## Council

### Notice of Meeting
Date: Wednesday, July 20, 2016  
Time: 4:00 P.M. – 6:00 P.M.  
Place: NH 3001

### AGENDA (Draft)

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   b. Policy 30 – Employment of Graduate Student Teaching Assistants  
   c. Policy 42 – Sexual Violence  
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| c. Policy 42 – Sexual Violence  
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| e. Amendments to the Terms of Reference of the Council Committees |

| 10. **Motions** |
| a. Motion to Amend the Terms of Reference of the Council Committees |

| 11. **Notices of Motion** |

| 12. **Adjournment** |

* Consent Items are those items that in the judgment of the Executive Committee require the attention of Council but that neither require nor imply a decision by Council on any procedural or substantial matter. By adopting Consent Items, Council formally receives information for entry into the minutes. Council may discuss Consent Items at its pleasure.

Norman Kearney  
Student Affairs Officer  
GSA-UW  

July 13, 2016
Present:
Norman Kearney, Chair, Student Affairs Officer
Robert Bruce, President
Jessica Brake, Vice President
Indi Madar, Communication & Marketing Officer
Sondra Eger, External Affairs Officer-CASA
Max Salman, External Affairs Officer-OGSA
Ghazal Memartolue, Director (OL)
Robert Pangborn, Director
Jae Kang, Director, Director
Shannon Callender, Director
Jessy Parakaran Varghese, Kinesiology
Rebecca Mayers, Recreation & Leisure
Kyle Rogers, School of Public Health & Health Systems
Canice Mok, Accounting
Kashaf Imtiaz, Digital Experience Innovation
Bilal Ahmed, Economics
Justine Salam, Global Governance
Russ Freure, History
Mona Zhu, Psychology
Marc Antoine Pepin, Architecture
Jeremy Pinto, At-Large SYSDE

Sophia Esmail, SEED
Lindsey Daniels, Applied Mathematics
David Choi, Computer Science
Anton Mosunov, Pure Mathematics
Nathalie Moon, Statistics & Actuarial Science
Maxwell Bui-Marinos, Biology (?)
Ryan Amos, Chemistry
Jeff Salvail, Physics
Alan Yee, Vision Science
Samantha Shortall, Pharmacy
Madison Stange, Guest/Psychology
Rose Vogt, General Manager

Regrets:
Chris Pugh, Savio D'Silva, Meghan Ricley, Phil Beriault, Chelsea Desrochers, Mohamed Elbadawe,

Absent without regrets:
Jae Kang, Michael Cao, Serxho Selmani, Daniel Matsinhe, Jacky Boychuk, Patrick Lalonde, Tim Leshuk, Mariam Javed, Egon Fernandes,

The Chair announces that quorum is present and calls the meeting to order at 4:00 pm. Vogt records the minutes.

1. Chair’s welcome and opening remarks.
   The Chair reminds councillors complete the Strategic Planning Survey to assist in developing a comprehensive plan to guide the executive this year.
   Members are reminded that volunteers are needed for the fall GSA Orientation to be held on September 6th.
2. The agenda is adopted as circulated. (Mayers/Pangborn)
Amendments to the agenda:
Notes of the emergency meetings of the Council Executive Committee regarding policy 42-Sexual Violence, to be relocated to item 5C as a report from the CEC. (Bruce/Mayers) Carried

3. Declarations of Interest: None

4. The minutes of the June 22, 2016 Council meeting are approved with the amendment to remove Samantha Shortall from the attendance record. (Amos/Yee)

5. Consent Items a.) Board Reports, b.) Executive Reports, and c.) Committee Reports are approved. (Freure/Shortall)

6. Appointments and Resignations
The following councilors have been appointed by faculty/departmental GSAs:
   a) Bilal Ahmed, Economics
   b) Maxwell Bui-Marinos, Biology

The Student Affairs Officer, pursuant to Council Policy 7.3.3.1, appointed Nathalie Moon as Statistics and Actuarial Sciences Councillor.

The following candidates were elected on June 24, 2016:
   • George William Patrick, MDEI
   • Jeff Salvail, Physics & Astronomy

Pursuant to Council 7.3.5.1, Ryan Truong, Earth & Environmental Science is deemed to have resigned for being absent without regrets for more than five consecutive meetings.

**BIRT the GSA Council ratify the appointments and resingations as detailed in Item 6 of the agenda.** (Yee/Zhu) Carried. Salvail abstains.

7. Delegations
   a) Library Renovations: Annie Belanger, Associate University Librarian, Information Resources and Academic Excellence, and Rebecca Hutchinson, Librarian, Information Services and Resources.

Councillors heard a presentation on the Library Renovations and offered some feedback to Ms. Belanger and Ms. Hutchinson:
   • Supporting document was included in the Council package.
   • Salvail: Encouraged to see the vision and “pillars” included the notions of inclusivity and accessibility separately.
   • Pinto: Question about safety in the library and what the renovation will address. The top floors of DP Library have access to phones that link to the
front desk. A staff member or the police will investigate the issue, based on the nature of the issue. During extended hours in the DC security guards provide overnight service. Mostly issues are about intimidating behavior and noise/aggression. The design will provide good sight lines and an illusion of openness without the feeling of isolation. Feedback is providing unexpected information, such as a request for blackboards.

• There is a possibility to schedule small/office space for shared use with graduate students, such as the Writing Centre Office, and the Digital Space.
• Councillors may send additional feedback to Ms. Belanger directly by email.

b) CASA/OGSA Advocacy: Sondra Eger and Max Salman, GSA External Affairs Officers.
• Council heard the results of the Councillor Survey Results.
• Twenty-one responses were received.
• Details of the survey were included with the Council meeting package.
• The exercise identified our advocacy priority topics. The External Affairs team will work to bring forward these priorities, although these policies may not necessarily be taken on by CASA or OGSA. The team does not have the ability to work in-depth on each one, but will try to align these priorities with priorities identified by CASA and OGSA. CASA top four priorities are: economic barriers to PSE, research and innovation (quality & funding), student employment and transitioning to the workforce, and student wellness. These were just circulated this week. The survey was done to obtain metrics to bring forward to CASA and OGSA. The survey now guides the External Team to represent our students.

Questions:
• Literature incentivize graduate students to complete in time, but if you are extended there should be funding for a reasonable timeframe. More effort to guide graduate students to complete as per schedule.
• Kearney: Truth and Reconciliation scored very low, but Council may deem this to be an important advocacy priority. Council has not had an opportunity to have a discussion about what the priorities are, and what can be done as leaders of the graduate student body. Perhaps survey choices would be made differently if respondents were better informed of the topics and had a chance to discuss them. There is an opportunity to have a discussion at Council.
• The CASA Executive Director will be invited to join the Council meeting in August.
• Bruce: This was a valuable exercise to explore the four themes advanced by CASA. They were derived from polling CASA members and Board of Directors.
• Contact the External Officers with questions, concerns, and suggestions.
8. Presentations
   a) Budget Proposal Process:
      A Budget Proposal form is available on the GSA website. Councillors are reminded to review it and there is a sample proposal there. At a minimum, the Executive Officers will be submitting budget proposals, but all graduate students are welcome to submit proposals.
      Submission deadline if Friday July 22, 2016.
      Submitted proposals will be reviewed by the Budget Advisory Committee (BAC) August 4th. The BAC will present a draft budget to Council at the August meeting for amendments, the Finance Committee with review the revised draft, and then forward the final annual operating budget to the Board for final approval at the August meeting.

   b) UW Policy 30-Employment of Graduate Student Teaching Assistants.
      The review of University “Z” Policy - #30 has been ongoing from previous GSA leadership. The Policy 30 Review Committee is now applying a new approach. Twelve principles are identified in the philosophy of TA-ships. Concerns will be addressed in the discussion period (Item 9 of the agenda).

   c) Policy 42-Sexual Violence
      Ontario mandated that all Ontario universities have a stand-alone policy on addressing issues of sexual violence on campus.
      The Working Group on Awareness and Prevention of Sexual Violence for the Provost’s Advisor Committee on Equity (PACE), conducted an extensive review of polices and practices with respect to awareness and prevention of sexual violence.
      Ten Key Findings and six recommendations are noted in the report submitted to the Waterloo Vice-President Academic and Provost. (Included in the Council agenda package.)
      The draft policy 42 is included in the Council agenda package.
      The policy recommends hiring a Sexual Violence Response Coordinator with specialized training and will be a central resource to coordinate support for individuals affected by Sexual Violence. The Sexual Violence Response Coordinator will determine whether an issue is one of sexual violence (policy 42) and sexual harassment (policy 33).
      Feedback about this topic will be addressed in the discussion period.

   d) Needles Hall - One-Stop-Shop for Student Services
      The main floor of Needles Hall is being renovated to streamline student services delivery. The physical transformation of space into an open and inviting “one-stop shop” is being developed, with the intention of coordinated support from a back office. There is no assumption concerning the configuration of the space, or how it will operate. Graduate student needs may be very different from undergraduate students, and should there be a separate access for graduate students?
      What are the guiding principles and hope to develop some high level ideas to
take back to the committee.
The main partners of this project are the Graduate Studies Office, Registrars Office, and Student Success Office are all involved in this project.

e) Changes to Terms Of Reference to Council Committees:

i. The current Council committees’ ToR excludes graduate students that are not housed within a faculty from participating in a committee that identifies the membership as “one rep per faculty”.
A proposed amendment would state:
*For the purpose of eligibility to serve on the committee, councillors representing students not housed within a faculty will be deemed by Council to be housed within the most appropriate faculty.

ii. Change the chair of the Council Executive Committee from the GSA President to GSA Student Affairs Officer.

Council acknowledges Robert Bruce, President for the fight he is putting up on behalf of graduate students in the SLC expansion negotiations. He has employed many creative ways to get support. Thank you Mr. Bruce!

Motion for recess: (Amos/Shortall) Approved. 5:25 p.m.– 5:34 p.m.

9. Discussion Period:
   a) Association Operating Budget Proposal Process: - no discussion
   b) Policy 30:
      Moon: In the department of Statistics, there has been a TA committee, talked to faculty, grads and u/g. it is a very difficult issue to address. A lot of issues have been discussed in the committee and there is a lot of push back. It is incredibly challenging. In this department TA discipline, for TA’s that are not doing there job. How can the GSA address these issues across all departments?

      The President would like the opportunity to talk with members of that committee. This is a class Z policy and once in effect there will be a mechanism in place to deal with concerns and issues. This feedback is very helpful. Policy 30 is supported by the Provost. Once it is in effect it will apply to all departments.

      SAO: Waterloo is very decentralized and the treatment of TAs is a cultural problem. The policy will not solve the “cultural problems, but we need to know specific issues in departments.

      VP: Last year the GSA President met with all the deans and communications with them has already happened. Everyone is aware of this policy.
Shortall: Point #4: regarding matching TA skills with the position. If TA assignments are made to undergraduate students, then make sure that TA positions still exist for graduate students and not affect their funding.
SAO: Graduate students are guaranteed funding. Graduate students should have an opportunity to develop through a TAship.

Point #7: The Executive discussed that there is imprecise language in this section. The committee discussed that TA’s often get very vested in their TA duties over their own studies. The language will be clarified to define that graduate student’s studies are the priority.

Vogt: Has the committee discussed the rate of pay and job value for TA ships, regardless of who performs the work? That is, that graduate students across campus receive a defined rate, but that an undergraduate could be hired for less to do the same job.
President: The committee does recognize this and the committee chair is aware of it. The reach of Policy 30 is to graduate students only and cannot dictate terms on undergraduate pay for TAs.
SAO: The committee felt it would be unacceptable for a department to hire undergraduates as a cost saving measure. This may be outside the scope of this policy. This is a topic that the committee could explore.

Salvail: Why is this a policy and not an employment contract, since the policy does not apply to undergraduate students?
Bruce: The contract will be an appendix to this policy. Cannot mandate that it is applied to undergraduate students.
SAO: This issue of a contract has been an issue for some time. There is resistance about the contact but HR states that the offer letter is a contract. Policy 30 fills gaps. Get back to Council about the contract issue.

Salvail: Physics: conversations among themselves – within physics, grad students are having issues with the contract, working conditions, and expectations.
There is a concern about sessional instructors, adjunct faculty, and contingent on funding labour on a contract basis. Concern that it is outsourcing to cheaper labour. Graduate students can also serve as sessional instructors. Executive Committee can discuss this topic and bring back to Council.
Salman: Some departments will pay u/g less but they have fewer responsibilities.
SAO: Is the workload comparable to a graduate TA? If there is no competent graduate TA will a competent u/g TA be paid for the full responsibilities at the graduate rate? The Committee will look at whether the workload for undergraduate TA’s is comparable to graduate TA for the pay rate.

Pinto: point #8- TA should have a mechanism to provide feedback and give feedback on the course. TA could offer insight that is different than that of the
student.
SAO: At present it is not possible. Take it to the committee. It would be a “qualified” stakeholder on the analysis of the course.
Pinto: The graduate student could also recognize unjust behavior on the part of the instructor.
SAO: This could be an issue of “power” and reporting a grievance may be the worst decision a graduate student could make. This could be considered a “whistle blower” mechanism and may put the graduate student in a bad position. The Committee will consider what that mechanism could be.

Salvail: #6-The TA Time allocation form should be mandatory for the student and course instructor to go over the form. Some professors refuse to go over this with TA’s. Want to ask to make the form mandatory.

Moon: Push back on the TA Time Allocation form, and the department suggested that it be modified for their department. It is not well received.

Motion to extend the meeting by 15 minutes (Amos/Freure) Carried.

c) Policy 42:
Amos: Does the Sexual Violence Response Coordinator (SVRC) have a fiduciary responsibility to any administrative office or the university?
VP: It has not been raised at the Committee, the SVRC would be non-partisan, and impartial like an ombuds. The role would be a third party person.

Vogt: Policy 42 seems to be aligning itself with Policy 33. How is Sexual Harassment vs Sexual violence going to be defined. Will the policy offer guidelines to a person who will be determining the difference.
VP: Committee feels the policy should reflect a clear definition between sexual harassment vs sexual violence.
SAO: There are limits to the definitions. It is not clear if they should be in the policy, there would be an appeals processes and mechanisms in place to resolve that problem.
Council Executive Committee scrutinized Policy 42 and will be delivering their report to the committee. Is everyone comfortable with the concerns raised at this meeting.
Amos: Point #11-risk assessment. Amos is not comfortable that the upper administration of the university has unilateral determination on the risk assessment
Ahmed: There is strong feeling that there should be more independence from the university.
SAO: Ms. Brake will fight on the issue of getting the multi stake-holder investigator of the risk assessment.
Is this a line in the sand? We will as a team find the best way to negotiate this concern and to get a sense of weight of this concern. Council makes the decision of an official stance.
Bruce: Is it worth having some formal documentation that Ms. Brake can take forward?
SAO: Seven days notice to Council is required to constitute an official position. GSA could make a symbolic motion of support for this item. The Executive Committee could endorse this.

d) Needles Hall – One Stop Shop for Student Services
Freure: How specialized are the individual staff that will serve from the wickets? What is the plan design for providing variety of service/knowledge?
President: This supports the idea that the back office is shared and expertise can be drawn upon as required.

Vogt: Graduate student needs are different than undergraduate students and the design should account for the different services that would be needed. The design should reduce wait times for graduate students.

e) Amendments the Terms of Reference of Council Committees: no discussion

10. Motions
   a) BIRT the GSA Council amend the terms of reference of the Council committees as detailed I Item 8e. (Amos/Pangborn) Carried.

11. The meeting is adjourned at 6:14 pm.

NMK:rv
Council Meeting  
Wednesday June 22, 2016  
4:00 pm – 6:00 pm  
UW - RCH 308

Norman Kearney, Chair, Student Affairs Officer  
Robert Bruce, President  
Jessica Brake, Vice President  
Indi Madar, Communications & Marketing Officer  
Sondra Eger, External Officer - CASA  
Max Salman, External Officer-OGSA  
Chris Pugh, Director  
Robert Pangborn, Director  
Shannon Callender, Director  
Graham Mayberry, Kinesiology  
Rebecca Mayers, Recreation & Leisure Studies  
Kyle Rogers, SPHHS  
Bilal Ahmed, Economics  
Meaghan Riley, English Language & Literature  
Justine Salam, Global Governance  
Russ Freure, History  
Chelsie Desrochers, Political Science  
Mona Zhu, Psychology  
Lynn Wu, Accounting and Finance  
Mohamed El Badawe, Electrical and Computer Engineering  
Jeremy Pinto, Systems Design Engineering  
Sophia Esmail, SEED  
Lindsey Daniels, Applied Mathematics  
David Choi, computer Science  
Anton Mosunov, Pure Mathematics (Proxy to L. Daniels)  
Nathalie Moon, Statistics & Actuarial Science (arrived at 4:35pm)  
Alan Yee, Optometry & Vision Science  
Stephanie Chandler Burns, Theological Studies  
Sepher Mohaddes, At-Large Councillor  
Matt Laird, At-Large - Orientation Assistant  
Rose Vogt, General Manager, Minutes.

Regrets: Savio D'Silva-Director, Tim Leshuk-Chemical Engineering, Egon Fernandes-Mechanical & Mechatronic Engineering, Marc Antoine Pepin-Architecture,
Absent: Ghazal Memartolue, Michael Cao, Jae Kang, Serxho Selmani, Daniel Matsinhe, Jackiy Boychuk, Phil Beriault, Patrick Lalonde, Jacob Deutsch, Mariam Javed, Mohammed Danish, Ashley Rudkevitch, Hina Bandukwala, Jeff Salvail.

1. Chair’s remarks
   International student issues brought to the attention of the GSA will be reviewed by the Executive Committee and brought to the July meeting of Council in a confidential session for discussion. Contact the President with feedback and comments.
   Another item from Executive Committee is the populating of Committees.

2. BIRT GSA Council adopts the agenda as circulated. (Brake/Freure).
   To clarify, a letter came from the President and the External Officers proposing to take an additional delegate to the conference. As a political matter, an endorsement from Council, could inform the Board in its decision.
   A discussion could be in order to have a discussion of this item.
   To “acknowledge” is to note that it was proposed but no action taken on it as part of the consent agenda.
   The President would like to pose the question to Council. There is no discussion of the item.
   Carried unanimously.

3. Declarations of Interest: None declared.

4. BIRT GSA Council adopts the minutes of the meeting held on May 18, 2016. (Esmail/ El Bawade) Pugh abstains, Carried

5. BIRT GSA Council adopts the consent items. (Mayers/Callender) Carried unanimously.

6. Appointments to Council

   BIRT GSA Council ratify the appointment or acclamation of the following thirteen councilors. (Amos/Pugh) Carried.

   a. Appointments by faculty/departmental GSAs:
       • Bilal Ahmed, Economics
       • Hina Bandukwala, Biology
       • David Choi, Computer Sciences
       • Chelsea Desrochers, Political Science
       • Marc-Antoine Pepin, Architecture
       • Meghan Riley, English Language & Literature
       • Samantha Shortall, Pharmacy
       • Lynn Wu, Accounting & Finance
b. Acclamations from the June elections:
   - Stephanie Chandler Burns, Theological Studies
   - Lindsey Daniels, Applied Mathematics
   - Anton Mosunov, Pure Mathematics
   - Justine Salam, Global Governance

c. Appointments pursuant to Council Policy 7.3.3.1:
   - Nathalie Moon, Statistics & Actuarial Sciences

7. Delegations
   a. External Affairs Officers Sondra Eger and Max Salman presented a
      survey on external affairs and Councillors are asked to provide
      feedback. Councillors are asked to complete the survey by Friday July
      8th. At this time Councillors are asked to use their best judgment in
      completing the survey. Future surveys, planned for the fall term, will
      be seeking responses from graduate student members.

8. Presentations:
   a. Council Meeting Schedule will be adjusted due to Senate meeting
      shifts.
      February 8 moves to February 15
      March 8 moves to March 15

   b. Governance Calendar
      - Executive Committee Dates
        - June 7 (9am to noon), or June 9 (11am to noon)
        - July 6 (9am to noon), or July 7 (9am to 10am, or 11am
          to noon)
        - August 9 (9am to noon), or August 11 (11am to noon)
      - Budget Advisory Committee Dates
        - June 27 (1:30pm to 4pm), or June 28 (9am to noon)
        - July 26 (9am to noon)
        - August 1-5 (anytime, except Mon/Tue morning)
      - Strategic Planning Committee Dates
        - July 11 (noon to 4pm), or July 12 (9am to noon), or July
          12 (9am to noon)
        - August 15 (noon to 4pm), or August 16 (9am to noon),
          or August 17 (9am to 4pm)

   c. Orientation Volunteer Recruitment
      Jessica Brake, GSA Vice-President introduces Matt Laird, Orientation
      Assistant to Council.
      He will be recruiting graduate student volunteers for orientation, and
      presented an overview of the logistics for the fall 2016 orientation.
• Seeking **one volunteer from EACH department** to help us welcome new grad students on the day of orientation (Tuesday, September 6th)
• It can either be you or someone for your department
• Total commitment would only be about **a total of 6 hours!!**
• A volunteer would be responsible for helping to welcome new students from their department to the University of Waterloo, facilitate networking amongst new graduate students, and/or help with the Graduate House Welcome Reception Event.

**Motion for five minute recess at 5:03 (Wu/Yee) Carried.**

9. **Discussion Items** *(Formal discussion process)*
   • **Orientation Volunteer Recruitment**
     At a minimum Volunteers should be representing faculties, especially in the case of satellite campuses having someone to be the “welcoming host”.
     Opportunity exists to increase engagement to departmental GSAs that are not part of the role of the volunteer.
     Volunteers can provide more that the estimated 6 hours of work.

   • **Council Meeting Schedule Amendments**- no discussion.

   • **Governance Calendar**
     In response to a question about the timing of the strategic planning process, and gaining input from new incoming students, the Chair informs Council that it would target all student programs and stages within the program. The stage of the program can be taken into consideration.

10. **Motion:**
   a. **Motion to amend the Council Meeting Schedule**

      **WHEREAS** Senate meets on the fourth weeks of February and March; therefore be it

      **RESOLVED** that Council meet on the third Wednesdays of February and March.
      (Mohaddes/Freure) **Carried unanimously.**

   b. **Motion to appoint Jeremy Pinto councillor at-large for Systems Design Engineering for the month of June 2016.**
WHEREAS the Systems Design Engineering GSA is inactive; and

WHEREAS the Systems Design Engineering GSA specifies that its AGM will be held at the start of the school year (i.e. September); and

WHEREAS an election will be held for Systems Design Engineering in advance of the July 2016 meeting of Council; therefore be it

RESOLVED, that Council appoint Jeremy Pinto councillor at-large for Systems Design Engineering for the month of June 2016.

(Bruce/Salman) Carried

c. Motion to elect members of Council to the Budget Advisory Committee

WHEREAS the terms of reference of the Budget Advisory Committee of Council provide for the election of one member of Council from each faculty of the university; and,

WHEREAS those terms also provide for the election of one member of Council from among the members of the Board of Directors elected by the membership of the GSA-UW; therefore be it

RESOLVED, that the Council of the GSA-UW elect the following seven members of Council to the Budget Advisory Committee:

Applied Health Sciences: Graham Mayberry
Arts: Lynn Wu
Engineering: (Pinto)
Environment: Justine Salam
Mathematics: David Choi
Science: Vacant
Director: Rob Pangborn

(Madar/Freure) Carried. R. Pangborn abstains.

d. Motion to elect members of Council to the Strategic Planning Committee

WHEREAS the terms of reference of the Strategic Planning Committee of Council provide for the election of one member of Council from each faculty of the university; and,
WHEREAS those terms also provide for the election of one member of Council from among the members of the Board of Directors elected by the membership of the GSA-UW; therefore be it

RESOLVED, that the Council of the GSA-UW elect the following seven members of Council to the Strategic Planning Committee:

**Applied Health Sciences: Kyle Rogers**  
**Arts: Mona Zhu**  
**Engineering: Vacant**  
**Environment: Sophia Esmail**  
**Mathematics: Vacant**  
**Science: Alan Yee**  
**Director: Rob Pangborn**

(Mayers/Amos) **Carried.**  
K.Rogers, R. Pangborn, and S. Esmail abstain.

Anyone who is excluded from a committee due to the terms of reference / structural problems will be asked to attend and participate at the meetings and then the problems will be fixed.

e. **Motion to create a seat on Council for Master of Social Work students.**

WHEREAS Master of Social Work students pay GSA-UW fees; and,

WHEREAS Master of Social Work students have not been represented on the GSA-UW Council; therefore be it

RESOLVED that the GSA-UW create a seat on Council for Master of Social Work students; and be it further

RESOLVED that the GSA-UW hold an election for the Master of Social Work seat on Council  
(Amos/Chandler Burns) **Carried**

11. Notices of Motion:  
The Chair will bring a motion to amend the Terms of Reference for the three Council Standing Committees, to include a Councillor At-Large for cases where the program falls on the side of faculty representation.  
The Executive Committee is developing a terms of reference for a small ad-hoc committee to study the representation on Council. The ad-hoc committee will be looking at the transition of Councillors and will
review/assess how departments are represented. (i.e. large departments vs. small departments, and unrepresented departments.) If there are unrepresented programs a motion will be coming forward to fill gaps.

12. Adjourned at 5:40 pm.

NMK:rv
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   2. SLC/PAC Expansion

B. Planned Activities
   1. CASA Policy and Strategy – Winnipeg Conference
   2. Documenting Student Life
   3. International Student Tuition Fees – University Discussion

C. Monitoring Activities

A. Ongoing Activities

1. Ontario Student Assistance Program

Over the months of June and July the Ministry of Advanced Education and Skills Development (MAESD) has been holding consultations to discuss the various proposed changes for how OSAP will be distributed in the future. Amongst my undergraduate and college colleagues, I am the only graduate student participating in these consultations and as such I am the sole representative voice of graduate student issues within these provincial consultations.

2. SLC/PAC Expansion

The project is behind by approximately one month. This is in due part to the committee following a very aggressive schedule. The conceptual drawings for both the GSA office and GSA lounge have been formally submitted to the architectural firm and the subsequent schematic diagram is attached on page 3.
B. Planned Activities

1. CASA Policy and Strategy – Winnipeg Conference

The External Affairs team will be heading to Winnipeg from July 27-30 to participate in the annual Policy and Strategy Conference. The purpose of this conference is for members to select priorities for the organization; this is the process by which CASA sets the agenda in terms of advocacy and research. Members will be asked to prioritize certain areas of importance in the scope of post-secondary education by selecting broad themes; those themes become our "priorities" for the year. CASA’s members, board and staff will then be able to make a clear assessment of “actionables” for government and deliverables for the organization. By the end of this process, members will have set a concrete agenda for themselves. We will be using the data from the survey to inform our position on the issues that will be discussed, which are attached on page 4.

2. Documenting Student Life

Discussing how we can document student life on our Campus. A partnership between Special Collections & Archives and the student associations, to identify records of long-term historical value that we should be preserving in the Archives and making accessible to researchers.

3. International Student Tuition Fees - University Discussion

On behalf of the GSA-UW, I have approached the Federations of Students to begin formal discussions with the university.

C. Monitoring Activities

Nothing to report.

End of Report

Yours sincerely,

Robert P. Bruce
President, GSA-UW

July 20 2016
APPENDIX: POLICY THEMES FOR YOUR CONSIDERATIONS

Below is a listing of potential thematic areas CASA could focus on during the 2016-2017 academic year. Each theme includes a description, some of CASA’s current policies related to the theme, general argumentation, as well as, additional insights related to the theme. Please note that all number codes (ex: A01) refer to CASA’s policy manual.

1. Economic Barriers to PSE

Context: Economic barriers to post-secondary education is a theme that is broad in scope, but essentially captures much of CASA’s policy on student financial aid. This theme ties directly into two of our pillars: accessibility and affordability.

Policy Options:
- Ensuring Canada Student Loans Program (CSLP) Limits Rise with the Needs of Students (A33)
- Early Disbursement of Financial Aid (A36)
- Expanding Grants to Graduate Students (F06)

Argumentation:
- Loans have been capped at the same level for over a decade, and have fallen behind the needs of students. Reliance on family resources and private financial institutions is increasing, driving up risk and adding barriers for low income students to access higher education. Increasing the present values for CSLP would correct for years of stagnant funding levels, and indexing to consumer price index would ensure they remain relevant for years to come.
- The timing of financial aid payments can have a negative effect on students who require help affording various up-front fees and registration costs.
- Grants have a strong effect on attendance for students from lower income backgrounds, backgrounds that are even more under-represented in graduate studies than undergraduate studies. Graduate students are the only category of students who are currently barred from accessing grants.

Additional Notes:
- Expanding student loan limits and providing graduate students access to grants were advocacy points CASA presented to government last year and are the logical place for government action in reforming student financial aid.
- An RESP policy will need to be developed, owing to the increased attention on this issue recently.

2. Equity-Seeking Groups

Context: The theme of equity-seeking groups touches on addressing the needs of those from traditionally marginalized groups in post-secondary education. CASA’s policy solutions aim at increasing their accessibility into the post-secondary education system and look at enhancing the
quality of their educational experience. This policy set is predominantly found within the values of accessibility and quality.

Policy Options:
- Improving Access for Persons with Disabilities (A14)
- First Nations, Metis and Inuit, Post-Secondary Student Support Program (A28)
- Student Employment – Outreach to Marginalized Groups (Q24)

Argumentation:
- Access to education is one of the major determinants of the ability to be self-supporting and to participate in the economy overall. Investing in education support for members of equity seeking groups can also create long term financial advantages for the government, since higher income earners will require less public support.
- Canada has failed in its legal and moral obligations to Canadian Indigenous peoples as it pertains to education. The current federal government committed to lifting the 2% cap, and our responsibility is to hold them accountable to that.
- Support for both education, as well as, transitions into the workforce are important components of any policy designed to support these groups. Policies must be designed appropriately to ensure their effectiveness for the specific group in question targeted for support.

Additional Notes:
- This government has made major commitments to aboriginal groups in their election platform, which have yet to be delivered on. CASA can continue to hold them accountable.
- The government has not announced major education-related disability initiatives, but their focus on a new health accord would permit including those services in the new agreement.

3. Facilitating non-traditional paths to PSE

Context: Education in Canada remains rooted in a linear model, with students progressing from primary to secondary to post-secondary education without gaps in between. With the changing economy however, retraining is proving to be increasingly important, as is maintenance and development of basic skills such as literacy, numeracy and problem solving.

Policy Options:
- Amending the Asset Assessment in the CSLP (A30.3)
- Eliminating Spousal Contribution Amounts in the CSLP Needs Assessment (A30.4)
- Ensuring Access to Quality and Affordable Childcare (Q25)

Argumentation:
- Ongoing adult education is an area where Canada lags behind many other developed countries. Adult skills in Canada, as measured through means like the Program for the International Assessment of Adult Competencies (PIAAC), are below other countries in the
Organization for Economic Cooperation and Development by many metrics such as literacy and numeracy.

- Universities and colleges have a role to play in supporting the development and maintenance of adult skills, and the federal government has a role in supporting the ability of adults to attend and afford those courses.
- Literacy and numeracy skills are the foundation of more advanced education, and improvements in those basic skills offer measurable payoffs in productivity, workplace safety and employment.
- Non-traditional routes to education are the kind most frequently accessed by marginalized groups, such as First Nations, single parents, new Canadians and others.

Additional Notes:
- There is a strong basis for recommending action should be taken on this area, and these routes to accessing higher education are crucial for many vulnerable populations.
- CASA has some policy on this issue area, especially in terms of opening up financial aid for those who have previously had employment or accumulated assets, but other areas still need to be developed, such as emphasizing access to adult basic skills training through PSE institutions.

4. Improving PSE Data

Context: Canada’s data on outcomes in post-secondary education is generally sparse and difficult to apply. Data gaps include a lack of longitudinal studies of student outcomes, comparisons of student backgrounds, data on access to various forms of financial aid and other questions that currently cannot be resolved through existing data in a comprehensive way.

Policy Options:
- Creating an Independent, Effective, and Accountable PSE Transfer (Q09)
- Creating a Pan-Canadian Data Collection Strategy (Q14)

Argumentation:
- Measurement of outcomes is an ongoing issue in higher education, in terms of having the ability to conclusively say whether degrees are offering value for students determining which subjects are in demand. Many debates are occurring in Canada on the question of whether there is a surplus or deficit of various kinds of skills, and without a comprehensive set of indicators these will not be answered.
- Measurement can also create pressures on universities and governments to improve their services. By being able to compare which universities are offering better outcomes, this can create pressure on universities to out-perform one another.

Additional Notes:
- The current federal government has committed to a renewed focus on science in decision-making, such as through the appointment of a government minister of science, and an official science advisor.
• CASA has some policy on this area, however it could be further expanded in a number of areas:
  o Publication of data from CSLP on the number of recipients of low and middle income grants by school, to determine which schools are better serving students from lower income demographics
  o Sharing data for scholarship spending from universities to determine if the funding on that area is progressive or effective.

5. Research and Innovation

Context: This thematic area touches on CASA policy that is primarily captured in the pillars of Innovation and Quality. Traditionally these policy areas address the subject of research funding and other related issues.

Policy Options:
• Intellectual Property (I04)
• Tri-Council Application Process (I10)
• Developing Undergraduate Research (I02)
• Supporting Digital Infrastructure (Q19)

Argumentation:
• Undergraduate and college research will give more students hands-on experience with the application of their areas of studies, as well as increasing the support to various research programs.
• Graduate students will see significant benefits by changes to the tri-council application process that widen eligibility to more students, and streamline the application process to ensure more fairness in selection of projects, as well as giving more feedback on timing and decision-making.
• Digital infrastructure is crucial for many applications, both for universities conducting research programs, as well as for expanding access to higher education for students in remote communities.

Additional Notes:
• Research can be a priority, given that government continues to show strong support for the areas of science, technology and research. This is especially signalled by the major $2 billion investment in university infrastructure, much of which will reach students in research programs.
• Furthermore, the innovation and science agenda is at the forefront of the current government’s priorities, with two Ministers responsible for the file.

6. Social Barriers to PSE

Context: Social barriers to post-secondary education is a theme that touches on CASA policy solutions aimed at addressing the cultural barriers often faced by those from equity seeking groups.
Policy Options:

- Improving Access through Early Intervention (A19)
- Improving Access for Persons with Disabilities (A14)
- Ensuring Access to Quality and Affordable Childcare (Q25)

Argumentation:

- Social factors are a major cause for concern with students from lower income backgrounds, and other groups that have traditionally had lower rates of attainment of post-secondary education.
- Early interventions that support the transition of high school students into post-secondary education have been crucial in supporting those from lower income backgrounds. These interventions have built towards enabling those students to better access and persist in post-secondary education.
- Accessing services like childcare is an important support to vulnerable populations as well. These populations often include mature learners, parents or students returning to post-secondary education.

Additional Notes:

- Childcare issues will likely be brought up over the mandate of this government in general—because of their direction on that policy, supporting services through PSE institutions is a viable option for action.
- CASA has additional research capacity on this file over the summer.

7. Student Employment

Context: This thematic area touches on CASA’s vast policy pertinent to student employment. Student employment applies both while students are in study and then when transitioning to the workforce.

Policy Options:

- Youth Employment Policies (Q23)
  - Studying methods of connecting marginalized youth to jobs through federal programs.
  - Implementing a 1% Training Tax for Employers and supporting work-study arrangements and placements.
  - Creating a “Canada Part-Time Jobs Program” to fund a number of high-quality part-time jobs for students during their studies, as an analogue to the Canada Summer Jobs program.

Argumentation:

- Student employment is crucial for both supporting access and affordability of education, as well as, giving students meaningful experiences that increases their employability after graduation.
• Any federal strategy must combine support for students who are seeking jobs both during summer months, as well as part-time jobs while studying, acknowledge the role that employers must play in creating those positions and supporting student transitions into the workforce, and ensuring that those positions are accessed by low income and marginalized youth who have difficulty entering the workforce.

Additional Notes:
• This has been identified as a priority area for the current government and they are currently soliciting policy solutions.
• An opportunity exists to present a comprehensive solution to the question of student employment. Using the White Paper on Student Financial Aid as a template, CASA could consider exploring the student employment issue which incorporates in-study work, summer work, and the importance of transitions into the workforce.

8. Student Wellness:

Context: Student Wellness is a broad policy theme that touches on a number of different student issues. CASA’s policy manual specifically touches on student wellness through the lens of quality and accessibility.

Policy Options:
• Mental Health Policy (Q21)
• Equity in Parental Leave for Tri-Council Grants (A35)
• Supporting a Campus Free from Sexual Violence and Harassment (Q24)

Argumentation:
• Supporting the quality of life for students is a crucial component of increasing completion rates, ensuring that vulnerable groups feel safe and welcome on campuses, and supporting long-term economic growth.
• Mental health and safety are key components of making sure that students are able to successfully complete their studies. Every school should have policies and resources related to these issue areas, to ensure that students can access the help they need without having to delay or drop out of their studies.

Additional Notes:
• These are multi-faceted issues, and will take significant involvement from member schools in lobbying their own institutions, as well as working through national bodies such as health organizations and other PSE stakeholder groups, in addition to the federal government.
• Progress has been made in the creation of non-governmental advocacy policies directed at addressing student wellness issues. More can and should be developed to ensure we are responding to the ever-changing needs of students.
A. Ongoing Activities

1. Planning for fall 2016 orientation

Matt Laird, our orientation assistant and myself are working hard to plan for a successful fall orientation this year. In order to make this year’s orientation a success we are taking the feedback that students gave after last year’s orientation and using it to make this year’s orientation even better!

One of the things that we are working on right now is planning the Grad House reception that takes place at the end of the day. We are also working on recruiting volunteers from each department to help welcome grad students when they arrive to orientation. As we mentioned in our presentation at the last council meeting one of the things that we are hoping to do this year is to have one representative from each department to help welcome new grad students the morning of orientation. We would love to see everyone get involved in this initiative as it is a great way to promote your department and meet incoming students! If you are interested in volunteering to be a departmental rep, please email Matt Laird at matthew.laird@uwaterloo.ca no later than July 30th!
2. Filling of Committee Vacancies

I am still working on filling all grad student vacancies that exist on university wide committees as it is important to ensure that grad students’ are being represented and that their voices are being heard on such committees. If you, or anybody that you know is interested in filling a vacancy please see our website for the list of vacancies that are currently available, or email me at gsa-vp@uwaterloo.ca

We are currently working on putting all committee information on our website to make this information more accessible to our members.

The current vacancies include:

**Graduate Student Relations committee** – one student needed for this committee

**University Committee on Student Appeals** – seeking one student from the faculty of Math to sit on this committee

**Advisory committee on traffic and parking** – seeking one student to fill this committee

**Provost’s advisory committee on timetabling** – seeking one student to fill this committee

**Standing committee on alcohol use and education** – seeking one student to fill this committee

**Engagement Working Group of President’s Advisory Committee on Sustainability** – seeking on student to fill this committee

**Academic Working Group of President’s Advisory Committee on Sustainability** – seeking one student to fill this committee

**Food advisory board** – seeking one student to fill this committee

**CEL awards** – seeking one student to fill this committee

**Course Evaluation Project Team** – seeking one student to fill this committee

**Healthy Workplace Committee** –seeking one student to fill this committee

**Science Faculty Council** – (Lisa Weber) – seeking two students from the faculty of science to serve on this – typically meet four times per year

3. Development of the strategic plan
The strategic planning committee and myself are working hard on developing a five-year strategic plan for the GSA-UW that will better serve our membership. In order to do so, a strategic plan pilot survey was launched to a random sample of 1000 grad students based on a “stop, start, continue” model in order to identify key areas that will guide the development of the final strategic objectives survey that will go out in the fall.

4. Committee service

I am continuing to serve on the following university wide committees as a representative for graduate student needs:

- Senate
- Senate Graduate and Research Council
- Graduate Student Relations Committee
- Policy 30
- Graduate Student Support Advisory Committee
- Student Services Advisory Committee
- Joint Health and Safety Committee
- Policy 33
- Committee addressing Sexual Violence
- Library Renovation Committee
- Fall Break Steering Committee
- Excellence in Graduate Supervision

B. Planned Activities

1. Development of strategic plan outreach strategy

The strategic planning committee and myself are planning on developing an outreach strategy for the process of the development of the strategic plan. This strategy will involve developing a plan for engaging as many students in answering the strategic objectives survey as possible.

2. Develop a terms of reference for university wide committees

Rob the GSA-UW president, as well as myself are planning on developing a terms of reference for appointing graduate students to university wide committees. Essentially we would like to develop a system where the university, faculties, or departments give the GSA-UW a list of nominations when they have a vacancy. This will allow for us to have a more efficient system for ensuring that each committee within the university has graduate student representation. It will also allow for us to identify students who may have a strong interest in a particular committee. This is a large project and will require
coordination from various stakeholders, so stay tuned as we continue to plan for the development of this over the course of the year!

C. Monitoring Activities

1. Refining of exec action plan

One of the main things that I am continuing to monitor is our executive action plan for the 2016-2017 year. To do so, I am working closely with the internal team to continue to monitor our progress on our internal projects and communicate these with the external team. Monitoring our progress on major projects and having strong communication channels is important as it allows us to carry out the goals that both the officers and the board of directors set for our organization at the beginning of the year, which will ultimately allow for us to continue to better serve our membership.

End of Report

If you have any questions/comments, please do not hesitate to get in touch.

Yours sincerely,

Jessica Brake
Vice-President, GSA-UW

June 27, 2016, 2016
Student Affairs Officer
Report to Council

July 7, 2016

Questions?
gsa-sao@uwaterloo.ca

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   2. MDEI and Physics & Astronomy Elections

A. Ongoing Activities

1. Council Repopulation

   Students in the Department of Chemistry approached me to assist them in restarting their GSA (the CGSS). A call for nominations for CGSS executive positions was sent to Chemistry graduate students on July 5 with a deadline of July 8. The CGSS Constitution requires a "short campaign period" for any contested positions, which was scheduled for July 11 – 12. Elections for contested positions were scheduled for July 13.

   A call for nominations for the Systems Design Engineering Councillor was sent to Systems Design Engineering graduate students on July 5 with a deadline of July 19. An election for a contested position was scheduled for July 20.

   The Earth & Environmental Science GSA was asked to appoint a new councillor, since Ryan Truong was deemed resigned. The EGSA asked me to contact
SERS and Geography & Environmental Management graduate students directly to identify potential appointees to Council.

2. Association Operating Budget

I have been collaborating with Rose Vogt, Robert Bruce, Chris Pugh, and Jae Kang to establish guidelines and a process for the development of the Association Operating Budget. Rose, Robert, and I presented an overview of the guidelines and process at the meeting of the Budget Advisory Committee on June 22.

3. Strategic Plan

I have been collaborating with Jessica Brake and Indi Madar on the development of the strategic planning process. Recently our focus has been on the design and dissemination of a short and open-ended pilot survey, which will help us design questions for the structured and comprehensive strategic objectives survey. We have also prepared a budget proposal, which we will be submitting to the Budget Advisory Committee.

B. Planned Activities

1. GSA Equity Policy

Following the events in Orlando, Indi Madar and I began discussing the absence of a GSA Equity Policy. Among other things, such a policy could require that GSA front-line staff and leaders, including officers and councillors, be provided with training on matters such as anti-oppressive practice and allyship, as well as orientation to the many support services on campus to which students may be referred, such as counselling and conflict resolution. We invite anyone interested in joining this conversation to contact one of us.

2. Councillor Training

Councillors are invited to attend a workshop with the GSA accountant concerning financial and accounting principles on July 13, 2016 from 10:30am to noon in COM 130.

I will be reaching out to councillors who are interested in meeting with me to learn about Roberts Rules of Order, GSA Governance, University Governance, and principles and practices of effective advocacy and representation. Tentative workshop dates are as follows: July 19 (2pm to 4pm), July 20 (10am to noon), and July 21 (noon to 2pm).
3. Departmental GSA Meeting

On the advice of Rose Vogt, I am planning to invite the executives of the several Departmental GSAs to meet and discuss common interests. Among them, I would like to develop MOUs with the Departmental GSAs about the process for appointing their representatives and how the GSA-UW manages fees collected on their behalf. The tentative timing for this meeting, depending on everyone’s availabilities, is late August (before orientation) or mid-September (after orientation). Directors, officers, and councillors are invited to attend, as well.

4. Satellite Campus Visits

I will be reaching out to the graduate program officers at the Cambridge, Kitchener, and Stratford campuses, as well as the appropriate GSA councillors, to plan meetings with graduate students at these satellite locations. The tentative timing for these meetings is mid-September.

C. Monitoring Activities

1. MDEI

With the election of George William Patrick as MDEI Councillor, I will be handing off monitoring of the MDEI issues mentioned in my previous report.

D. Completed Activities

1. Math GSA Referendum

Graduate students in the Faculty of Mathematics voted to create a Faculty GSA and approved the proposed bylaws. I am collaborating with Lindsey Daniels, Anton Mosunov, and Xiao-Bo Li to organize an annual general meeting to elect the leadership of the Math GSA in the fall term.

2. MDEI and Physics & Astronomy Elections

Two candidates were nominated each for MDEI and Physics & Astronomy. Elections were held and voting ended on June 24, 2016. The elections and the referendum, which were interrupted by unexpected server maintenance by IST, were extended from two and three days, respective, to five days to ensure that interested students were able to participate.

End of Report

Yours sincerely,
Norman Kearney
Student Affairs Officer

July 7, 2016
Communications and Marketing Officer (CMO)
Report to Council

July 7, 2016

Questions?
gsa-cmo@uwaterloo.ca

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   2. Launch of the Pilot Survey (Strategic Objective Survey)
   3. Social Media budget for the Strategic Objective Survey
   4. Professional headshots (photograph) for grad students

B. Planned Activities
   1. Equity policy for the GSA (upcoming)
   2. Review and implementation of the CGPSS results

C. Monitoring Activities
   1. Planning process of the communications plan

A. Ongoing Activities

1. July’s E-News
   Developing the content for July’s E-News that will be sent on July 5th. Also, I am reviewing the GSA pamphlets that will be distributed at Orientation.

2. Launch of the Pilot Survey (Strategic Objective Survey)
   Jessica, Norman and I have been working on the launch of a pilot survey that will be sent to a sample composed of 1,000 graduate students representing all faculties, departments and levels of graduate studies. This pilot survey will be sent to the sample on the week of July 4 and from there will be available for a 2-week period.

3. Social Media budget for the Strategic Objective Survey
   I will meet with Aaron Miller, Social Media Manager at the University of Waterloo, sometime in the coming weeks to discuss about this item so I can develop a social media budget for the Strategic Objective Survey that will be launched this Fall.

4. Professional headshots (photograph) for grad students
Starting this Fall, we would like to offer to grad students (free of charge) professional headshots which they can use for their LinkedIn page and/or other platforms. I am currently looking into this and opting for something in-house (e.g. within the UWaterloo campus).

B. Planned Activities

1. Development of an equity policy for the GSA (upcoming)

Norman and I attended the Orlando Shootings Vigil that was held a few weeks ago in Waterloo. As a matter of fact, Norman gave a moving speech at the Vigil and positively represented the graduate community at the University of Waterloo! In light of current events, we would like to discuss about the development of a potential equity policy for the GSA.

2. Review and implementation of the CGPSS (Canadian Graduate and Professional Student Survey) results

I will meet with the GSO (Graduate Studies Office) communications team in the coming weeks to discuss about how the GSA is going to implement the feedback from the survey results and exchange ideas. As a whole, I will take on the task of communicating our ‘wins’ and accomplishments to the membership, now and in the future in light of the next CGPSS (in 3 years).

C. Monitoring Activities

1. Planning process of the communications plan

I have a few Communications and Graduate Studies-related staff members to meet, including the communications team at FEDS (Federation of students at UWaterloo) and Aaron Miller from the office of ‘Marketing and Strategic Communications’ to gather their thoughts and ideas for the GSA’s upcoming communications plan. Furthermore, I hope to meet with the communications team of the GSA from Wilfrid Laurier University since they recently underwent a total ‘rebranding’ process, and perhaps there are some winning practices that can be shared amongst the two GSA’s. Lastly, I hope to launch an Advisory Committee for the Communications plan in July. Please stay tuned for more information!

End of Report

Yours sincerely,

Indi
CMO
July 7, 2016
Budget Advisory Committee Meeting
Thursday, July 7, 2016
GSA Offices, COM 130

Present:
Robert Bruce, Jessica Brake, Norman Kearney, Rob Pangborn, David Choi, Graham Mayberry, Jeremy Pinto, Justine Salam, Lynn Wu, Rose Vogt.

After introductions, a brief overview of the goals of the Budget Advisory Committee (BAC) and the expectations of the members was heard. The members represent each faculty and the intention of the budget planning process is to engage the GSA membership in the development of part of the overall GSA annual operating budget.

A general overview of the GSA financial model was presented by Norman Kearney. The Fund Accounting model includes four funds, Association, Graduate House, Capital, and Health & Dental. The BAC will deal primarily with the Association Fund. The members heard that parts of the Association Fund annual operating budget held “fixed” accounts, that are on-going amounts and under the purview of the Board of Directors. These include items that are governed by internal and external contracts and agreements, administrative needs, and operational obligations, and makes up approximately 87% of the Association Fund. BAC will provide guidance to the “non-fixed” accounts of the budget. These include services, events, and proposals. Currently approximately 13%, plus an amount of funds available from the Fund reserve if needed. To engage the members in the budgetary preparation a process was determined by BAC.

The Committee agreed to the following process:

- A GSA Budget Proposal Form will be created and posted to the GSA Website
  - The form will help guide the completion of the form details.
  - Proposals should align with the GSA Mission and benefit graduate students. (Not just a departmental proposal).
- An open call will be made on Tuesday July 5, 2016 via the GSA E-News, and social media directing graduate students to the online form. The deadline to submit proposals will be on Tuesday July 19, 2016.
- Board and Officers will be encouraged to submit proposals using the form.
- Robert, Jessica, Norman, and Rose will review the proposals and report to the committee.
- Council is on July 20 and there may be opportunity to report and/or engage councillors at this point.
- A draft budget will be provided to the Committee by August 4th, and then recommendations will be made to the Board for the final approval of the annual operating budget in late August

The next meetings of the Budget Advisory committee are July 26, 2016 and August 4, 2016.

RPB:rv
Executive Committee
Report to Council

[Month] [Day], 2016

Questions?
rpbruce@uwaterloo.ca

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A. Ongoing Activities

No business to report.

B. Planned Activities

No business to report.

C. Monitoring Activities

No business to report.

End of Report

Yours sincerely,

Robert P. Bruce
Chair, Executive Committee

July 20, 2016
Appointments to Council and Resignations

July 11, 2016

Questions?

The following councillors have been appointed by faculty/departmental GSAs:

- Bilal Ahmed, Economics
- Maxwell Bui-Mainos, Biology

The following candidates were appointed by the Student Affairs Officer pursuant to Council Policy 7.3.3.1:

- Nathalie Moon, Statistics and Actuarial Sciences

The following candidates were elected on June 24:

- George William Patrick, MDEI
- Jeff Salvail, Physics & Astronomy

The following councillors have been absent without regrets for three consecutive meetings of Council and are deemed resigned pursuant to Council Policy 7.3.5.1.:

- Ryan Truong, Earth and Environmental Science
## Appendix – Council Membership (July 11, 2016)

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<td>Recreation &amp; Leisure Studies</td>
<td>Rebecca Mayers</td>
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<td>School of Public Health and Health Systems</td>
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<tr>
<td>Master of Social Work</td>
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<td>Lynn Wu</td>
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<td>Master of Public Service</td>
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<tr>
<td>Architecture</td>
<td>Marc-Antoine Pepin</td>
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<tr>
<td>Master of Business,</td>
<td>-Vacant-</td>
<td>No spring enrolment; Election scheduled for the fall term</td>
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<tr>
<td>Entrepreneurship, and</td>
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<td>Technology (MBET)</td>
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<tr>
<td>Chemical Engineering</td>
<td>Tim Leshuk</td>
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<tr>
<td>Civil &amp; Environmental</td>
<td>Mariam Javed</td>
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<td>Electrical &amp; Computer</td>
<td>Mohamed El Badawe</td>
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<tr>
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<td>Egon Fernandes</td>
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<tr>
<td>Systems Design Engineering</td>
<td>-Vacant-</td>
<td>Inactive Department GSA; Jeremy Pinto as at-large until elected; Department GSA AGM scheduled for the fall term; New or re-appointment expected late in the fall term</td>
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<tr>
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<td>Justine Salam</td>
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<tr>
<td>School of Environment, Enterprise, and Development (SEED)</td>
<td>Sophia Esmail</td>
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<tr>
<td>School of Environment, Resources, and Sustainability (SERS)</td>
<td>-Vacant-</td>
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### Mathematics

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<tr>
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<td>Lindsey Daniels</td>
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<td>Combinatorics &amp; Optimization</td>
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<tr>
<td>Computer Science</td>
<td>David Choi</td>
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<tr>
<td>Pure Mathematics</td>
<td>Anton Mosunov</td>
<td>New or re-appointment expected late in the fall term after faculty GSA AGM</td>
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<tr>
<td>Statistics &amp; Actuarial Sciences</td>
<td>Nathalie Moon</td>
<td>New or re-appointment expected late in the fall term after faculty GSA AGM</td>
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### Science

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<tr>
<td>Biology</td>
<td>Maxwell Bui-Mainos</td>
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<tr>
<td>Biochemistry &amp; Chemistry</td>
<td>Ryan Amos</td>
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<tr>
<td>Earth and Environmental Science</td>
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<tr>
<td>Physics and Astronomy</td>
<td>Jeff Salvail</td>
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<tr>
<td>Pharmacy</td>
<td>Samantha Shortall</td>
<td>Spring term only; New or re-appointment expected in the fall term</td>
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<tr>
<td>Vision Science</td>
<td>Allen Yee</td>
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<td>-Vacant-</td>
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<tr>
<td>Theological Studies</td>
<td>Stephanie Chandler Burns</td>
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University of Waterloo Library Space Revitalization: Phase I
GSA Council Consultation

July 2016

**Project Overview**

The Library is a popular destination for research and study – more than 17,000 people enter our doors each day. The Library therefore is seeking to maximize library user spaces within its existing footprint while it is also committed to improving and optimizing library spaces with a focus on four areas: user space, particularly focused on students and co-curricular support; service points; staff space; and collection space.

In sync with other campus collaborative efforts to improve student spaces, improved library spaces will enable and further both the campus strategic plan and the Library’s Strategic Directions. The University of Waterloo Library is embarking on a significant space revitalization initiative. The overall plan is to have a series of renovations over the coming years as funds become available through fundraising and other funding opportunities.

The first phase of this revitalization initiative focuses the renovations to the 3rd and 5th floors of Dana Porter Library and to deal with the most pressing issues in Davis Library, as funds allow. This phase is in the planning stage at this time\(^1\). The project has a significant focus on staff spaces and seeks to respond to campus needs for appropriate research, study and learning/working spaces that are user-focused, integrated and accessible. The project will also identify and plan for opportunities to repurpose existing space in order to make the most efficient use of library floor space, with a focus to maximizing campus community space where possible.

**For Consultation**

**User Vision**

The 21st Century Library provides a space where the campus community feels welcomed and encouraged to satisfy intellectual curiosity, meet with peers to collaborate, and contribute to scholarship and research excellence. To align with campus strategic goals, we will design inspiring spaces for scholars by incorporating the resources and expertise they need to participate fully in the academic experience. We will develop spaces to accommodate the varied needs of students, staff, and faculty to be successful in their academic pursuits.

\(^1\) The [project charter](#) articulates the planning process and its governance structure as well as stakeholders and critical partners.
Principles
The design of space and furnishings will uphold the following principles:

- Accessible
- Durable
- Ergonomic
- Flexible use
- Functional
- Inclusive
- Personal safety
- Sustainable
- Wellness

Relevant Working Assumptions

- Spaces will be ergonomic allowing students to study, learn, work and socialize
- Obstacles to future renovations will be avoided
- Intentional alignment with other campus services during and beyond the University’s traditional business hours
- Strive for optimal use of natural light
- Library spaces are inclusive and interdisciplinary
- Ensure appropriate level of power sources and access to wi-fi
- Create a unique, welcoming, inspiring space
- Design elements include appropriate technology and tools
- Flexibility of spaces allow for easy modification for future needs
- Development of spaces to enable the spectrum of study styles: individual to larger group
- Curate the collection to ensure appropriate retention of material to enable Waterloo’s graduate students, faculty members and researchers access to information required for their research
Responses for the Councilor Survey from June 28- July 9, 2016

Total Responses= 21

What definition of External affairs do you most agree with?

23.8% - To actively promote and represent graduate student interests to the university at all levels of government in order to provide short-term value to the GSA membership

85.7% - To actively promote and represent graduate student interests to the university at all levels of government in order to provide long-term value to the GSA membership

Within the GSA at UW, Internal Affairs focuses on various issues within our campus community, and works to provide our membership with various events, services, and resources that enhance their graduate student experience. In contrast, the External Affairs team works to provide our membership with long-term value, by working with municipal, provincial, and federal governments to address and overcome systemic issues that inhibit the graduate student experience. In your personal opinion, please identify if you agree with the merits of one/both/or neither of the Internal Affairs team and the External Affairs team and explain your rationale.

Summary of written responses:
-Agree 11/13 responses
-One team cannot focus on both Internal and External affairs
-Both short and long term goals need to be apparent and addressed (i.e. working with the government would take more time)
-Short-term issues are mostly for internal affairs and long-term issues/goals mostly for external affairs

If you chose "other" above. Please tell us why, and how you would choose to define it in the context of GSA at UW.
N/A

OGSA (Ontario Graduate Student Association) lobbies to provincial government for broad consensus policy options that are aligned with our vision for an accessible, affordable, accountable and high quality post-secondary education in Ontario. In terms of Post Secondary Education (PSE) at the University of Waterloo, which of the following provincial issues/themes are most relevant to your membership in the upcoming year? (Check the 4 most important to your membership). More information on these issues: http://www.ontariosga.com/index.php/advocacy/
Responses for the Councilor Survey from June 28- July 9, 2016

1. Increase funding for Graduate Scholarships (i.e. Graduate Student funding packages) 81%
2. Career transition support for Graduate students moving outside of academia 81%
3. Financing- Funding Reform (overall cost of education) 71.4%
4. Mental Health (recommendations to more adequately address and implement graduate student mental health support) 52.4%
5. Tuition credits/discounts 38.1%
6. Student-advisor relationship (Re: Power dynamic) 38.1%
7. Refundable Technology Tax Credit 23.8%
8. Ontario-wide implementation of Post-Residency Fees 14.3%

See Figure 2 in Appendix

Please provide some insight on why you selected the above issues.

Funding:
-Cost of living continues to increase; however we don’t see any increase in funding. Housing, food, etc. becomes difficult to afford. Most funding goes to tuition.
- Few students receive external awards, funding is important. This causes a huge stress for students who then have to take extra jobs and often go over time incurring even more costs to finish their degree.
- Grad funding is not consistent and always changing
- Some departments are looking at increasing guaranteed funding to 5 years
- To support students going to conferences

Career Transition:
-Career information is important especially for Masters and PhD’s. Many advisors aren’t aware of opportunities beyond academia.
  - Limited guidance and connections for careers in industry post-graduation.
Opportunities for internships, etc. would be beneficial during grad studies to ease transition post-graduation. E.g. co-op graduate program.
- Funding, planning, other support during the transition from school to career/workforce

Post Residency Fees:
- Grad students often need a term without funding to write and prepare for defence, students pay out of pocket for tuition and expenses for this term. Pot residency fees would help.

Mental Health:
Important but could be better addressed through other channels

Student Advisor relationship:
Responses for the Councilor Survey from June 28 - July 9, 2016

- Student Advisor relationship is the milestone of a productive and stimulating graduate program with great ramifications into post-graduate career and life decisions
- Need more check and balance

If there are PSE issues/themes at the Provincial level that weren't mentioned in the previous question that are relevant to your membership, please list them here.
- International Student Fees
- Course Availability
- Review/update to acceptable timelines for completion of graduate degrees (in some fields, 2 years for Masters and 3-4 years for PhD is no longer sufficient time).
- Revision of allowed employment hours outside of graduate work

CASA (Canadian Alliance of Student Associations) advocates for a Canadian post-secondary education system that is accessible, affordable, and innovative of the highest quality at the federal level. What federal graduate student issues/themes are important to your membership in the upcoming year? (Check the 4 most important to your membership). More information:
http://media.wix.com/ugd/ca1567_d3642830501c49e4b9f5365dbb78a603.pdf

1. Student Employment - 76.2%
2. Economic Barriers to PSE 61.9%
3. International Student Experience 57.1%
4. Tri Council Applications 52.4%
5. Student Wellness 33.3%
6. Research and Technology 28.6%
7. Social Barriers to PSE 23.8%
8. Improving PSE information 19%
9. Facilitating non-traditional paths to PSE 14.3%
10. Expanding 14.3%
11. Truth and Reconciliation 14.3%
12. Equity seeking Groups 9.5%

See Figure 1 in Appendix

Please provide some insight on why you selected the above issues.
- Student wellness ties into the funding issue: many grad students take additional jobs to be able to afford living in Waterloo and tuition. Student work full time on their thesis and research, leaving minimal time for sleep/eat/activities
- Graduate students are underpaid (penalized for pursuing higher education)
If there are PSE issues/themes at the Federal level that weren't mentioned in the previous question that are relevant to your membership, please list them here. (5 responses)
- If provided tri-council funding there should be required deliverables to the taxpayer
- PhD takes a long time, steps should be taken to shorten the PhD process

Social Barriers:
- Social barriers for childcare and the challenges of maternity and paternity during graduate studies

International:
- Interested in easier/faster residency process

Tri-council:
- Finding information regarding applying to grad school, what to expect while attending grad school, applying for scholarships, how to navigate the NSERC webpage and application, and what the cost of grad school will be are often quite difficult to find as it is spread out over several webpages. It makes it discouraging and tedious to find crucial information about grad school
- Important for assuring high quality research

Are there any themes that you are fundamentally opposed to supporting this year? If yes, please identify and explain.
- There should be a more prevalent section within the international student experience for those from Canada going overseas, acknowledging the importance of this, and seeking to have more funding for our citizens to be given those opportunities.
  - Not concerns with specialty groups (important issue, but not in our department)
  - Themes that only benefit a smaller

Are there any themes that you think are fundamental this year? If yes, please identify and explain:
- Student funding (both external funding package as well as the university-level funding package) - the rate at which funding has increased for students do not catch up to the rate of inflation/increase in housing.
- Tri-council funding had not increased in at least 8 years. I think it's imperative to address this issue.
- TRC is fundamental
Responses for the Councilor Survey from June 28- July 9, 2016

- Need to maintain, at least, adequate funding/support for universities (including scholarships) should be an ongoing effort.
- Career transition, graduate

Do you have any other comments, questions or issues that are important for the GSA to know for the coming year? (7 responses)
- Funding
- Grad student space should be addressed – not enough
- An orientation or a short document that has some introductory information on the GSA would be helpful

Appendix

OGSA Themes/Issues for 2016-2017
Figure 1: CASA themes and issues for 2016-2017 identified from the July 2016 External Survey to Council.

Figure 2: CASA themes and issues for 2016-2017 identified from the July 2016 External Survey to Council.
What definition of External affairs do you most agree with?

- 23.8% - To actively promote and represent graduate student interests to the university at all levels of government in order to provide **short-term** value to the GSA membership
- 85.7% - To actively promote and represent graduate student interests to the university at all levels of government in order to provide **long-term** value to the GSA membership

Broad agreement (11/13) of the merits of separating GSA into ‘Internal Affairs’ to focus on various issues within our campus community, and works to provide our membership with various events, services, and resources that enhance their graduate student experience.

Whereas, the ‘External Affairs’ team works to provide our membership with long-term value, by working with municipal, provincial, and federal governments to address and overcome systemic issues that inhibit the graduate student experience.

Are there any themes that you are fundamentally opposed to supporting this year?

- There should be a more prevalent section within the international student experience for those from Canada going overseas, acknowledging the importance of this, and seeking to have more funding for our citizens to be given those opportunities.
- Not concerns with specialty groups (important issue, but not in our department)
- Themes that only benefit a smaller

Are there any themes that you think are fundamental this year?

- Student funding (both external funding package as well as the university-level funding package) - the rate at which funding has increased for students do not catch up to the rate of inflation/increase in housing.
- Tri-council funding had not increased in at least 8 years. I think it's imperative to address this issue.
- TRC is fundamental
- Need to maintain, at least, adequate funding/support for universities (including scholarships) should be an ongoing effort.
- Career transition, graduate
OGSA (Ontario Graduate Student Association) Which of the following provincial issues/themes are most relevant to your membership in the upcoming year?

- International Student Fees
- Course Availability
- Review/update to acceptable timelines for completion of graduate degrees (in some fields, 2 years for Masters and 3-4 years for PhD is no longer sufficient time).
- Revision of allowed employment hours outside of graduate work

Additional Issues:
- International Student Fees; Course Availability; Review/update to acceptable timelines for completion of graduate degrees

CASA (Canadian Alliance of Student Associations) What federal graduate student issues/themes are important to your membership in the upcoming year?

- Student wellness ties into the funding issue: many grad students take additional jobs to be able to afford living in Waterloo and tuition.
- Student work full time on their thesis and research, leaving minimal time for sleep/eat
- Graduate students are underpaid (penalized for pursuing higher education)

Additional Issues: Steps to shorten PhD process
POLICY 30 – EMPLOYMENT OF GRADUATE STUDENT TEACHING ASSISTANTS
GUIDING PRINCIPLES – DRAFT
11 July 2016

1. The University recognizes that Teaching Assistant Assignments (“TA Assignments”) are academic, personal and professional development opportunities for graduate students which enhance the experiences of undergraduate students, complement the work of faculty instructors (Instructors), and help meet the academic mission of the University.

2. The University will ensure equitable employment practices for TAs across the University including (but not limited to) hours of work and rate of pay.

3. The University will make clear in communication with graduate students the role that TA Assignments will play in terms of the overall financial support the graduate students can expect during their studies.

4. The University will ensure that TA Assignments are allocated in ways that afford opportunities to graduate student TAs for academic, personal and professional development, while recognizing the University’s need to match students’ skills and experiences to appropriate courses.

5. The University will support the training, development and advancement of TAs in a manner that acknowledges a shared responsibility between the TA and the Instructor for delivering the academic mission of the University.

6. The University will facilitate the development of clear and reasonable expectations and terms of employment for each TA Assignment for the benefit of the TA, the Instructor and the students enrolled in the course. These expectations will include documented dates and duration of expected responsibilities throughout the term.

7. TAs are expected to manage their time, balancing their responsibilities as a TA with sufficient attention to their own academic progression towards degree completion. TA responsibilities normally are a priority over the student’s personal academic requirements.

8. The University recognizes the importance of timely, constructive feedback from students, TAs, instructors and peers on the performance of TAs during and at the completion of their Assignments.

9. Beyond the principles reflected in this policy, flexibility and the balancing of interests are required in order to meet the needs of students, the TA, the Instructor, the Department, the Faculty and the University. The University endeavours to create an environment in which communications regarding TA performance between all parties are collegial, frequent, and recurring.
10. TAs are entitled to work in a safe and healthy environment and must assist in creating a safe and healthy learning environment for those around them.

11. The University recognizes the benefits of early, informal resolutions to problems. It is in the best interests of all parties to address concerns in good faith, informally and in a timely manner wherever possible. A TA and/or an Instructor have the right to raise concerns where expectations are not being met, and have the right to proceed formally as described in this Policy if an informal resolution proves unsuccessful or undesirable.

12. The University will meet or exceed applicable employment law, including the *Employment Standards Act*. 
Policy 42 Prevention and Response to Sexual Violence

VERSION: May 2016

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

Established: October 25, 2016
Revised: N/A
Mandatory Review Date: October 25, 2019
Supersedes: N/A

Class: G
Responsible/Originating Department: Equity Office
Executive Contact: Vice-President Academic and Provost, University Secretary & General Counsel

Related Policies and Agreements:
Policy 18 – Staff Employment
Policy 33 – Ethical Behaviour
Policy 34 – Health, Safety and Environment
Policy 36 – Dispute Resolution for University Support Staff (appeals process)
Policy 71 – Student Discipline
Policy 72 – Student Appeals (appeals process)
The Sexual Violence Response Protocol and Procedures
Collective Agreement between the University and CUPE Local 793 (appeals process)
Memorandum of Agreement between the University and the Faculty Association of the University of Waterloo (appeals process)
Workplace Violence Investigation Procedure (being drafted)

Capitalized terms used in this policy have the meaning assigned to them in Appendix A.

1. Introduction

The University of Waterloo is committed to fostering a safe, welcoming and inclusive environment for all community members. In that respect, members of the University community play an important role in promoting a safe and respectful environment where the impact of Sexual Violence is understood and actions aimed at prevention and supporting individuals affected by Sexual Violence are taken.
The University provides education and support to students and employees to raise awareness about Sexual Violence and assist individuals who have been affected by it. The University also facilitates administrative processes for students and employees to resolve their complaints of Sexual Violence.

2. Scope

This policy applies to all members of the University community. It applies while taking part in any activity on University Property or while not on University property but under the auspices of the University. The University community includes students, employees, volunteers, guests, contractors and other individuals who study, work, reside at or visit the University.

University community members affected by Sexual Violence that is not within the scope of this Policy, are encouraged to seek information about support and resources available to them (see Sexual Violence Response Protocol and Procedures).

Sexual Harassment is of great concern and, it is included in the definition of Sexual Violence appearing in Appendix A to this Policy. However, it will be addressed along with other types of harassment, according to Policy 33, Ethical Behaviour.

An act of Sexual Violence or reprisal against individuals who pursue their rights under this Policy including witnesses, constitutes a breach of this Policy. Pursuing a complaint under this Policy, does not preclude an individual from pursuing criminal, civil or other legal action.

3. Legal Framework

In addition to the abovementioned “Related Policies and Agreements”, this policy will be construed in accordance with applicable law, in particular:

- Ministry of Training, Colleges and Universities Act, R.S.O. 1990, c. M.19
- Occupational Health and Safety Act, R.S.O. 1990, c. O.1
- Employment Standards Act, 2000, S.O. 2000, c. 41;

If any of these legal provisions are modified, abrogated, superseded, or added to, this policy will be interpreted in accordance with the new legal framework.

4. Purpose

This policy establishes the University’s commitment to the awareness and prevention of Sexual Violence and addressing complaints of Sexual Violence. It outlines the roles and responsibilities of the University and its community members. It also details supports and
resources available for those affected by Sexual Violence and options for disclosing, seeking interim measures, reporting and pursuing complaints related to Sexual Violence.

5. Principles

The following principles guide implementation of this policy:

5.1 The University encourages individuals who have been affected by Sexual Violence to seek support. [link to supports]. The University is committed to providing interim measures to support the needs of individuals affected by Sexual Violence (see section 7.2.4.). The University will provide resources and support services by those with specialized training on responding to Sexual Violence.

5.2 The University understands that Sexual Violence can have a serious impact on an individual’s physical and psychological wellbeing. Individuals who Disclose or Report Sexual Violence will be treated with compassion, dignity and respect. The University recognizes the individual’s right to not request or participate in an investigation.

5.3 Individual experiences of Sexual Violence are affected by factors including, but not limited to, age, ancestry, racialization, ethnicity, religion, sexual orientation, socio-economic status, ability, gender identity and gender expression. The individual’s identity is a key consideration when interim measures are offered. Furthermore, the University’s initiatives aimed at raising awareness and addressing Sexual Violence will be designed with the diversity of the University community in mind.

5.4 In the interpretation and application of this Policy the University will uphold the principles of natural justice. The principles of natural justice include the right to a fair hearing (where all parties are given the opportunity to present their case and to respond to the evidence against them) and the right to a fair process (where a decision is reached in a manner that is untainted by bias and where reasons for the decision, the evidence relied upon and the results are given in writing). The University is committed to ensuring that investigations are conducted by those with specialized training in Sexual Violence. The University recognizes that it is in the best interests of University community members that a complaint is investigated in a timely manner.

5.5 The University recognizes the importance of confidentiality to persons involved in a matter related to Sexual Violence. The University will keep information Reported or Disclosed confidential, subject to the limits outlined in Sections 6.4 and 6.5.

5.6 Sexual Violence will not be tolerated; individuals who are found in violation of the law or breach of this or related policies will be held accountable.

5.7 Reprisal or threat of reprisal against anyone who pursues their rights under this Policy, or who participates in proceedings under this Policy, is not permissible. Any reprisal or threat of reprisal shall be grounds for a Report under this policy (See Section 6.2).
6. Overview of Procedures

6.1 Individuals who Disclose or Report an incident of Sexual Violence that falls within the scope of this policy should consult the Sexual Violence webpages [link] for information about resources and supports. Students or employees who want to Disclose or Report an incident of Sexual Violence should consult the University’s Sexual Violence Response Protocol and Procedures [link]. Parties to a Report are encouraged to seek the support of a University community member.

6.2 Parties to proceedings resulting from a Disclosure or a Report pursuant to this Policy may appeal decisions in accordance with appropriate appeal procedures, as identified in the University’s Sexual Violence Response Protocol and Procedures document.

6.3 If any party to a proceeding resulting from a Disclosure or Report is not an employee or student of the University, the matter will be referred to Waterloo Regional Police Service (WRPS)/local police. Consistent with the provisions of this policy, the University may refer other Sexual Violence matters to WRPS/local police (see Sexual Violence Response Protocol and Procedures, section IV).

6.4 Notwithstanding any other provision of this Policy and in particular 6.5, when an incident of Sexual Violence has been Disclosed or Reported, the University will perform a Sexual Violence risk assessment, and may initiate an investigation and take other action, if deemed necessary and reasonable by the University in order to protect the legitimate interests of the University and/or of the University community.

6.5 The University will endeavour to maintain all information received or generated in relation to the disclosure or reporting of Sexual Violence confidential, subject to the following limits and exceptions:
   i. Confidential information may be shared with University employees who have a need to know the information to carry out their responsibilities and to assist the University in fulfilling its legal obligations and commitments under this and other policies.
   ii. The University may release confidential information where legally required.
   iii. UW Police may release confidential information pursuant to contractual obligations with WRPS/local police (section IV, Sexual Violence Response Protocol and Procedures).

7. Roles and Responsibilities

7.1 All University community members have a responsibility to uphold this policy.

7.2 The following are a list of additional responsibilities with respect to addressing incidents of Sexual Violence:

   7.2.1 The President, Vice-President Academic and Provost and their direct reports shall maintain and communicate their commitment to address the issue of Sexual Violence. University officials shall ensure that the resources necessary to support the implementation of this Policy are offered.
7.2.2 The University shall perform risk assessments in accordance with section 6.4, giving due consideration to the concerns of all individuals affected by Sexual Violence.

7.2.3 The Equity Office shall:

7.2.3.1 Work in collaboration with the University Secretary & General Counsel and the Vice-President Academic and Provost, to assist with the interpretation and application of this Policy;
7.2.3.2 Coordinate policy-related communication and in collaboration with campus partners, provide education on Sexual Violence as well as training on responding to incidents of Sexual Violence.

7.2.4 The University shall provide a resource to support students and employees who are affected by Sexual Violence. This will be a key resource to coordinate the provision of support and referral to students or employees who Disclose or Report Sexual Violence.

7.2.5 The University shall provide a resource to investigate complaints of Sexual Violence.

7.2.6 Department heads/Academic leads shall take necessary action including but not limited to:

7.2.6.1 Provide interim measures (such as the separation of parties, e.g., for students, faculty and staff) where needed;
7.2.6.2 Assist with the resolution of complaints or addressing appeals of decisions regarding Sexual Violence as set out in the Sexual Violence Response Protocol and Procedures; and
7.2.6.3 Determine necessary action, subject to any rights the respondent may have pursuant to a collective agreement or contract.

7.2.7 All individuals involved in the provision of interim measures shall act in good faith.

7.2.8 UW Police shall provide assistance with matters such as safety planning and communications about incidents.

8. Policy Review

This policy will be reviewed every three years in consultation with University community members.
Appendix A

Definitions

“Sexual Violence” means any sexual act or act targeting a person’s sexuality, gender identity, gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

“Sexual Harassment” means (a) engaging in a course of vexatious comment or conduct against an individual because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the individual or and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

“University Property” means all real property owned and under the operational control of the University.

“Disclose” means share information pertaining to an incident of Sexual Violence for the sole purpose of learning about and/or receiving support and resources.

“Report” means to inform about an incident of Sexual Violence to learn about the University’s complaint procedures and/or to seek redress using them and/or or pursue rights to criminal, civil or legal action.

“Risk Assessment” means the identification of risks and the evaluation of the quantitative or qualitative nature of Risks related to a specific situation and recognized as a threat, performed by means of tools developed by the University (Policy 11). OR Risk Assessment includes assessing risks to health and safety. Health and safety risks may include situations where:

a. An individual may be at risk of self-harm;
   b. An individual may be at risk of harming another person; and
   c. There is reason to believe members of the larger community may be at risk of harm.

“complainant” (is mentioned in the Protocol) refers to the person who is making a complaint.

“respondent” (is mentioned in the Policy and the Protocol) refers to the person against whom a complaint has been filed.
I. Introduction

The purpose of this Response Protocol and Procedures document (“the Response Protocol”) is to support the implementation of the University of Waterloo’s (“UW”) Policy 42 Prevention and Response to Sexual Violence (“the Policy”). In the event there is a discrepancy between the Response Protocol and the Policy, the Policy will apply.

The scope of application of the Response Protocol is defined in the Policy. Where a Report of Sexual Violence is made and either the complainant or the respondent is not a member of the University community, the case will be referred to the Waterloo Region Police Services (WRPS)/local police. In addition the University will make its own determination if further investigation or any action on its part, is necessary.

The Equity Office will assist students and employees including those with supervisory responsibilities to interpret and implement the Policy and the Response Protocol. The Equity Office will ensure training and education sessions are provided to support the implementation of the Policy and the Response Protocol.

II. Confidentiality

Confidentiality is important during the investigation process. Therefore, parties to a Report and their support persons will be advised about confidentiality and the limits to confidentiality (See Policy Sections 5.5, 6.4 and 6.5).

III. Access to Support

During an investigation, parties to a Report who are employees or students are encouraged to seek the assistance of any one of the following University of Waterloo community members:

- An employee;
- A student;
- A representative of their union or association (Faculty Association at the University of Waterloo/University of Waterloo Staff Association/CUPE Local 793);
- An executive member of their student association (Federation of Students/Graduate Student Association).

Communication between an individual and their support person or representative is not a breach of confidentiality.

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1 Capitalized terms used but not otherwise defined in the Response Protocol shall have the meanings assigned to those terms in the Policy.
IV. Procedures for Disclosing or Reporting an incident of Sexual Violence

Any student or employee who has experienced Sexual Violence is encouraged to contact the coordinator? (Note: TBD-Sexual Violence Response Co-ordinator (SVRC)?) directly. The coordinator is a central resource person for all University community members, who will assist by providing guidance on where to find support, options that are available and information on next steps, including safety planning, and navigating University procedures. The coordinator will inform the individual who has experienced Sexual Violence about the level of confidentiality that can be expected before disclosure takes place. The coordinator is specially trained to understand and support the needs of individuals affected by Sexual Violence.

UW Police are contractually obligated to inform WRPS/local Police of a disclosure or Report of Sexual Violence that is brought to their attention, in the following circumstances (see Policy section 6.5.iv.):
   a. There is a public safety concern;
   b. There is reason to believe that there is an investigation underway or charge by WRPS/local police; or,
   c. Where there is evidence that the complaint is vexatious².

A. Disclosure of an incident of Sexual Violence

A student or employee who has experienced Sexual Violence is strongly encouraged to seek support, including medical attention. The following are resources available in the Waterloo region.

On-campus Support
Counselling Services: 519-888-4567 Extension 32655 (for students and employees, available 24 hours/day and 7 days a week)
Health Services: 519-888-4096 (for students, available during business hours)
(TBD- Sexual Violence Response Coordinator?)

Off-campus Support
Waterloo Region Sexual Assault and Domestic Violence Treatment Centre, St Mary’s Hospital: 519-749-6994 (available 24 hours/day, 7 days a week)
Sexual Assault Support Centre of Waterloo Region: 519-741-8633 (crisis line is available 24 hours/day, 7 days a week)

B. Reporting an incident of Sexual Violence

In case of an emergency, individuals should call 911 directly. For non-emergencies individuals can call 519-653 7700. Individuals can Report an incident to both WRPS/local police and UW Police.

²The term ‘vexatious’ will be defined and interpreted in accordance with human rights jurisprudence.
The coordinator can assist a student or an employee who has experienced Sexual Violence to file a Report with UW Police or to Report through the University’s administrative process.

1. **Criminal Reporting Option**
The coordinator can assist students or employees to Report an incident of Sexual Violence with UW Police. UW Police will liaise with WRPS/local police who will conduct the criminal investigation. Individuals may also choose to Report to WRPS/local police directly.

2. **Non-criminal, On-Campus Reporting Options**
   a) Instead of, or in addition to Reporting to UW Police, a University employee who has experienced Sexual Violence can Report the incident to their supervisor, or the individual whom their supervisor reports (where the respondent is the employee’s supervisor). For the purposes of the Protocol, the person to whom the Report is made is referred to as the “Supervisor”. The Supervisor will inform the complainant about confidentiality before a complaint is filed.

   b) Instead of, or in addition to Reporting to UW Police, a University student who has experienced Sexual Violence can Report the incident to the Associate Dean of their Faculty or the Dean of the Faculty (where the respondent is the Associate Dean of the Faculty). For the purposes of the Protocol, the person to whom the Report is made is referred to as the “Recipient”. The Recipient will inform the individual about confidentiality before a complaint is filed.

   c) Instead of, or in addition to contacting UW Police, a University student or employee who has experienced Sexual Violence and wishes to file a complaint of sexual harassment may do so through Policy 33 and the related procedures.

In all of the above scenarios (see section IV.B.2.), jurisdiction will need to be assessed. Where necessary the Report will be forwarded to the investigator (Policy section 6.5). The investigator has been specially trained on conducting Sexual Violence investigations and therefore, understands matters such as consent and how trauma affects individuals coming forward, and can render findings about whether an incident/misconduct occurred or not on a ‘balance of probabilities’.

**V. Interim Measures**

A student or employee has the option of Disclosing their experience to the coordinator to receive support and any interim measures that may be needed, even if the student or employee who Discloses Sexual Violence does not want to Report pursuant to one of the options provided in IV.B.2. above.

Upon receipt of a Report or a Disclosure where sufficient information was received about an incident of Sexual Violence, the University shall conduct a Sexual Violence risk assessment, and may initiate an investigation and take other action, particularly (but not exclusively), to
address any safety concerns. The University recognizes the complainant can refuse to participate in an investigation.

The University may establish interim measures as needed to address the needs of students and employees affected by an incident of Sexual Violence including (without limitation) their safety needs (See Disclosure and Reporting Pathways chart). Interim measures are normally temporary and do not constitute discipline. Interim measures may include, but are not limited to:

- Discontinuing contact between the complainant and respondent by altering work, study or on-campus residence arrangements;
- No contact orders; and
- Extensions on academic or work assignments.

If relocation is necessary, normally it is the respondent who is relocated when a Report of Sexual Violence is made to the University.

VI. Decisions and Appeals

Decisions about Policy violations and appeals will be dealt with as expeditiously as possible according to the policies or related procedures articulated in the reporting pathway, (see Disclosure and Reporting Pathways chart).

Any party to a Report of Sexual Violence can challenge the participation of the Supervisor or Recipient on the ground that the individual has a potential conflict of interest in the matter or there is a reasonable apprehension of bias. The conflict of interest and the basis for it shall be promptly raised in writing with the Director of Equity. The Director of Equity will forward the correspondence to the person to whom the Supervisor or Recipient reports, for a decision.

Investigating a Report of Sexual Violence normally includes interviewing the complainant, the respondent and any witnesses. Where investigations are conducted, a report will be provided to the Supervisor or Recipient, the Equity Office and a copy will also be provided to the appropriate senior manager (Vice-President Academic and Provost/Vice-President /University Secretary & General Counsel or designate). The Supervisor or Recipient will determine necessary action, subject to any rights the respondent may have pursuant to a collective agreement or contract. The Supervisor or Recipient will convene with Human Resources and other appropriate University resources before taking action, including the Equity Office to determine any necessary actions pertaining to any systemic issues. The results of the investigation will be communicated to the complainant and the respondent, in writing.

A policy or criminal law violation can constitute the basis for discipline up to and including termination or expulsion/suspension from the University, subject to applicable agreements or procedures.

VII. Data Collection, Reporting and Retention of Records

The Equity Office will maintain necessary statistics, ensuring that, where possible the information reported to the Minister pursuant to MTCU Act, subsection (7) does not disclose
personal information within the meaning of section 2.(1) of the Freedom of Information and Protection of Privacy Act.

Records of a Report of Sexual Violence where the Policy was found to be violated will be retained as required, subject to the provisions of an applicable employee agreement or the CUPE collective agreement but no longer than 5 years from the date the complaint file was closed, unless there is further process undertaken pursuant to the Policy. In cases where disciplinary action is taken pursuant to related policies against faculty, staff or students, the associated records will be maintained according to schedules HR43, HR45 or ST58 respectively.

VIII. Review

This Protocol document will be updated as needed and in consultation with the Provost’s Advisory Committee on Equity. The Vice-President Academic and Provost, University Secretary & General Counsel have oversight responsibilities.
**Students** can speak directly with associate deans and employees can speak directly with department heads about interim measures.

**A report of reprisal will be treated as a Report under this policy.**

- “Disclose” means share information pertaining to an incident of Sexual Violence for the sole purpose of learning about and/or receiving support and resources. Disclosure may happen at any time or may be ongoing at the complainant’s discretion.
- “Report” means to inform about an incident of Sexual Violence to learn about the University’s complaint procedures and/or to seek redress using them and/or pursue rights to criminal, civil or legal action.
- The complainant can refuse to participate at any point during the University’s reporting and disclosure procedures.
- The complainant may access the on-campus reporting pathway, the disclosure pathway, the medical/support pathway and the criminal pathway at any time.

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- The complainant may access the on-campus reporting pathway, the disclosure pathway, the medical/support pathway and the criminal pathway at any time.

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### Reporting and Disclosure Pathways

- **Health Care Option (disclose)**
- **Criminal Reporting Option**

* UW determines: investigate or not?*
ADDRESSING SEXUAL VIOLENCE: A REPORT FOR
THE VICE PRESIDENT ACADEMIC AND PROVOST

MAY 2016

Prepared by the Working Group on the Awareness and Prevention of Sexual Violence for the Provost’s Advisory Committee on Equity (PACE)

Approved by PACE
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Summary

PROCESS HIGHLIGHTS
The Working Group on Awareness and Prevention of Sexual Violence\(^1\), a working group of the Provost’s Advisory Committee on Equity (PACE), conducted an extensive review including an examination of policies and practices with respect to awareness and prevention of Sexual Violence. In consultation with key internal and external stakeholders, the Working Group on Awareness and Prevention of Sexual Violence has prepared a set of recommendations to address Sexual Violence.

KEY FINDINGS
The Working Group notes the following are needed:

- A Policy that clearly articulates the University’s commitment to addressing Sexual Violence.
- An internal mechanism of redress for students and employees.
- Clear pathways for disclosure and reporting of incidents of Sexual Violence.
- Consistent and specialized support for individuals affected by Sexual Violence.
- Information/support for individuals at the ‘entry points’.
- Support and training for department heads and academic leads to ensure all appropriate steps are being taken when there has been an incident of Sexual Violence.
- A coordinated approach to education and training.
- Efforts to maintain a general awareness of Sexual Violence and related supports, resources and procedures.
- A Sexual Violence resource coordinator to support individuals affected by Sexual Violence.
- A fair, rigorous and timely investigation of complaints of Sexual Violence.

RECOMMENDATIONS
The Working Group on the Awareness and Prevention of Sexual Violence recommends the following:

1. A stand-alone policy on Sexual Violence, to be created in consultation with stakeholders, is required to meet the needs of students and employees and articulate the University’s commitment to addressing Sexual Violence. Also, sexual harassment should be addressed along with other human rights and non-Code based harassment, in Policy 33.
2. The new policy should be well communicated (on an ongoing basis for the benefit of new UWaterloo community members).
ADDRESSING SEXUAL VIOLENCE

3. Education and training should be provided to support policy objectives including the successful implementation of the new policy.

4. A Sexual Violence Response Coordinator position with specialized training on supporting individuals who have experienced Sexual Violence should be created and housed appropriately. The Coordinator will be a central resource to coordinate support for individuals affected by Sexual Violence.

5. Investigations of reports of Sexual Violence should be conducted in a timely manner by an individual with specialized training on investigating complaints of sexual violence.

6. A regular assessment of campus climate should be conducted and systemic issues should be addressed.

NEXT STEPS
The Working Group has prepared this draft report for PACE to consider and to make the necessary recommendations to the Vice President Academic & Provost.
Introduction

Sexual Violence is a concern everywhere and ongoing efforts to address it are necessary. Globally, the rates of Sexual Violence are high - 1 in 3 women will experience sexual or physical violence from a partner or Sexual Violence from a dating partner. The World Health Organization recognizes “violence against women a global public health problem.” North American reports of Sexual Violence are a concern. Sexual Violence affects everyone and has an impact on the health and well-being of individuals. The serious nature and impact of this issue led to the production of the White House task force report on protecting students from sexual assault in 2014. In 2015, Ontario Premier Kathleen Wynne launched “It’s Never Okay: An Action Plan to Stop Sexual Violence and Harassment.” As noted in the Province’s Action Plan “Sexual violence is a widespread and deep-rooted problem. It crosses all social boundaries. It is experienced by women, girls, men and boys of every age and culture. It can occur anytime, anywhere, anyplace. It is a crime. Sexual violence is about power and control, not sexual desire. It is an act of aggression against another person.”

"All members of the campus community should feel safe, secure, and supported at their university. Only a coordinated response from the province, universities, and students will make this possible. Student unions play a crucial role in setting campus culture and social expectations, and as such are essential partners in developing inclusive, culturally relevant policies. With students at the centre of discussions about responses to sexual violence, policy is more likely to be survivor-centric, granting all appropriate decision making abilities to survivors first." Ontario Undergraduate Student Alliance

The Ontario Confederation of University Faculty Associations (OCUFA) and the Canadian Federation of University Teachers (CAUT) have noted that “ensuring that every institution has a campus sexual violence policy will help provide consistency and clarity for the university community. The development and implementation of these policies will also provide a framework for improving practices that address both individual incidents and systemic issues related to sexual harassment and sexual violence.”

At the University of Waterloo, fostering equitable environments that are safe, welcoming and respectful is of paramount importance for the well-being of students, faculty and staff. At the behest of the Vice President Academic & Provost, the Provost’s Advisory Committee on Equity (PACE) undertook to examine the issue of how Sexual Violence is currently addressed and should be addressed at the University of Waterloo. To that end, the Working Group on Awareness and Prevention of Sexual Violence was created. The Working Group is comprised of a representative of the Federation of Students, a representative of the Graduate Student Association, Director of Equity, Director of UW Police, Director of Safety, Associate Provost, Students, a faculty representative and a staff representative. The results of the Working Group’s deliberations have been included in this report.
The Process

The Working Group reviewed policies, procedures, reports and practices with respect to addressing Sexual Violence both at the University of Waterloo and at other campuses. The Working Group met with individuals who play a role in assisting individuals who have experienced Sexual Violence. The Working Group reviewed related UWaterloo documents and undertook:

- Consultation with members of the Council of Ontario Universities Reference Group on Sexual Violence
- Other individuals interviewed by the Working Group included representatives from:
  - Associate deans
  - Associate Provost, Graduate Studies
  - Health Services
  - Counselling Services
  - UW Police
  - Housing and residences
  - Conflict Management and Human Rights Office
  - Secretariat and Office of General Counsel
  - Sexual Assault Support Centre of Waterloo Region
- Collaboration with the chair of the Policy 33 Drafting Group.
- Review of documents and the legislative framework pertaining to Sexual Violence in Ontario in order to meet key outcomes of compliance and use of best practices in the field. This included the following:
  - Ontario Women’s Directorate – Developing a Response to Sexual Violence: A Resource Guide for Ontario’s Colleges and Universities
  - Bill 132 – Sexual Violence and Harassment Action Plan Act
  - Ministry of Training Colleges & Universities – proposed regulation on sexual violence
  - Social Innovation Research Group – The Change Project
ADDRESSING SEXUAL VIOLENCE

• Extensive review of existing policies at other Universities with a particular focus on policies developed in Ontario.
• An environmental scan to identify the means and sources of sexual violence awareness and education conducted on campus, to conduct a gap analysis.

The Working Group has prepared a list of recommendations for PACE to consider for advising the Provost on the matter of addressing Sexual Violence. The Working Group is grateful to all the community members who shared information about their ongoing efforts to prevent and address Sexual Violence at UWaterloo.
Key Findings and Recommendations

Based on the review conducted by the Working Group, the following needs were identified:

- A Policy be developed to clearly articulate the University’s commitment to addressing Sexual Violence (including sexual assault, voyeurism, stalking, and indecent exposure) because it can have a deleterious effect on students and employees at UWaterloo and results in inequity.
- An internal mechanism of redress for both students and employees, which responds in a timely manner. This is necessary to provide equitable learning, teaching, working and living environments at UWaterloo in a timely manner.
- Clear pathways for disclosure and reporting of incidents of sexual violence at UWaterloo so that options to disclose and/or report incidents of sexual violence are known and understood. The goal is that through clear pathways, individuals affected by sexual violence will seek to disclose and report incidents that are known to be among the most underreported criminal behaviour. Based on the needs identified, the Working Group made the following three recommendations.

**Recommendation One:** A stand-alone policy on Sexual Violence, to be created in consultation with stakeholders, is required to meet the needs of students and employees and articulate the University’s commitment to addressing Sexual Violence. Also, sexual harassment should be addressed along with other human rights and non-Code based harassment, in Policy 33.

**Recommendation Two:** The new policy should be well communicated (on an ongoing basis for the benefit of new UWaterloo community members).

**Recommendation Three:** Education and training should be provided to support the policy objectives including the successful implementation of the new policy.

In addition, the Working Group determined the following:

- Consistent and specialized support is necessary to ensure that individuals affected by Sexual Violence have their needs met in a caring and compassionate manner. The Working Group suggests that qualified persons, that is, only those who have the necessary training and experience can perform this role.
- Given the numerous ‘entry points’ for individuals seeking help, the Working Group understands that front-line employees at the various ‘entry points’ need access to current
information about resources and supports for University community members. The aim is to ensure support and resources can be accessed in a timely manner by individuals who are affected by Sexual Violence.

- Support and training for department heads and academic leads is necessary to ensure all appropriate steps are being taken when there has been an incident of Sexual Violence. This is important particularly in cases where interim measures are needed, especially, when there a request for support but the individual does not wish to pursue external or internal complaint options.
- Current training efforts such as “Single and Sexy” are well received but the University needs to take a coordinated and sustained approach to education and training. This work is required to ensure that there is a core program available for both students and employees, and in particular, newcomers to UWaterloo.
- Given the concern about the prevalence of Sexual Violence, it is necessary to ensure there is ongoing dialogue about consent and related topics to maintain general awareness of Sexual Violence and related supports, resources and complaints process.

The Working Group has identified the need for coordinating support for individuals affected by Sexual Violence. The primary role of the coordinator will be to facilitate the care and support of students and employees who are affected by Sexual Violence. The needs of individuals affected by Sexual Violence can vary greatly depending on the specific circumstances and they may require access to different services both on and off campus. As a key resource for the University, the coordinator would organize the necessary University resources and units to assist the student or employee in a timely manner, in a way that is sensitive to their needs. The Coordinator would be trained and would understand trauma and its impact on an individual coming forward. The coordinator will also be able to assist front-line employees by providing them with current resource information, advice and guidance so that individuals are well supported. Based on the findings, the Working Group made the following recommendation.

**Recommendation Four:** A Sexual Violence Response Coordinator position with specialized training on responding to Sexual Violence incidents should be created and housed appropriately. The Coordinator will be a central resource to coordinate support for individuals affected by Sexual Violence.
In terms of the role of the coordinator and housing of this function at UWaterloo, the Working Group notes it is of utmost importance that the Coordinator is:

- Primarily focused on providing information about care and support to address the needs of students and employees affected by Sexual Violence;
- Able to support students, faculty and staff;
- Not housed in a unit where the investigative function resides; and
- Supervised by an individual best qualified to support this role. It is envisioned that this unit needs to be a place where equity is upheld and confidentiality is well understood.

Some other Ontario universities have created similar coordinator positions. In March 2016, Brock University announced its intention to hire a Sexual Violence response coordinator to “work with Brock’s human rights and equity officer to provide a central point of contact for all complaints about sexual harassment and violence, and [provide] education and support to the Brock community.” Queen’s University also announced the creation of a similar position, titled a Sexual Violence Prevention and Response Coordinator, in December 2015. Some universities have already hired Sexual Violence response coordinators. In 2015, McMaster’s Office of Human Rights & Equity Services welcomed a coordinator dedicated to “comprehensive survivor-centered response protocol to disclosures of sexual and gender based violence.” Ryerson University also hired an expert on violence against women to be its first Coordinator of Sexual Violence Education and Support.

Policy-related communication, education and training needs will be addressed by the Equity Office working collaboration with campus partners.

Note: The Working Group believes it is best to address sexual harassment complaints according to Policy 33, where other Human Rights Code-based of harassment will be addressed. Nonetheless, the Working Group notes there is need for support for individuals who are affected by sexual harassment as well.
The Working Group also learned the following.

- Fair, rigorous and timely investigations of complaints of Sexual Violence at UWaterloo would benefit both individuals seeking redress and the community at large.
- A resource to conduct investigations is of vital importance as department heads and academic leads are not willing or able to adjudicate these matters if they are not properly supported to do so by individuals with the necessary expertise.
- The goal of the investigation should be to investigate the alleged behaviour including gathering evidence and rendering findings on a ‘balance of probabilities’.

Based on these findings the Working Group recommends the following action.

**Recommendation Five:** Investigations of reports of Sexual Violence should be conducted in a timely manner, by an individual with specialized training on investigating complaints of Sexual Violence.

In terms of the role of the investigator and housing of this function at UWaterloo, the Working Group notes it is of utmost importance that the investigator is:

- Independent and unbiased;
- Not located in line management (is not both the manager of any party to the complaint and the investigator) but located in a unit best qualified to support this function;
- Able to investigate these complaints, prepare a report and render findings on a ‘balance of probabilities’;
- Able to deliver the final report with findings to the department heads/academic leads.

Finally, the Working Group notes that to address the broader goal of prevention of Sexual Violence, in addition to undertaking awareness-related educational activities, there is a need to assess the impact of all the measures taken by the University. While everyone has a role to play in ending Sexual Violence, the impact of efforts undertaken by the University need to be understood and progress needs to be monitored and reported. UWaterloo can continue to play a leadership role to promote equity for all and create a truly egalitarian society, one where everyone can achieve their potential. To that end, the Working Group recommends the following action.

**Recommendation Six:** A regular assessment of campus climate should be conducted and systemic issues should be addressed.
According to Bill 132, Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment, 2016, sexual violence is defined as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.”


White House Task Force to Protect Students from Sexual Assault, (2014), Not Alone, White House Task Force Report to Protect Students from Sexual Assault, retrieved from: https://www.notalone.gov/assets/report.pdf


Firth, Maryanne, 2016, March 19, “Brock Responds to Call for Action,” retrieved from St. Catherine’s Standard [online]: http://www.stcatharinesstandard.ca/2016/03/18/brock-responds-to-call-for-action

Queen’s University, 2015, December 2, “Queen’s to Establish New Position Dedicated to Sexual Violence Prevention, Education and Response,” retrieved from Queen’s Gazette [online]: http://www.queensu.ca/gazette/stories/queen-s-establish-new-position-dedicated-sexual-violence-prevention-education-and-response. It is also worth noting that Queen’s already has a Sexual Harassment Prevention Coordinator in place at the Human Rights Office.


Policy 42 Feedback from Council Executive Committee

Meeting Details
Emergency Meeting of the Council Executive Committee on UW Policy 42: Sexual Violence
July 15th, 2016
10:00am
COM 130

Present: Robert Bruce, Jessica Brake, Norman Kearney, Indi Madar (remotely), Max Salman, Rob Pangborn, Lindsey Daniels, Ryan Amos, Sophia Esmail, Rebecca Mayers, and Russ Freure.

Regrets: Mohamed El-Badawe.

The following concerns pertaining to the draft of Policy 42 and how these concerns might be addressed were brought forth by the Council Executive Committee of the GSA-UW.

1. Section 5.2 of the policy, which reads “The University understands that Sexual Violence can have a serious impact on an individual’s physical and psychological wellbeing. Individuals who Disclose or Report Sexual Violence will be treated with compassion, dignity and respect. The University recognizes the individual’s right to not request or participate in an investigation.” Is a concern as we feel that there needs to be some clarification around when someone would not be participating in an investigation. We feel that this could be clarified by adding the following “…right to not request of participate in an investigation [add: by the University]”. We would also like some clarification around when 5.2 applies

2. Students would like some clarification around when an investigation would take place. For instance, how many cases would need to be reported or disclosed before the university decided to move ahead with an investigation anyways. There needs to be specific clarification around this

3. We would like some clarification around vexatious allegations and what the university’s involvement is with this. For instance, what steps are taken in the case that a vexatious claim is made.

4. There should be clear language within the policy that indicates that the sexual violence response coordinator will determine whether something is considered to be sexual violence, sexual harassment, and apply the appropriate policy.

5. Would like some clarification around if / when the university has to report incidents of sexual violence and sexual harassment
   a. Does the university have to report incidents of sexual violence and sexual harassment?
      i. What do they report? What do they have to report? Perhaps they should have to report all sexual harassment and violence
6. The policy should be extended to cases where someone is away from the university, but not necessarily representing the university in an official manner. For instance, if there is a four-day conference and an act of sexual violence takes place on the second night of the conference, at a bar away from the conference venue and involves conference participants, members of the university community, or others engaged in business with the university). This policy should be clearly extended to these cases.

7. Would like to see language that clarifies what happens when minors are involved.

8. Would like to see more specific language pertaining to co-ops, internships, and research assignments. We would like to have language added that allows the university to remove students from unsafe environments while away on such placements. This removal from the situation should be at the cost of the university. There should also be a process for breaking off relationships. For instance, this policy should clearly articulate when we would dissolve a relationship with an external partner. We would like that this policy clarify that when there is a problem with an external partner, it will be investigated and dealt with appropriately. There should also be the possibility of dissolving the relationship.

9. The co-op office and internship/research assignment supervisors should be facilitating briefings on policy 42, both to the student and to the external partners under whom the student would be working.

10. Is there a possibility of there being a third party investigator?

11. There are concerns related to the risk assessment piece
   a. The risk assessment should be overseen by a multi-stakeholder oversight committee involving grads, undergrads, faculty, staff, governors, senators, and university administration
   b. There is the potential for a conflict of interest between investigating complaints and protecting the university unless the risk assessment is overseen by this multi-stakeholder committee, which can counteract any specific interests

12. Clarify in support literature how to move along the pathways and the university should help students along the entire pathway

13. There should be a line in the flow chart that connects health care professionals to the police as there will be times when the health care professionals have to report to the police, and it should be made transparent within the disclosure pathways.

14. We need to make sure that everyone is properly educated on this policy and understands how it applies.

15. Would like some clarification around timelines for when a victim of sexual violence may file a report. For example, if a student did not feel comfortable coming forward initially,
how long do they have before they university would deny the report? There needs to be clear language describing limitations such as these.