeting.

**2. REPORTS FROM COMMITTEES AND COUNCILS**

**Senate Graduate & Research Council**

Senate received the report for information.

**Senate Undergraduate Council**

Senate received the report for information.

**3. REPORT OF THE PRESIDENT**

**Tenure and Promotion of Faculty Members**

Senate received the reports for information.

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**Recognition and Commendation**

Senate received the report for information.

**4. REPORTS FROM THE FACULTIES**

Senate received the reports for information.

**5. COMMITTEE APPOINTMENTS**

Senate approved the appointments to the Distinguished Teacher Award Committee and to the Amit & Meena Chakma Award for Exceptional Teaching by a Student Committee.

The question was called and the motion carried unanimously.

**Regular Agenda**

**6. BUSINESS ARISING FROM THE MINUTES**

There was no business arising.

**7. REPORTS FROM COMMITTEES AND COUNCILS**

**a. Senate Graduate & Research Council  
“Sub-Centring” of Research Institute**

Following an overview by Dean, Senate heard a motion to approve the Waterloo Institute for Social Innovation and Resilience (WISIR) becoming a sub-centre of the Waterloo Institute for Complexity and Innovation, and, in so doing recognizes that WISIR is dissolved in its own right as a separate Senate Institute.

Dean and Casello. Carried unanimously.

**b. Joint Report Senate Undergraduate Council and Senate Graduate & Research Council  
Academic Calendar Dates 2021-2022**

Senate heard a motion to approve revised academic calendar dates for 2021-2022 as presented.

Casello and Newell Kelly. Carried unanimously.

**University Jurisdiction Text**

Following an overview by Casello, Senate heard a motion to approve revised University jurisdiction and disclaimer language in the Undergraduate Studies Academic Calendar and Graduate Student Academic Calendar as outlined in the report, effective upon approval by Senate.

Casello and Newell Kelly.

In discussion: in response to a question about whether the proposed text regarding refunds was too broad, clarification that it is meant to articulate reasonable boundaries, normal governance processes will continue to be followed, and affirmation that the University is committed to fairness.

The question was called and the motion carried with one vote against.

**c. Senate Undergraduate Council  
Academic Plan Changes, Faculty of Science – Honours Life Physics**

Following an overview by Newell Kelly, Senate heard a motion to approve the inactivation of the Honours Life Physics, Honours Life Physics, Biophysics Specialization, and Honours Life Physics, Medical Physics Specialization plans, both regular and co-operative, and the creation of

a new plan, Honours Biological and Medical Physics (regular and co-operative), which combines aspects of both biophysics and medical physics, effective 1 September 2023.

Newell Kelly and R. Lemieux. Carried with one abstention.

#### **8. PRESENTATION: WATERLOO EXPERIENCE (WE) ACCELERATE**

Senate heard a presentation by Norah McRae, associate provost, co-operative and experiential education and guests Naveed Zahid, associate vice-president at Manulife, and Kavir Gopaul, a mechatronics engineering student team lead in the program in 2021. Senators heard about: the pandemic's impacts on first co-op work term employment rates; an overview of the WE Accelerate program; an overview of the rapid timeline from inception to delivery; the skills research that was undertaken; enrollments by term; the industry partner and student perspective from Zahid and Gopaul; next steps. In discussion: plans to continue the program through 2022; potential connections with the graduate work-integrated learning pilots; consensus about the need for care to not damage co-op placements while still providing students with meaningful work and learning opportunities.

#### **9. REPORT OF THE PRESIDENT**

The president provided an update to Senate including: an overview of notable local, national, and global events in 2022; condolences for recent community members who have passed; leadership updates; several recognitions and institutional achievements; current institutional activities like Ujima Black History Month; notable research; science and technology achievements; innovation, entrepreneurship and business achievements; arts and culture achievements; societal achievements; Waterloo experts recently in the media; an update on the Senate governance review; a COVID-19 update. There were no questions.

#### **10. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST**

##### **Operational Update**

Rush walked members through his slide deck, highlighting winter 2022 course enrolments as of this date; co-op student placements and students supported by WE Accelerate in 2022; student supports available (e.g., athletics facilities, food service outlets, campus housing, masks being made available); the vaccination mandate; ongoing health and safety measures. In discussion: some of the considerations regarding the future of the vaccination mandate and when decisions might be made.

##### **2021/2022 Operating Budget Update**

Rush provided an update on the 2021-22 operating budget. Members heard about income and expenses over the year, including details re: student support and strategic investments. There were no questions.

#### **11. REPORT OF THE VICE-PRESIDENT, RESEARCH & INTERNATIONAL**

Dean introduced Ian Rowlands, associate vice-president, international who walked members through his presentation about Waterloo International and a review of activities in 2021. Members heard about: internationalization in higher education; the collective effort re: internationalization at Waterloo; connections to the Strategic Plan; an overview of some key international agreements; the Safety Abroad Program; some international delegations and partnerships; the International Operations Council; some of Waterloo International's 2022 priorities. Senators were invited to follow up with Rowlands directly.

#### **12. OTHER BUSINESS**

There was no other business.

Senate convened in confidential session.

13 March 2022

Karen Jack  
University Secretary

**CONFIDENTIAL SESSION**

The confidential session minutes have been removed.

13 March 2022

Karen Jack  
University Secretary

**University of Waterloo**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**Report to Senate**  
**28 March 2022**

Senate Graduate & Research Council met on 14 February 2022 and agreed, in accordance with [Senate Bylaw 2](#) (section 4.03), to forward the following items to Senate for information as part of the consent agenda.

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

**FOR INFORMATION**

**CURRICULAR SUBMISSIONS**

On behalf of Senate council approved new courses, course inactivations, and minor program revisions for the Faculty of Arts (Philosophy, English), Faculty of Engineering (Civil and Environmental Engineering), and the Faculty of Environment (Geography and Environmental Management; Environment, Enterprise and Development).

**GRADUATE AWARDS**

On behalf of Senate, council approved the GM Canada Innovators Graduate Scholarship (trust) and the Rico Mariana 2SLGBTQ+ Graduate Award (endowment).

**UNIVERSITY RESEARCH ETHICS**

On behalf of Senate, council approved the following:

- Clinical Research Ethics Board – new member (1)

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

Charmaine Dean  
Vice-President, Research & International

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**University of Waterloo**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**and**  
**SENATE UNDERGRADUATE COUNCIL**  
**Report to Senate**  
**28 March 2022**

Following the 28 February 2022 Senate meeting, discussions occurred which led to two recommendations for minor text changes to the language which had been approved by Senate on that date. Both councils have been advised of these changes and that they are being brought to Senate for approval in the consent agenda.

**FOR APPROVAL**

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**UNIVERSITY JURISDICTION TEXT**

**Motion:** To approve the attached revisions to the university jurisdiction and disclaimer language in the Undergraduate Studies Academic Calendar and Graduate Student Academic Calendar, effective on approval by Senate.

**Rationale:** In light of questions raised at Senate in February by student Senators, further conversations occurred which gave rise to two minor clarifications. These changes address the students' concerns and are now recommended to Senate for approval.

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

Charmaine Dean  
Vice President,  
Research & International

David DeVidi  
Associate Vice-President, Academic

## Office of the Registrar University Jurisdiction

**Calendar page:** <https://ugradcalendar.uwaterloo.ca/page/uWaterloo-Undergraduate-Calendar-Access>

### About the Calendar

The Undergraduate Studies Academic Calendar (the “Calendar”) is the primary contractual document between undergraduate students and the University of Waterloo. Students are advised that in addition to the Calendar, students’ relationships with the University are governed by University Policies, guidelines, and academic regulations that are established by the University under its governing bodies.

The Calendar provides official information about admissions, courses, programs and plans, related Policies, guidelines, and academic regulations for both students and applicants, as well as general information about the University. By the act of registration each student becomes bound by the University Policies, guidelines, and academic regulations established by the University’s governing bodies. Students are responsible for familiarizing themselves with the Policies, guidelines, and academic regulations, general information, and specific requirements contained in the Calendar.

The *University of Waterloo Act*, SO 1972, c. 200, s.11 (“Act”) establishes two governing bodies for the University: the Board of Governors and the Senate. The Act further defines the membership of the two governing bodies to include representatives who are administrators, faculty members, graduate students, staff, and undergraduate students. The Act identifies the inclusion of these representatives “to achieve more fully the objects of the University” and to “broaden the representation on the said governing bodies.”

The University’s effective governance is predicated on the engagement of its stakeholders in decision-making affecting University operations. That notwithstanding, from time to time it may be necessary to implement changes to University operations, including those governed by this Calendar, in timelines and through processes that are atypical but still subject to the authority of Senate or its delegate bodies or, where appropriate, the Board of Governors.

The University is also bound, in all of its activities, by the Ontario *Human Rights Code*, RSO 1990, c H.19.

The University reserves the right to change without notice any information contained in this Calendar, including but not limited to that related to tuition and other fees, standards of admission, course delivery or format, continuation of study, and the offering or requirements for the granting of degrees, diplomas, or certificates in any or all of its programs.

In these instances, the University of Waterloo shall make reasonable efforts to notify students of such changes as soon as practical.

**Calendar page:** <https://ugradcalendar.uwaterloo.ca/page/uWaterloo-Jurisdiction>

The University of Waterloo exercises its statutory jurisdiction and authority with respect to the operation, protection, and control of its property and plant, and the regulation of persons on campus insofar as is necessary to ensure the orderly performance of the University’s functions.

The University reserves the right to

- refuse admission or readmission to any applicant who demonstrates behaviours or activities that are inconsistent with the values of the University, as articulated in University Policies and guidelines, and as

assessed by the Office of the Registrar, in consultation with the appropriate associate dean, the Secretariat, and Legal and Immigration Services.

- pursue disciplinary action including but without limitation requiring a student to withdraw when a student demonstrates behaviours or activities that are non-compliant with University Policies or guidelines, including but not limited to those related to the safety of the University community; or
- require a student to withdraw from a program or course(s) for academic or other reasons as directed by University Policies, guidelines, or academic regulations.

#### Access to Programs, Plans, and Courses

The publication of this Calendar does not bind the University to the provision of courses, programs, schedules of study, or facilities as listed herein.

Practical or unforeseen circumstances, such as significant budget shortfalls or the unavailability of qualified personnel, may restrict the actual choices available to students when compared with those listed in the Calendar or in other University publications.

- The University reserves the right to limit access to, or to withdraw, courses or programs/plans.
- In such circumstances the University will endeavour, to ~~the best of its ability~~ **make reasonable efforts**, to enable students to complete their degree requirements in a satisfactory manner.
- In the event that existing resources make it necessary to limit admission to a program or plan, the admission process will be based on competition for the spaces available.

#### Disruptive Events

The University may face disruptive events beyond its reasonable control, such as (without limitation) strikes, lock-outs, floods, severe weather, disease or health emergencies, and malicious acts including through the Internet.

In the event that the University takes decisions in the face of such disruptive events, it will do so having reasonable regard to, among other things, ~~on~~ the direction of medical or other authorities, as appropriate, and will use its reasonable efforts to minimize the academic consequences to its students.

- Tuition and mandatory fees:
  - Continue to be set regardless of the method of instruction.
  - Will not be refunded or adjusted in the event instruction occurs by an alternate delivery model for all or any part of the ~~academic year~~ **same academic term**.
  - Will be refunded in the event students voluntarily withdraw for the remainder of the term, in accordance with standard withdrawal timelines.
- The University may revise, at any time, the format of course offerings or academic milestones such that courses or milestones are offered in whole or in part on an alternate delivery model to in-person classes, in accordance with university policies, which are subject to change from time to time.

#### COVID-19 Pandemic

In March 2020, the World Health Organization declared a global pandemic of the virus leading to COVID-19. Members of the University community, including students and employees, are asked to and expected to abide by the guidelines and recommendations of the local public health authorities, as well as any guidelines or rules that

the University implements in an effort to reduce the public health risk posed by the COVID-19 pandemic. The circumstances of the pandemic continue to be unpredictable and evolving. The University community must recognize that risks exist, including the risk of contracting COVID-19, and that such risks cannot be eliminated.

**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**Report to Senate**  
**28 February 2022**

Senate Undergraduate Council met on 11 January 2022 and agreed to forward the following items to Senate. Council recommends that these items be included for information or approval, as noted, in the consent agenda.

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

## **FOR APPROVAL**

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### **ACADEMIC PLAN CHANGES**

#### **Renison University College Diploma in East Asian Studies**

1. **Motion:** That Senate approve a major modification to the Diploma in East Asian Studies as outlined, effective 1 September 2023.

#### **Background and Rationale:**

With the redefinition of diplomas, the East Asian Studies diploma is out of step with the University of Waterloo practice. The current version is identical to the East Asian Studies minor. The new version proposed here realigns with current practice, reducing the number of courses to four. Appropriate language courses may be used but are no longer required, as some students may wish to take a different path to the diploma. The note about EASIA 250R is no longer relevant and thus is removed.

Revised calendar text (**bold** = new; ~~striketrough~~ = deleted)

Students enrolled in any **degree program or** non- or post-degree academic plan may pursue the Diploma in East Asian Studies.

The Diploma in East Asian Studies requires successful completion of a minimum of ~~four~~ **two** academic course units (~~eight~~ **four** courses) with a minimum cumulative diploma average of 65%, including:

- EASIA 100R
- ~~four language courses (2.0 units) from CHINA, JAPAN, KOREA (not in the student's first language)~~
- **two courses (1.0 unit) from EASIA (see Note)**
- ~~one~~ **three** courses (~~1.5~~ **0.5** units) from the following:
  - **any other EASIA course**
  - **any CHINA course**
  - **any JAPAN course**
  - **any KOREA course**
  - GEOG 215
  - HIST 239
  - PSCI 259, PSCI 358, PSCI 479
  - RS 100, RS 204

Note

~~Students taking EASIA 250R are required to complete only one additional plan elective (0.5 unit) from the last section~~

EASIA 250R is 1.0 unit and therefore counts as two EASIA courses.

Further Information

For further information, visit the East Asian Studies website.

## ACADEMIC REGULATIONS

### Environment

#### Internal Transfer Credits

2. **Motion:** That Senate approve the following revision to the internal transfer credit regulation for the Faculty of Environment, effective 1 September 2023.

#### Background and Rationale:

The proposed revision aligns calendar text with practice. Clearing after an absence doesn't happen unless the absence was the result of a failed standing.

Existing Calendar Text: <http://ugradcalendar.uwaterloo.ca/page/ENV-Internal-and-External-Transfer-Credits>

Revised Calendar Text (**bold** = new; ~~strikethrough~~ = deleted)

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A student transferring to a Faculty of Environment academic plan from within the University, or former Faculty of Environment students returning after ~~an absence~~ **a failed standing**, will have their previous Waterloo courses assessed for internal transfer credit. If it is determined to be in the student's best interest, their prior University of Waterloo record will be cleared; all courses will remain on the student's academic record, but the grades achieved will not be included in the calculation of cumulative plan averages. Cleared courses with a grade of 50% or better will contribute credits towards a degree up to the [University maximum allowance](#).

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## FOR INFORMATION

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### UNDERGRADUATE SCHOLARSHIPS, AWARDS AND BURSARIES

Council received a report regarding new undergraduate scholarships, awards and bursaries from the Registrar's Office. [[Appendix 1](#)]

### ACADEMIC PROGRAM REVIEWS

Council reviewed and approved the following reports on behalf of Senate:

- Final Assessment Report, Business Administration and Mathematics Double Degree [[Appendix 2](#)]
- Two-Year Progress Report, Architecture [[Appendix 3](#)]

### MINOR PLAN & CURRICULAR MODIFICATIONS

Council approved the following on behalf of Senate:

- minor plan changes for the Faculty of Arts (cognitive science minor); Faculty of Environment (business option, climate and environmental change, geography and environmental management, geomatics (honours and joint), environment and business (honours), environment, resources and

sustainability (honours), international development, practice and research specialization (honours), knowledge integration (honours)); Faculty of Environment (international development); Faculty of Mathematics (computing minor).

- new courses for the Faculty of Arts (anthropology, English language and literature, American Sign Language)
- course changes for the Faculty of Arts (religious studies, social & development studies, sociology); Faculty of Environment (dean of environment, geography & environmental management, environment and business); Faculty of Mathematics (computer science).
- course inactivations for the Faculty of Arts (political science).

*/rmw*

David DeVidi  
Associate Vice-President, Academic

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**UNIVERSITY OF WATERLOO**  
**SENATE**  
**Report of the Vice-President, Academic & Provost**  
**March 28, 2022**

**FOR INFORMATION**

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**UNIVERSITY PROFESSOR DESIGNATION**

The 2022 University Professor designations are **John Hirdes** (public health sciences) and **Robert Mann** (physics and astronomy).

Since 2004, Waterloo has awarded this distinction to 31 other individuals. Please visit the following website for a complete list of designations. [University Professors | Provost Office | University of Waterloo \(uwaterloo.ca\)](#)

**UNIVERSITY PROFESSOR**

The University of Waterloo owes much of its international 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 until retirement.

Not counting retirees, it is anticipated there will be one University Professor for approximately every 60 full-time regular faculty members, with at most two appointments each year. Such appointments are reported to Senate and the Board of Governors in March and April respectively, and are recognized at Convocation.

**Selection Process**

1. Annually, nominations will be sought from Faculty deans, directors of schools and department 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 before the December break. The University Tenure & Promotion Committee will act as the selection committee; its decisions are final.
2. A nomination must be supported by at least six signatures from at least two UW departments/schools and must be accompanied by a curriculum vitae and a short, non-technical description of the nominee’s contributions.
3. 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 scholars are to be chosen by the nominee’s Chair/Director in consultation with the Dean and the nominator. The letter of nomination should explain why these particular scholars were chosen.
4. Letters soliciting comments from scholars shall be sent by the Chair/Director. Scholars shall 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.
5. The dossiers of unsuccessful nominees remain in the pool for two additional years. The appropriate Dean should provide updated information each year.

James W.E. Rush  
Vice-President Academic & Provost

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**University of Waterloo**  
**REPORT TO SENATE FROM THE FACULTIES**  
**28 March 2022**

**FOR INFORMATION**

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The Faculty Reports for Senators' information regarding the variety of appointments, reappointments, special appointments, leaves, and other matters of interest about individuals in the Faculties are available at the [Senate agenda page](#)<sup>1</sup>.

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<sup>1</sup> [https://uwaterloo.ca/secretariat/sites/ca.secretariat/files/uploads/files/march\\_2022\\_all\\_faculties\\_0.pdf](https://uwaterloo.ca/secretariat/sites/ca.secretariat/files/uploads/files/march_2022_all_faculties_0.pdf)

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**University of Waterloo**  
**SENATE FINANCE COMMITTEE**  
**Report to Senate**  
**28 March 2022**

**FOR APPROVAL**

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The Senate Finance Committee met on 11 February 2022 to receive an update on the 2021/22 Operating Budget and to consider 2022/23 Operating Budget scenario.

On 18 March 2022, the committee considered the proposed 2022/23 Operating Budget, and endorsed the budget as presented.

1. **Motion:** That Senate recommend that the Board of Governors approve the 2022/23 Operating Budget, as described in Attachment 1.

/kw

Vivek Goel  
Chair

**UNIVERSITY OF WATERLOO**  
**2022/23 Operating Income Budget (in thousands)**

**Senate Finance Committee**  
**March 18, 2022**

	2021/22 Base Budget	Increase / (Decrease) \$	2022/23 Base Budget	Notes
<b>INCOME</b>				
Operating Grant				
Enrolment	162,703	-	162,703	Note 1
SMA3 Performance Outcomes	87,920	-	87,920	Note 1
Special Purpose	5,605	-	5,605	
International Student Recovery	(5,898)	298	(5,600)	
Transfers to AFIW	(12,804)	(386)	(13,190)	
	<u>237,526</u>	<u>(88)</u>	<u>237,438</u>	
Tuition				
Domestic - Undergraduate	239,908	(6,008)	233,900	Note 2
Domestic - Graduate	29,068	(668)	28,400	
International - Undergraduate	249,012	14,888	263,900	Note 3
International - Graduate	53,531	569	54,100	
Transfers to AFIW	(20,829)	(511)	(21,340)	
	<u>550,690</u>	<u>8,270</u>	<u>558,960</u>	
Other Revenue				
Co-op Recovery	25,583	117	25,700	
Student Services Fees	13,725	1,595	15,320	Note 4
Interest	9,600	1,000	10,600	Note 5
Services to AFIW	3,945	105	4,050	
Miscellaneous Income	9,670	-	9,670	
	<u>62,523</u>	<u>2,817</u>	<u>65,340</u>	
Total Income	<u>850,739</u>	<u>10,999</u>	<u>861,738</u>	

**UNIVERSITY OF WATERLOO**  
**2022/23 Operating Income Budget (in thousands)**

Note 1 - Under the Strategic Mandate Agreement (SMA3), the Ministry of Colleges and Universities (MCU) planned to annually increase the share of total grant funding contingent upon performance outcomes. The full implementation of this plan was adjusted in response to the COVID-19 pandemic, with the province temporarily 'decoupling' funding and performance. As of March 1, 2022, communications from MCU have signaled a change in the planned shift of funding between envelopes. This change will not impact the total grant funding, only the division of funds between envelopes. Until more detail is confirmed, the distribution between envelopes has been left unchanged from 2021/22.

Note 2 - The projected decrease in Domestic Undergraduate tuition revenue represents a return to expected new enrolments in 2022/23 after exceeding 2021/22 new enrolment targets. The Board of Governors approved maintaining 2022/23 domestic tuition rates consistent with 2021/22 rates at their February meeting pending a provincial tuition framework for 2022/23. As at March 1, 2022, the provincial tuition framework for 2022/23 has not been announced.

Note 3 - The increase in International Undergraduate tuition revenue is consistent with tuition rate increases approved by the Board of Governors at its February meeting, partially offset by a projected decrease in international undergraduate enrolments.

Note 4 - The student services fees revenue relates to decisions of the Student Services Advisory Committee to provide funding for designated student services. The 2021/22 base budget incorporated the pandemic related waiver of Athletics and Recreation fees in Spring 2021. The increase reflects an assumption of no fee waivers in 2022/23.

Note 5 - The investment income earned on operational funds is based on current and forecasted cash management and investment plans.

General: 'Base 2021/22' budget balances have been reallocated for consistency with the current year presentation, including the removal of the \$10,607 research overhead income and expense budgets which offset each other and were historically reported on a flow-through basis.

**UNIVERSITY OF WATERLOO**  
**2022/23 Operating Expense Budget (in thousands)**

**Senate Finance Committee**  
**March 18, 2022**

**EXPENSES**

Salary and Benefits

Current salaries and wages

Current benefits

2021/22 Base Budget	Increase / (Decrease) \$	2022/23 Base Budget	2022/23 Base Budget as % of Income	Notes
------------------------	-----------------------------	------------------------	--	-------

491,577 19,000 510,577 59.2% Note 1

119,592 5,868 125,460 14.6% Note 2

611,169 24,868 636,037 73.8%

Non Salary Expenses - Strategic and Priority Spending

Student Support

University Fund

Capital Project Financing

75,737 230 75,967 8.8% Note 3

43,100 - 43,100 5.0% Note 4

2,000 1,300 3,300 0.4% Note 5

120,837 1,530 122,367 14.2%

Non-Salary Expenses - Other

Insurance

Municipal taxes

Utilities

Other non-salary expenses

Total other - before budget reduction

Budget reduction

Total other - after budget reduction

3,000 250 3,250 0.4%

3,050 - 3,050 0.3%

22,925 - 22,925 2.7%

101,841 (9,315) 92,526 10.7% Note 6

130,816 (9,065) 121,751 14.1%

- (5,300) (5,300) -0.6% Note 7

130,816 (14,365) 116,451 13.5%

Gross expenses

862,822 12,033 874,855 101.5%

Cost recoveries

(11,520) (380) (11,900) -1.4% Note 8

Estimated net expenses

Estimated income

Surplus (Unfunded deficit)

Surplus(Deficit) as percentage of income

851,302 11,653 862,955 100.1%

850,739 861,738

(563) (1,217)

-0.07% -0.14%



**UNIVERSITY OF WATERLOO**  
**2022/23 Operating Expense Budget (in thousands)**

Note 1 - The budget increase reflects estimated May 1 salary increases and estimated new positions.

Note 2 - The budget increase reflects increases in benefits costs related to a number of factors including the impact of salary increases, new positions and rate/premium increases. In the current year, increases in the CPP and EI employer contribution rates and maximum earnings limits contributed to an increase in benefits greater than the relative increase in salaries.

Note 3 - Student Support includes Tuition Set Aside (TSA), as well as undergraduate and graduate support in the form of scholarships, bursaries and awards. The TSA amount (approximately \$26 million) is calculated based on a formula mandated by the Ministry of Colleges and Universities. It is to be used for needs based student support programs.

Note 4 - The University Fund is used for funding the University's strategic priorities and managing risk.

Note 5 - The Capital Project Financing budget supports central funding of internally financed capital projects. Other support for capital projects includes other central operating funds, faculty funding, donations and other sources.

Note 6 - Other non-salary expenses reflects the budget for a variety of non-salary operating expenses of the faculties and academic support units such as supplies, travel, library acquisitions, enterprise software, professional services, equipment costs and funding towards capital projects etc. The decrease mainly reflects a reallocation of budget to salaries.

Note 7 - This reflects a budget cut of 1%, subject to limited exceptions, which include the following centrally funded items: benefits, student support, University fund, utilities, enterprise software, library acquisitions, municipal taxes and insurance.

Note 8 - Chargeouts and cost recoveries primarily include recoveries from Ancillary Enterprises (Housing, Food Services, Print & Retail Solutions, Watcard and Parking) for space charges and administrative support.

General: 'Base 2021/22' budget balances have been reallocated for consistency with the current year presentation, including the removal of the \$10,607 research overhead income and expense budgets which offset each other and were historically reported on a flow-through basis.

Secretary Note: Supplementary Institutional Data

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**University of Waterloo**  
**SENATE GRADUATE & RESEARCH COUNCIL**  
**Report to Senate**  
**28 March 2022**

Senate Graduate & Research Council met on 14 February 2022 and agreed, in accordance with [Senate Bylaw 2](#) (section 4.03), to forward the following item to Senate for approval as part of the regular agenda.

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

## **FOR APPROVAL**

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### **PROGRAM CHANGES**

#### **Faculty of Arts**

1. **Motion:** To approve the permanent online delivery of the two program intensive milestones for the Master of Digital Experience Innovation (MDEI), effective 1 May 2022, as presented.

**Rationale:** When MDEI transitioned to an online program starting in fall 2021, there were two in-person program intensive milestones as part of the new program plan. Each intensive milestone is 10 days in duration, with the first occurring in August prior to the fall term, and the second occurring in April after the winter term courses. The program intensive 1 milestone was delivered online in fall 2021 due to the COVID-19 pandemic, and the request is for both intensive milestones to move online permanently. Both terms of coursework are delivered online, and it has now been shown that the intensives can be run successfully online as well. Moving both intensive milestones online will make these graduation milestones more accessible for students (i.e., international students will not have to obtain study visas to come to campus for 10 days and working professionals and those with families can complete the intensives remotely).

#### **Faculty of Science**

2. **Motion:** To approve revising the graduate research fields noted on the application for M.Sc. and Ph.D. Pharmacy programs to include the following three research fields: Pharmaceutical Science; Pharmacy Practice and Health Services Research; Pharmacoepidemiology and Health Outcomes Research, effective 1 May 2022, as presented.

**Rationale:** Currently, the graduate research fields noted for MSc in Pharmacy are Drug Design: Molecular Pharmacology, Pharmacokinetics and Toxicology, as well as Pharmaceutics: Drug and Vaccine Delivery Systems and Nanomedicine; and for the PhD in Pharmacy, Pharmaceutical Discovery and Evaluation. Revising the graduate research fields for both the MSc and PhD in Pharmacy programs is being sought in order to be consistent between the programs and to include research areas that were not approved on the original program proposals, to better represent research conducted by all faculty members at the School.

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

Charmaine Dean  
Vice-President, Research & International

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**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**Report to Senate**  
**28 March 2022**

Senate Undergraduate Council met on 15 February 2022 and agreed to forward the following items to Senate for approval in the regular agenda.

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

**FOR APPROVAL**

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**ACADEMIC REGULATIONS**

**Registrar's Office**  
**Posthumous Degrees and Certificates of Enrolment**

1. **Motion:** That Senate approve the following regulation regarding the awarding of posthumous degrees and certificates of enrolment, effective 1 May 2022.

**Background and Rationale:** . The new rule will be implemented for all current students as of the effective date – it is not tied to their program requirement term – and it will first appear in the 2021-2022 Undergraduate Studies Academic Calendar.

New text for Posthumous Degrees and Certificates of Enrolment has been generated for the Undergraduate Studies Academic Calendar to formalize the University of Waterloo's practices regarding the criteria for granting posthumous degrees and to offer certificates of enrolment for when posthumous degree criteria is not met. The University's reputation was considered in the development of the criteria.

The new Certificate of Enrolment is considered as a certificate of participation, and as such will not be treated as an earned credential (see notes below). [Definitions](#) for certificate and credential will be updated to make this distinction clear.

The proposed wording is consistent with what has been approved for the Graduate Studies Academic Calendar and graduate-level posthumous degrees (i.e., percentage of coursework and possibility of degree enrolment certificate). Graduate-level criteria went into effect as of spring 2021 and will be published in the Graduate Studies Academic Calendar when the undergraduate-level criteria has been approved.

**Proposed Undergraduate Calendar text:**

**Section of Calendar:** [University Policies, Guidelines, and Academic Regulations](#)

**New Calendar page:** Posthumous Degrees and Certificates of Enrolment

Posthumous degrees can be granted to an undergraduate student who, at the time of their death, was pursuing the completion of a University of Waterloo undergraduate degree. If a student is terminally ill, similar criteria can be used, and the approval of the degree expedited.

Senate has delegated the authority to award posthumous degrees to the university registrar and the associate vice president, academic. Typically, the associate provost, students (or designate) and/or associate dean, undergraduate from the student's home faculty, in collaboration with the relevant academic unit head, initiates the process for recommending a posthumous degree to the university registrar and associate vice president, academic.

**Criteria to grant a posthumous degree:**

- Normally, 50% or more of the degree's total required units are completed successfully.

**Notes**

1. Any declared majors, minors, options, and specializations, with 50% or more units successfully completed, are also noted on the posthumous degree.
2. Certificates and diplomas will not be considered to be awarded posthumously.
3. If 50% or more of the declared program's total required units have not been completed, but the student has completed a minimum of 50% of the total required units for a different program, that alternate credential will be noted on the awarded posthumous degree. For example, granting Three-Year General Liberal Studies instead of Honours Anthropology.
4. Only the student's transcript will indicate that the degree was granted posthumously.

**Criteria to grant a posthumous Certificate of Degree Enrolment:**

- When the 50% academic requirement threshold for a posthumous degree has not been met.

**Notes**

1. The Certificate of Degree Enrolment is not considered a credential and will not be recognized during formal convocation exercises.
2. The Certificate of Degree Enrolment will be noted on the transcript as transcript text.

/rmw

David DeVidi  
Associate Vice-President, Academic

## **Table of Contents**

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## 2020-2025 Strategic Plan Thematic Spotlights on **Communities**

Through this Report, we take the opportunity to focus on the thematic area of the institution's strategic plan centered on Strengthening Sustainable & Diverse Communities. At our Senate meeting on March 28, 2022, Senators will hear from management who are leading specific initiatives under this theme. What follows are briefings on these initiatives and portfolio areas.

Our focus on Communities is timely. As public health restrictions ease and we continue to welcome students, faculty, and staff back to campus for in-person experiences, we are aware of the immediate work ahead to rebuild the Waterloo community. Of course, the university's commitments to building and strengthening community were forged before the pandemic. As the strategic plan asserts, the university's values of curiosity, courage, engagement, and belonging define our shared connection. However, now more than ever, we must be steadfast in building, rebuilding, and sustaining a proactive community that demonstrates genuine care, concern, and respect for all in our community and the broader world in which we live.

In January, Senators will recall we commenced this cyclical engagement with the strategic plan based on its thematic impact areas; our focus then was on Developing Talent for a Complex Future. Following the present cycle on Communities, we turn our attention in May to the third theme of the strategic plan: Advancing Research for Global Impact. Finally, in our Fall meeting Senators will receive an annual progress update on all goals and indicators across the three theme areas of the plan.

In one meeting, it is not possible to feature all initiatives under this thematic area of the institution's strategic plan. Those pertaining to sustainability and employee and alumni engagement will be spotlighted in our next cycle on Communities. However, our Fall meeting will include a comprehensive update across all strategic initiatives as mentioned above.

The Communities theme of our strategic plan is constituted by four goals, and the respective goals being addressed directly and indirectly by each initiative are indicated at the top of each brief.



In sum, the Communities goals are:

### **Strengthening Sustainable & Diverse Communities**

- C1** Be a people-centered institution committed to genuine care, concern, respect, inclusivity, and well-being for all.
- C2** Foster a connected and supportive community that inspires students, faculty, staff, and alumni to achieve their personal, academic and professional goals while feeling valued.
- C3** Continue to leverage our resources to engage, develop and build our capacity and infrastructure to create a sustainable and effective institution.
- C4** Promote and support Indigenous initiatives and a culture of equity, diversity, and inclusivity for all.

Please find below broad questions for consideration as you engage with the briefs and in addition to separate inputs and questions you will bring to the discussion.

### **Discussion questions**

1. Reflecting on the goals, what are additional opportunities or pathways to enhance the design of our initiatives?
2. Reflecting on internal and external factors, what challenges do you foresee or risks we should plan for given the approaches and planning described across the initiatives?
3. Is there anything else important missing from our plans, to help ensure relevance and effectiveness?

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## **1. Fostering inclusivity and belonging: UWaterlooLife**

Directly addressing Goal **C2** | Indirectly addresses Goals **C1** and **C4**

### **The Vision**

A student-first approach to an equitable and engaging UWaterlooLife that enhances the student experience and connection to the University through leading-edge, collaborative communications initiatives.

## The 2019 Student Experience Review

The above vision and actions underway and planned in support of this vision emanate, in part, from the findings of the 2019 Student Experience Review. The review was conducted by a panel of external reviewers who engaged with the campus community to gather information and perceptions of Waterloo's strengths and opportunities. A few of the key observations:

- Students tend to identify more with their faculty or department than with the University as a whole. The University could consider doing more, or invest, in targeted strategies to create a sense of cohort either within the faculty or department. It's also important for students to find places they can connect to if they do not connect within their faculty or department. The key is that each student finds a sense of connection and belonging whether that is within residence, within their program of study, in a club or group, a sports team or through another channel/source.
- Many students come and go from campus when they are on work placements and that continued connections with these students is key to maintaining a true sense of community. Efforts to maintain connections with these students throughout their work experiences, either virtually or through regular messaging, is important.
- As an institution, we need to celebrate and respect the rigor of our academic offerings but to match that rigor with a deep sense of caring for our students and their pursuit of success. In short, to ensure we deliver the best student experience and are the kind of institution we aspire to be, rigor and care must go together.

The reviewers' final comments (available [here](#)) still resonate today: "Some of UW's strengths – academic rigor, the co-op experience, and the focus on STEM disciplines, to name a few – also create additional challenges for an institution in search of strategies to enhance students' experience and satisfaction."

## The Need

Arising from the findings of the 2019 student experience review, the WatSEE framework (elaborated further below) identifies 'communications' as a 'potential area for student experience improvement'. This identification recognizes the significant role that communications play in contributing to the student experience.

In addition, input from the student communications framework in 2019 and the Student Communications Survey in 2019 and 2021 demonstrate the need to focus on delivering strong, consistent, and well-coordinated communications to students.<sup>1</sup>

There is a necessity to make space for a larger narrative and planned content around themes and messages. This would allow for organization and thoughtful timing of key messages from various units for students (e.g., many units talking about wellness; there is opportunity to theme

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<sup>1</sup> More information on these diagnostics is available upon request.

this and rally around it, making sense of it for students and delivering information in a meaningful way that demonstrates care and concern).

Students note a lack of awareness of services and supports, although not from a lack of effort from campus communicators. By virtue of the University's structure and the need for greater coordination around communications, students are forced to sift through a range of mediums and channels for information, all competing for their attention. The student experience will inherently be improved by assisting students in navigating information in a digital-first approach.

By not investing in a coordinated approach to communications, we exacerbate the lack of impact of our efforts. Engagement continues to decline, and our ability to inspire students and build campus community suffers.

## The Approach

This work will inspire and support the ongoing development of a shared framework for strengthening communications and student engagement at Waterloo in ways that draw from our knowledge and expertise. It will deepen our capacity to work with campus partners towards meaningful change.

How will we get there? By adopting a *Collective Impact* approach to cross-campus communications.

*"Collective Impact is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem, using a structured form of collaboration."<sup>2</sup>*

Our Collective Impact is the commitment of the **UWaterlooLife** team, in partnership with campus stakeholders, to address a common agenda for solving a decentralized approach to communicating and engaging with our student community, using a structured form of collaboration.

One of the five key components of creating and managing collective impact is backbone support, which requires dedicated staff and a specific set of skills to serve as the champions for the entire initiative. The UWaterlooLife team will drive this work forward, leading an unprecedented effort that aligns goals and leverages scale through existing expertise.

Collaboration with campus partners to create/demonstrate positive impact will be achieved in the following ways:

- Streamline student communication collaboration across units to reduce duplication and competition for the student audience and deliver a consistent experience for students.

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<sup>2</sup> Kania, J. and Kramer, M. (2011). Collective Impact. Stanford Social Innovation Review

- Contribute to and leverage a framework for anti-racist, anti-oppressive, and inclusive student engagement and communications.
- Improve the email experience for students by leveraging student feedback, the student communications framework, improved governance, and a new enterprise email platform.
- Evolve centralized digital hub (currently the Students Pathway) for students further integrating content with other digital communications channels like social media (e.g., @UWaterloolife, @uofwaterloo), email, etc.
- Leverage peer to peer, student-powered input and engagement initiatives to inform decision-making for the University (e.g., student consultation groups, Student Communications Survey, #UWaterloohearsyou campaign).

## The Impact and Value

Impact and value will be achieved through collective efforts across various units and led by the UWaterlooLife team and will contribute to the following for students at the University:

- Building **belonging and pride** for students by gaining their trust through communications that demonstrate genuine care and concern.
- Creating a **stronger connection with students** by bringing their voices into our communications strategy and meeting students where they are and need us to be.
- Ensuring **awareness of supports and services** for students by organizing information for them from across campus in a consistent and cohesive manner.
- Improving the current **undergraduate and graduate student experience** by creating consistency and collaboration across university-wide and departmental student-focused communications.

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## 2. The **Wellness Collaborative**

Directly addressing Goal **C1** | Indirectly addresses Goals **C2** and **C4**

### The Vision

Wellbeing is embedded in everyday operations, business practices and academic mandates, while providing leadership in new and innovative health promotion projects, initiatives, and research.

Signing of the [Okanagan Charter](#) in 2018 was an institutional pledge towards achieving this vision.

## The Approach

The Wellness Collaborative (WC) will continue to operationalize the University's commitments to the Charter, specifically through coordination, communication, and collaboration on health and wellbeing initiatives. WC's development is one of three overarching [commitments](#) made by Waterloo upon signing the Okanagan Charter.

WC's work is guided by an Advisory Committee and a large Community of Practice, which includes representation from students, staff, faculty, and CUPE. One of the initial tasks of the Advisory Committee was to identify wellness priorities for Waterloo based on the local context (e.g., institutional data regarding employee engagement and student health), research evidence, community preferences and existing resources.

There are five areas of focus:

Priority Area	Goal
Institutional Commitment at all levels to Wellness	Waterloo embeds wellness into all aspects of the learning, working, and living environment.
Mental Wellness	Waterloo is a place where everyone's mental health matters and help-seeking is encouraged.
Sense of Belonging	Waterloo is a caring community where all individuals feel that who they are and what they do matters.
Supportive Environments for Active Living and Healthy Eating	Waterloo has accessible, sustainable, and equitable programs and policies to support active living and healthy eating.
Spiritual Wellness	Waterloo is a place where everyone feels a sense of purpose and meaning.

## The Impact

The Wellness Collaborative builds capacity and strengthens Waterloo's commitments through its many initiatives and collective impact among many partners as referenced below:

- Development of Waterloo's **Mental Health Literacy Program** for employees, which encourages conversations and reflections of mental health through an equity-focused lens. Its purpose is to create a campus community of natural helpers, who take an approach of care, concern, and compassion.

- Advocating for the **use of health equity impact assessments** (HEIA) as a tool to ensure an equity-lens for health and wellbeing decisions, programs, and policies.
- Integrating recommendations from the President's Anti-Racism Taskforce (PART) to **include a Black, Indigenous, and racialized lens** that addresses the social determinants to the priorities and actions of the Wellness Collaborative.
- Development of an **inclusive physical space design strategy**. A partnership between Accessibility, Sustainability, Plant Operations, and Wellness resulted in a government grant to create the strategy. It will stitch together relative standards to provide a unified, inclusive approach for new builds and reconstruction projects.
- Focus on **wellness in the learning environment** among the Collaborative and academic partners. This includes discussions with teaching fellows about their future *Teaching for Wellness* project.
- Commitment to a **smoke-free institution**. Through education, engagement, and consultation with all stakeholder groups, Waterloo will become smoke-free, thus protecting the health of all who visit, work, study, or live on our campuses.

## What's Next?

Taking a whole-systems approach is critical in ensuring that wellness work contributes to a collective impact with other university priorities including anti-racism, Indigeneity, equity, accessibility, and sustainability.

The work will be accomplished in the following ways:

- Use a health and wellness lens in our planning, policies, and procedures.
- Call upon senior leadership to consider wellness in every aspect of our work to provide a truly integrated wellness approach to working and learning at Waterloo.
- Integrate and connect innovative wellness research and programs throughout areas of the university, with a focus on collaboration between students, staff, and faculty.

Waterloo's adoption of the Okanagan Charter aligns with the transformative vision of the institution and speaks to a truly integrated wellness approach to working and learning at Waterloo.

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### 3. The Waterloo Student Experience & Engagement Framework: **WatSEE**

Directly addressing Goals **C1** and **C2** as well as goals under the **Talent** theme | Indirectly addresses Goal **C4**

#### **Preface: Special Advisor to the Provost on Student Experience**

The Special Advisor to the Provost on Student Experience is a new position reporting to the Provost since September 1, 2020. The Special Advisor works closely with the Associate Provost Students, and various University stakeholders in the Faculties and Academic Support Units to help facilitate, coordinate, and monitor University of Waterloo student experience across portfolios.

This work is informed by the recommendations from the April 2019 student experience review as referenced earlier (the ‘Final Report of the External Review of Student Experience at the University of Waterloo’), more recent events and circumstances that impacted student experience, and the University’s 2020-2025 Strategic Plan.

Student perception data, university frameworks, consultations, and post-secondary student literature also helped to inform the need for a university-wide framework on student experience and engagement.

The incumbent is Marlee Spafford, a professor at the School of Optometry and Vision Science, with a PhD in education. She has earned awards for teaching excellence and held appointments such as Associate Dean of Science, Undergraduate Studies (2013-2020) and various School appointments, including Interim Director (2011-2013); Associate Director, Academics & Research (2006-2011); and Clinic Director (1997 to 2003).

#### **The Need**

The [Waterloo Student Experience & Engagement \(WatSEE\)](#) framework was developed in Fall 2021 to articulate and unify priorities for student experience and engagement that support thriving among Waterloo students. The 2017 [PAC-SMH Recommendations](#)<sup>3</sup> and on-going student perception data from external survey instruments (e.g., [NSSE](#), [CGPSS](#)) have highlighted the need for WatSEE. For example, the PAC-SMH called for campus-wide improvements to student mental health and well-being and Waterloo student perception data have repeatedly revealed negative performance indicators relative to other institutions (e.g., ‘reflective and integrative learning’, ‘learning strategies’, ‘supportive environment’, ‘quality of interactions’).

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<sup>3</sup> PAC-SMH is the President’s Advisory Committee on Student Mental Health.

In response, the Provost directed a 2019 [Student Experience External Review](#). As highlighted earlier (see section 1 on Fostering inclusivity and belonging: UWaterlooLife), the external reviewers recommended several areas for improvement (Table 1).

**Table 1:** 2019 Key Student Experience ‘Areas for Improvement’ by Cohort

Undergraduate Students	Undergraduate and Graduate Students	Graduate Students
Expectation gaps	Community/connection	Unclear expectations
Discontinuity in care	Rigour-care disconnect	Resource competition
Academic classism	Communication	Financial limitations
Anti-respite culture	Equity/diversity/inclusivity	

WatSEE is rooted in the understanding that undergraduate and graduate students arrive with their own unique set of passions, interests, prior knowledges and lived experiences and that learning includes helping them make useful connections with their Waterloo-gained knowledge and skills. The framework promotes learning for the benefit of others and the natural world. It also presumes students are partners in their learning and development. WatSEE considers ‘*learning*’ to be a transformative activity that integrates academic learning and student development; thus, learning is not restricted to academic programming and student development is not separate from academic programming. The framework considers student interactions with us regarding their academic and intellectual development, work-integrated learning opportunities, campus life, and well-being. WatSEE sets the stage for student experiences being informed by equity, compassion, and impact.

The evolution of WatSEE is rooted in Waterloo’s 2020-2025 strategic plan commitment to *developing talent for a complex future and strengthening sustainable and diverse communities*. Priority drivers of WatSEE are student well-being and improving the experience of marginalized students. All students, independent of their academic registration or level of study are entitled to an experience informed by principles laid out in this framework.

WatSEE has evolved through consultations with Waterloo students, faculty, staff, and university administrators and benefitted from student development theories focused on ‘student success’, ‘student thriving’, and ‘critical theoretical perspectives’ to redress cultural, historical, racial, gendered, sexuality, and class roots of trauma and consider Indigenous land stewardship. Thus, informing resources include Waterloo’s [Wellness Collaborative Priority Areas](#), the Truth and Reconciliation Commission of Canada: [Calls to Action](#), and Waterloo’s signatory status with the [Okanagan Charter](#) and the [Scarborough Charter](#) on Anti-Black Racism and Black Inclusion in Canada. Finally, WatSEE attends to the key competencies needed to navigate the future or work and learning, as specified by Waterloo’s [Future Ready Talent Framework](#).



## WatSEE Elements

WatSEE specifies three priorities of student thriving: expand expertise, develop self, and build relations. Table 1 shows each priority and their respective determinants.

**Table 2:** Waterloo Student Experience and Engagement (WatSEE) Framework

THRIVING		
expand expertise	develop self	build relations
context-specific skills	growth mindset	wellness-focussed
critical thinking	self-reflection	collaboration
engaged learning	personal validation	relational effectiveness

The determinant descriptions of the three priorities are provided below.

### **expand expertise:**

Context-specific skills: Students expand their expertise and discard false or outdated understandings through academic, work-integrated learning, and campus life programming. Discipline-based training includes identifying and synthesizing relevant information and adopting and promoting technology. Student learning is respectful of different ways of knowing and evaluated based on meeting learning objectives that are aligned with learning activities.

Critical thinking: Students ask questions, define a problem, examine evidence, analyze assumptions and biases, avoid irrational reasoning, avoid oversimplification, consider other interpretations, and tolerate ambiguity.

Engaged learning: Students feel responsible for their learning and citizenship within the university community, and informed about their historical, social, and physical environment. They appreciate the significance of their education and make meaningful connections between learning, their life, and their goals. Students have the space and time to invest energy outside the ‘classroom’.

### **develop self:**

Growth mindset: Students develop a growth mindset by believing they have agency regarding their education, their intelligence can evolve, and their effort, perseverance, and resilience will lead to positive academic outcomes. These beliefs support their interest in lifelong learning.

Self-reflection: Students reflect on their learning experiences and transform them into forms that connect with what they already know or have previously experienced. Self-reflection

includes attention to and interest in self-assessment of knowledge, skills, and abilities. This work empowers students to understand how they relate to the world around them.

**Personal validation:** Students feel validated and recognized as individuals. Their concerns, questions, and success matter to the institution and their interactions are accessible, friendly and harm averse. They feel respected and their identities supported. Institutional and individual fairness strategies and the impacts of intersectionality are embedded in its processes, relationships, and decisions.

### **build relations:**

**Wellness-focussed:** Student activities and interactions are informed by compassion, equity, and social justice in support of their mental, physical, emotional, and spiritual well-being. Interactions emphasize safety, trustworthiness, connection, and empowerment.

**Collaboration:** Students seek interpersonal interactions, collaborations, and relationships with institutional peers, faculty, staff, and administrators. They work effectively with others by seeking and crediting other viewpoints and commit to improving relationships with others and the natural world.

**Relational effectiveness:** Students effectively interact and collaborate with people from diverse backgrounds. They learn how to make meaning of their social world, identify how it shapes their sense of self, and recognize relationships with others that can benefit their social world.

## **Using WatSEE**

WatSEE provides a unifying lens for guiding current and future student experience activity and assessment at the levels of units and individuals. For example, academic units can use WatSEE to evaluate the ability of their academic programs to expand expertise, develop self and build relations as well as identify ways to support their instructors to adopt these priorities in learning spaces.

WatSEE is being socialized across Faculties, Academic Support Units (ASUs), Affiliated and Federated Institutions of Waterloo (AFIWs), and both undergraduate and graduate student associations (WUSA and GSA) to facilitate its adoption. Some units have begun using WatSEE to evaluate their work. For example, one area that has seen its primary work with students as aligning with 'expand experience' is now recognizing that its work also impacts 'develop self' and 'build relations' through its policies and practices; the unit is beginning to attend to all three priorities. Conversations with various units will help identify successful Waterloo initiatives that can be explored for adoption or scalability that may uncover resource efficiencies (e.g., expanding a faculty-based initiative that is well-received by students). The strategic initiatives to improve student communication and well-being align well with WatSEE.

The framework will also help inform the development of a first-ever, internal, central, ‘student experience’ survey.<sup>4</sup> The incorporation of disaggregated equity data will be essential to accurately capturing and characterizing student perceptions of our impact on them. University of Waterloo importantly began inviting students and employees to complete an ‘Equity Survey’ in 2021. Invitations to participate, including the opportunity to update information, will be issued annually. These data can help identify if student events and activities are perceived similarly or differently across student identities, thereby providing a more accurate understanding of our work and where we need to change (e.g., an overall 60% support of a student initiative does not properly convey impact if only 20% of Black and 10% of Indigenous students support the initiative).

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## 4. Waterloo’s Equity, Diversity, Inclusion and Anti-racism Office **EDI-RO**

Directly addressing Goal **C4** | Indirectly addresses Goals **C1** and **C2**

### Background

The October 2021 release of the organizational review of Human Rights, Equity, and Inclusion (HREI) led to the creation of the new Equity, Diversity, Inclusion and Anti-racism Office (EDI-RO) with Dr. Christopher Taylor as the Associate Vice President. When the Equity Office (EO) transitioned to the new organizational structure, the Office was working on upwards of a hundred different reactive and responsive projects and initiatives with minimal accountability and oversight. Building a team of equity and anti-racism professionals, with strategic direction and defined mandates within the new EDI-RO remains a pressing issue. The Office must also manage urgent responsive equity/anti-racism requests and balance multiple priorities while awaiting these new organizational infrastructural changes.

### Proactive Interventions: Our Vision and Mission

Two permanent employees (Director and Equity Specialist) staffed the former Equity Office (EO). While trying to engage with transformative change, their roles became a space for responsive equity work where the UW community would come to them to validate or review end-stage projects that may affect racialized and marginalized peoples. The campus environment necessitated this process at the time; equity and anti-racism as a strategic business practice and principle is a relatively new concept at UW. With limited human resources, the risk of not supporting the daily needs of the UW population outweighed the risk of upstream and systemic transformation. Staff, students, and faculty experiencing the daily impacts of sexism, racism, and all forms of oppression need immediate and dedicated support. However, if an

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<sup>4</sup> External perception surveys (e.g., NSSE, CGPSS, CUSC, OUGS, CCWS) will continue to be employed; they provide relevant feedback on an array of metrics and enable comparisons to other post-secondary institutions.

institution only focuses on responding to crises, it impedes its ability to implement strategies to address upstream systems (e.g. policies, practices, and procedures) to create long-term and system-wide change. Conversely, we have a responsibility to support the well-being of all UW community members and respond to their immediate concerns with care. The ultimate goal of the EDI-RO is to work proactively and collaboratively with all University partners to create an anti-oppressive environment.

Responsive and reactionary interventions and solutions, and the mandate of the previous EO, are valid and needed in large institutions with multiple stakeholders. However, institutions must balance both actions. Internally, a strategic pillar is to focus on the structures of the EDI-RO by increasing its human resources within defined units (e.g. Equity, Anti-Racism, and Education & Outreach) with specific mandates and responsibilities. This streamlines the intake process of responsive work with staff members and leaders that are responsible for on-going UW community supports (e.g. equity concerns, competency and capacity building workshops, events, days of recognition) as opposed to proactive structural changes (e.g. policy and program development and implementation). Externally, Program Area Leads (PALs) are a key intervention as the accountability and responsibility remains within a particular faculty or department while the EDI-RO lends it support. The process embeds equity and anti-racism accountability within defined program areas and allows the EDI-RO to focus on strategic and system-wide initiatives. This allows for the long-term viability and success of equity and anti-racism as a change enabler.

## The Objectives

In its first year, the EDI-RO will focus on objectives already defined under the *Strengthening Sustainable and Diverse Communities* theme. It will lead and facilitate culture change (e.g. the Transitional Year Program); ensure EDI-R leadership is centralized, accessible, and accountable (e.g. creation of an anti-racism policy); and, generate opportunities to incubate and support economic opportunities for internal and external UW communities (e.g. the Program Area Leads initiative). Throughout the course of building the Office and defining its long-term mandate, the EDI-RO will support a number of institutional projects; however, we will continue to evolve as global leaders in equity and anti-racism in post-secondary institutions. Proposed activities include:

- Generating social enterprise/funding streams to provide opportunities for racialized and marginalized UW students, faculty, and staff.
- Supporting the growth and expansion of the Black Studies Program (BLKST), Gender & Social Justice Program (GSJ), and the development of other 'non-Eurocentric' epistemologies and academic programs.
- Restructuring the EDI-RO as a leader in transformational systems change.
- Embedding equity and anti-racism as core business and strategic principles that will support the growth of UW (e.g. Equity in Admissions, faculty recruitment, and WatSEE).

- Collaborating with other seemingly disparate campus initiatives (e.g. the Climate Justice Working Group) to create synergies that aim to challenge existing structures.
- Supporting equity and anti-racism pedagogies and research through engaging with ‘campus collaboratives’ (e.g. RAISE, BASE, the Black Faculty Collective, and Becoming Coalition).
- Developing an online and interactive equity and anti-racism impact assessment tool for use by all UW program areas.
- Supporting the advancement of global research to solve real-world problems that impact racialized and marginalized community in Waterloo Region, Canada, and internationally.

## Outlook for 2022-2023

We anticipate that 2022/2023 will be a time of growth and development, as we grow our team, implement our Office’s strategic plan, and advance these initiatives. We anticipate the approvals of several FTEs (specifically in the Anti-Racism Unit), which will require time and investment for hiring, training, and onboarding. Obtaining adequate resources will be necessary to complete the projects identified above in a timely and efficient manner.

We will need to continue to balance advancing our own Office’s strategic priorities with the need to be responsive, support/lead additional initiatives, advance educational and capacity building efforts, and partner with campus leadership to support embedding equity and anti-racism in their environments. We anticipate that the return to campus may create additional equity and anti-racism related concerns, a potential uptick in responsive work, and supports for individuals and departments as they recognize the equity and accessibility barriers related to the physical infrastructure on campus.

## Success Factors

The EDI-RO’s aim is to operationalize high-level and complex strategies to create an inclusive university campus for staff, students, and faculty, and to balance reactive and responsive interventions. The EDI-RO requires all UW leaders to embody the *Inclusive Leadership* ethos as intersectional change agents. They must position themselves through the intentional collaborative framework of *collective impact*. This approach will address inequity and racism by strategically working across the campus and broader community; engaging with intersecting systems of oppression to interrupt and deconstruct them. Ultimately, *collective impact* and *Inclusive Leadership* for the EDI-RO will create a bridge between campus community members and the systems within the University. This will collectively achieve a greater impact in addressing acts of oppression while simultaneously creating preventative system-wide changes.

The Office’s success is dependent on the collective support of the wider University community. We appreciate and recognize the governance and senior leadership support to maintain campus-wide engagement to create an inclusive environment for all. The EDI-RO’s vision is to disrupt

systemic oppression and lead a transformative culture change in which equity and anti-racism are fully embodied and embedded at the University of Waterloo. The Office will build, incubate, and enhance EDI-R competency and capacity across campus to identify and interrupt institutional barriers. The EDI-RO will lead this change to embed equity and anti-racist approaches within policies, processes, environments, and experiences at the University of Waterloo. The Office recognizes the pressures of this challenging work and the need for demonstrated institutional support (e.g. accountability structures and dedicated resources) as a mitigating factor. The President considers equity an asset, and understands the ‘institutional plumbing’ of this work. The President’s vision to challenge the status quo will facilitate synergies to drive cultural change from the EDI-RO.

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## 5. Waterloo’s **Indigenous Relations Office**

Directly addressing Goal **C4** | Indirectly addresses Goals **C1** and **C2**

### Acknowledgements

We recognize and acknowledge the University of Waterloo is situated on the Haldimand Tract, land 6 miles on each side of the Grand River granted to the Haudenosaunee of Six Nations by the Haldimand Treaty of 1784. The land inside and surrounding the Haldimand Tract, including the Stratford campus, is the traditional territory of the Attawandaron, Anishinaabeg, and Haudenosaunee. We also acknowledge and recognize this area is now home to many diverse First Nations, Inuit and Métis people.

### Linking the Strategic Plans of Indigenous Relations with the University of Waterloo

In October 2021 the organizational review of Human Rights, Equity, and Inclusion led to the creation of the new Equity, Diversity, Inclusion and Anti-racism Office, and the Indigenous Relations unit with Dr. Christopher Taylor and Jean Becker as Associate Vice Presidents of each unit respectively. The newly formed Indigenous Relations unit has spent much of the current year focused on creating its structure and building capacity across the institution to support Indigenous faculty, students, and staff.

The Indigenous Relations Strategic Plan, developed in 2021/22 and expected to be approved in 2022/2023, provides valuable focus and direction for the Indigenous Relations unit. The Indigenous Relations strategic plan has links to all three themes of the University of Waterloo’s Strategic Plan, with elements including embedding Indigenous knowledges in our classrooms, increasing, and supporting Indigenous faculty members, and providing a sense of safety and belonging to our Indigenous students, staff, and faculty.

An exercise has been undertaken to illustrate how the Indigenous Relations Strategic plan maps with the University’s 2020-2025 Strategic Plan. This is available upon request.

## What is the Indigenous Relations Strategic Plan?

The Indigenous Relations strategic plan was developed from the work and commitment of the University of Waterloo, the Indigenous Advisory Circle, 2018 Indigenization strategic working groups, the President and Provost, in addition to campus partners and the campus communities who committed their time, shared their wisdom, and remained steadfast in their commitment to decolonizing and Indigenizing the University of Waterloo. The below defines and shapes the plan:

### Indigenous World Views

The University of Waterloo recognizes that Indigenous people and world views must lead and inform decolonization and indigenization at the university. Indigenous worldviews are recognized as distinct from prevailing western approaches. Indigenous worldviews are relational, holistic, spiritually oriented, and earth-centered in contrast to western worldviews which are competitive, compartmentalized, scientific/skeptical and earth's resources are exploited for human benefit.

### Two-eyed Seeing

"Etuaptmunk Two-Eyed Seeing is a guiding principle developed by Mi'kmaq Elder Albert Marshall that recognizes that better outcomes are more likely if we bring two or more perspectives into collaboration. Accordingly, Etuaptmunk can also be understood as a gift of multiple perspectives, an insight and framework that could help us do better in many areas of our shared lives, including our relationship with the earth." ([Learning Together by Learning to Listen to Each Other | EdCan Network](#))

### The Four R's of an Education system

1. Respect of First Nations, (Metis, and Inuit) Cultural Integrity
2. Relevance to First Nations, (Metis, and Inuit) Perspectives and Experience
3. Reciprocal relationships
4. Responsibility through participation

### Guiding Principles for the Indigenous Relations Strategic Plan

The University of Waterloo embraces the ten Guiding Principles of the Truth and Reconciliation Commission and is committed to a strategic plan that responds to these principles.

1. The *United Nations Declaration on the Rights of Indigenous Peoples* is the framework for reconciliation at all levels and across all sectors of Canadian society.
2. First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.



3. Reconciliation is a process of healing relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms.
4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, administration of justice, and economic opportunities and prosperity.
5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians.
6. All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.
7. The perspectives and understandings of Aboriginal Elders and Traditional Knowledge Keepers of the ethics, concepts, and practices of reconciliation are vital to long-term reconciliation.
8. Supporting Aboriginal peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential.
9. Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources.
10. Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

## **Mission**

To create a path forward that respects our foundational partners and community members centered on transparency, understanding and collaboration. To establish increased resourcing and revenue sharing through strengthened relationship building with Métis, Inuit, and First Nations.

## **Philosophy**

We respect the importance of looking back, experiencing the present, and planning for the future. Indigenous Relations recognizes the historical past was a dark time for the original Peoples of Turtle Island, but we are strong and resilient together.

Our ancestors had a deep relationship to this land. We recognize we are the children of our ancestors; our voices must be heard clearly and our gifts, ways of knowing and ways of being, used to enhance the education system.



We commit to building together, with our allies, places we can call home on our campuses, places our children connect to at an early age, and places where people aspire to attend and succeed. Places where they are supported, feel they belong, are safe, and are connected to the land. The University of Waterloo will be a place of strength where we all stand-up and thrive.

## **Putting Plans into Action**

The coming year will place priority on continuing to build internal capacity within Indigenous Relations, while continuing to support campus leaders to build their capacity to support Indigenous students, faculty, and staff. Our priorities are outlined in the following:

### **1. Governance**

Indigenous representation in the governing bodies of Senate and Board of Governors will signal that the university is committed at the highest levels to indigenization and decolonization and redress the current absence of any Indigenous people in these important bodies.

### **2. Indigenous representation and strength among students, faculty, and staff**

This addresses the call for “Nothing about us without us”. These are the people who will bring Indigenous ways of knowing and doing into the university.

### **3. Building and growing core competencies in the IR office.**

The Indigenous Relations office is the central hub for indigenization at Waterloo and provides support, guidance, and resources to all faculties and departments at all campuses. This requires expert staff who have the skills needed to support the work.

### **4. Supporting cross-campus capacity and building Indigenous awareness**

To support and nourish a sense of belonging and safety, Indigenous relations requires the capacity to consult, advise and participate in hiring Indigenous specialists across all faculties and departments, to support Indigenous staff, students, and faculty and to create Indigenous awareness training across campus.

### **5. Supporting academic integration**

The work being done through hiring Indigenous faculty through the CRC program and cluster hires as well as curriculum specialists who can provide support and guidance to faculty who are uncertain how to integrate Indigenous knowledge systems and pedagogies in their curriculum is necessary to success.

### **6. Research and innovation**

Research and innovation are Waterloo strengths. The increasing awareness of Indigenous research ethics, protocols, and research practices as well as the movement of funding bodies to require Indigenous partnerships in university research, heightens the need for us to have the capacity to support faculty working in Indigenous research.

## **7. Building and strengthening external relations**

Building relationships with Indigenous communities and organizations is essential to success in indigenization and decolonization. It is an ongoing process that begins with defining how we will work with Indigenous communities, starting with the local groups closest to us and particularly Six Nations whose territory the university occupies.

## **8. Physical spaces for belonging and visibility**

Visibility of Indigenous peoples, culture and content will lead to greater awareness of the land we are on and the university's commitment to reconciliation. The inclusion of Indigenous art, Indigenous purpose-built spaces, in building renovations, the naming of buildings and streets, and in landscaping projects will be some of the ways of accomplishing visibility and contribute to a sense of belonging and safety.

The development of the Indigenous Relations strategic plan is a key guiding document for initiatives moving forward. The Indigenous Advisory Circle (IAC) will be important in integrating Indigenization throughout the fabric of Waterloo as they provide input and recommendations for Indigenous initiatives. The IAC is composed of students, staff, faculty, alumni, retirees, and community members and they are playing a crucial role in formulating the strategic plan.<sup>5</sup>

## **Support Needed**

### **Financial**

It will be extremely challenging to meet Indigenous Relations commitments, outlined above, without additional resources. Meeting growing needs across the campus community while also trying to create an Indigenous Relations office and hire supports is a significant obstacle. With the support of advancement, we have begun fundraising for the Indigenous Opportunities Fund and the Indigenous Student Success Fund.

### **Senior Leadership Endorsement**

These initiatives also require the support and endorsement of senior leadership to provide not only the funding/resources required, but also their intentional, demonstrated and communicated support and backing for the structural changes needed to implement Indigenous

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<sup>5</sup> Membership includes: Myeengun Henry (Community elder, Indigenous Knowledge Keeper Faculty of Health); Elaine Garner (Community elder, UW retiree); Luane Roberts (Indigenous Justice Coordinator Waterloo Region, alumna); Clayton Sockabasin (Student, Faculty of Engineering); Jaydum Hunt (Interim Director Waterloo Indigenous Student Centre); Logan Macdonald (Faculty member, Faculty of Arts); Candace Harrington (Staff, Director of Advancement, Faculty of Mathematics); Jennifer Parkinson (Community member, President of Grand River Metis Council); Jean Becker (AVP Indigenous Relations); Robin Stadlebauer (Indigenous Relations Coordinator); John Lewis (Faculty member, School of Planning); Savannah Seaton (Graduate student, Organizational Psychology)

initiatives and the Indigenous strategic plan. For implementation to be successful, senior leadership's support is critical to ensure buy in and partnerships throughout the institution to accomplish the objectives.

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