



2013-2014 Report Back

Institution Name:	University of Waterloo
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **University of Waterloo's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **University of Waterloo's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

University of Waterloo reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **23,120⁽⁺⁾**.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2013-2014 = **20,272**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2013-2014 = **2,054**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **University of Waterloo** to the Ministry in 2013-2014 = **794**.

* The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Please note that the enrolment numbers above are taken from the User submission and do not include Waterloo students on a co-op work term in the Fall 2014 term.

Headcounts including co-op students on a work term in Fall 2014 are:

18-24: 25,347

25+: 2,210

under 18: 795

Total: 28,352

Please provide one or more examples, in the space provided below, of highlights from **University of Waterloo's** Enrolment Management Plan that **University of Waterloo** used during 2013-2014 to manage enrolment.

During fall of 2013, a new approach was taken with respect to enrolment planning for the current and upcoming academic year. An enrollment management group, jointly led by the Associate VP Academic and Registrar, met with Deans and other key personnel in each of the faculties to set undergraduate intake targets and discuss a range of factors that could affect first-year intake, overall enrolments, and the student experience. Prior to the meetings, a package of information was provided including an overview "setting the stage" document, as well as faculty-specific data packages. These packages formed the basis of a more comprehensive discussion on recruitment, retention and other enrollment management issues. The meetings were productive and instrumental to ensuring Waterloo continues to meet student demand, monitor the student experience and outcomes, and provide accurate enrollment forecasts to MTCU.

During the 2013-14 academic year, Waterloo also facilitated several seminars and keynote presentations on various enrolment management topics to communicate best practices on the topic and engage key enrolment managers. Planning is also underway for a new enrollment management project with the Faculty of Arts during 2014-15, the outcomes of which may extend to other faculties in future years.



2) Under-Represented Students: Students with Disabilities*, First Generation** and Aboriginal***

DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **University of Waterloo's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

***DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at University of Waterloo who registered with the Office for Students with Disabilities and received support services in 2013-2014= 1,750</p> <p>The total indicated above as a comparative % of University of Waterloo's 2013-2014 Enrolment Headcount: (Insert Total From Above) 1,750 $\div 23,120^{(+)}$ (2013-2014 Enrolment Headcount) x 100 = 7.6%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2013-2014= 3,516</p> <p>The total indicated above as a comparative % of University of Waterloo's 2013-2014 Enrolment Headcount: (Insert Total From Above) 3,516 $\div 23,120^{(+)}$ (2013-2014 Enrolment Headcount) x 100 = 15.2%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2013-2014 = 696</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2013-2014= 94</p> <p>The total indicated above as a comparative % of University of Waterloo's 2013-2014 Enrolment Headcount: (Insert Total From Above) 94 $\div 23,120^{(+)}$ (2013-2014 Enrolment Headcount) x 100 = 0.4%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2013-2014 = 9</p>

* The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

First Generation students reported here reflect our best estimate, based on students who self-declare as first generation students on their OUAC application. In the OUAC application, applicants are provided with the option to self-identify as a First Generation student. Many students chose not to answer this question, which means that there are concerns with the accuracy of these estimates.

OUAC responses include both undergraduate and graduate first year students who applied through OUAC and registered as a student (full-time, Canadian fee paying students only) at Waterloo.

Aboriginal students reported here reflect our best estimate based on students who self-declare as Aboriginal on their OUAC application, and students whose fees are paid by a Band Council. In the OUAC application, applicants are provided with the option to self-identify as an Aboriginal student. Students who chose not to answer the question are recorded with an undeclared Aboriginal Status. We know that we have Aboriginal students who do not self-declare based on the number of students participating in the services offered by the Office of Aboriginal Services. As a result we believe the numbers above underestimate the total Waterloo aboriginal population.

The figures reported above do not include students on a co-op work term in Fall 2013.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Waterloo's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by University of Waterloo to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Waterloo's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by University of Waterloo to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Waterloo's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by University of Waterloo to be an innovative practice, success story and/or key accomplishment.</p>
<p>AccessAbility Services promotes and supports the potential of students with a variety of temporary and permanent conditions, visible and invisible disabilities. In 2013-14, an increasing number of students with chronic mental health conditions as well as students identified with Asperger's Syndrome accessed our services for support or academic accommodations. Therefore Waterloo offered a summer transition program for students and their families tailored to this group and follow-up sessions on "The secrets to success at Waterloo."</p> <p>We continued to offer presentations on Universal Design and the benefits of assistive technology in curriculum design and delivery to engage all cognitive learning styles. We also partnered with Co-operative Education & Career Services and Lime Connect to offer Recruitment and Employment Strategy sessions targeted to students with disabilities who were recruited for summer internships, placements and full-time employment upon graduation.</p>	<p>In 2013-14, Waterloo began working towards identifying first and second year courses in all programs that develop communications skills and is planning to provide support through a centre for excellence in communication. These services will be available to all students, graduate and undergraduate, at various locations across campus. Waterloo also began the strategic development of standardized assessment practices (marker training programs, in other words). These practices will help Teaching Assistants (TAs) and instructors provide effective feedback. While available to all students, Waterloo anticipates that this initiative will also benefit first generation students.</p>	<p>In 2013-14, the University of Waterloo hired a full-time co-ordinator for the Waterloo Aboriginal Education Centre (WAEC). The new coordinator has a Masters of Social Work with an Aboriginal field of study focus, which will help Waterloo to extend and improve the services we offer to aboriginal students including:</p> <ol style="list-style-type: none"> 1. Weekly soup and fry bread lunches to increase social networking, supports and information sharing between first generation students and other existing students, staff at the University of Waterloo. 2. Weekly blast emails and newsletters to Aboriginal students inviting them to utilize local community services (e.g., Health and Wellness workshops, cultural events and activities), and University of Waterloo support services on campus (e.g., housing, counselling services, upcoming bursaries and scholarships, job postings, and financial management).

3) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	37459 ⁽⁺⁾	5742 ⁽⁺⁾	491 ⁽⁺⁾	34 ⁽⁺⁾
2010	36653 ⁽⁺⁾	6483 ⁽⁺⁾	403 ⁽⁺⁾	34 ⁽⁺⁾
2011	39326 ⁽⁺⁾	6414 ⁽⁺⁾	521 ⁽⁺⁾	39 ⁽⁺⁾
2012	40181 ⁽⁺⁾	6543 ⁽⁺⁾	510 ⁽⁺⁾	44 ⁽⁺⁾
2013	41913	7064	443	29

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *Information only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **University of Waterloo** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **University of Waterloo** should report institutional data which includes data from OUAC and other sources.

Year	University of Waterloo's Total Applications	University of Waterloo's Total Registrations	University of Waterloo's Transfer Applications	University of Waterloo's Transfer Registrations
2012	43047 ⁽⁺⁾	6568 ⁽⁺⁾	528 ⁽⁺⁾	42 ⁽⁺⁾
2013	42035	7083	449	32

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

The augmented numbers for 2013 are pulled from our student administration system, and include applications from all sources received for admission into 1st year for full-time undergraduate studies. These numbers understate the total amount of credit transfer activity at Waterloo, since a number of students transfer to Waterloo with advanced standing, and are placed into the equivalent of 2nd year or higher, and are not included in either of the two tables above.



In the space provided below, please provide one or more highlights of an activity that **University of Waterloo** used in 2013-2014, and which contributed to maintaining or improving **University of Waterloo's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment.

In addition to collaborative work done to finalize transfer credit plans between Conestoga College and Waterloo, two University of Waterloo representatives (Faculty members) have agreed to sit on Conestoga College's General Arts and Science Program Advisory Panel. Their input will help both institutions better understand and clarify expectations with respect to course content/planning in order for Conestoga graduates to achieve greater transfer credits through the degree pathway. Transfer Tuesday is an event that was hosted for the first time in June 2013. The goal of the event is for transfer students to establish a connection with other admitted transfer students, receive timely support, become familiar with campus, and learn about academic systems and policies at Waterloo. All Ontario transfer students who had confirmed an offer were invited to the event. We had 33 participants and 69 students registered for the day. Students who attended showed a significant improvement in relation to the intended learning outcomes. Waterloo also undertook to develop better policies and more focused recruiting for the college transfer student population. We anticipate that strategic policies and activities such as the University's new viewbook reduced the number of applications which have very small chance of success at Waterloo. A new viewbook was developed that focuses specifically on helping prospective transfer students to better understand the transfer process, admission requirements as they apply to transfer students, and transfer credits that may be available to them. By developing separate materials that better explain the various steps in the application and admission process, it is anticipated that transfer students will experience a smoother and less confusing transition to university studies.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **University of Waterloo's** undergraduate class size for first entry* programs:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	167 ⁽⁺⁾	27.9% ⁽⁺⁾	176 ⁽⁺⁾	30.2% ⁽⁺⁾	187 ⁽⁺⁾	42.6% ⁽⁺⁾	257 ⁽⁺⁾	63.8% ⁽⁺⁾
30 to 60 students	124 ⁽⁺⁾	20.7% ⁽⁺⁾	146 ⁽⁺⁾	25.1% ⁽⁺⁾	123 ⁽⁺⁾	28.0% ⁽⁺⁾	76 ⁽⁺⁾	18.9% ⁽⁺⁾
61 to 100 students	97 ⁽⁺⁾	16.2% ⁽⁺⁾	133 ⁽⁺⁾	22.9% ⁽⁺⁾	79 ⁽⁺⁾	18.0% ⁽⁺⁾	57 ⁽⁺⁾	14.1% ⁽⁺⁾
101 to 250 students	181 ⁽⁺⁾	30.2% ⁽⁺⁾	111 ⁽⁺⁾	19.1% ⁽⁺⁾	45 ⁽⁺⁾	10.3% ⁽⁺⁾	13 ⁽⁺⁾	3.2% ⁽⁺⁾
251 or more	30 ⁽⁺⁾	5.0% ⁽⁺⁾	16 ⁽⁺⁾	2.7% ⁽⁺⁾	5 ⁽⁺⁾	1.1% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	599 ⁽⁺⁾	100.0% ⁽⁺⁾	582 ⁽⁺⁾	100.0% ⁽⁺⁾	439 ⁽⁺⁾	100.0% ⁽⁺⁾	403 ⁽⁺⁾	100.0% ⁽⁺⁾

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to maintaining or improving **University of Waterloo's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

The University of Waterloo undertook two key initiatives related to class size in 2013/14:

1. The Committee on University Planning and Analysis (CUPA) established a working group to investigate an improved methodology for presenting class size data to current and prospective students. A new report has been developed, and will be incorporated into the Common University Data Ontario (CUDO) report beginning in 2015. The new report better reflects the University context in which class sizes differ between disciplines and year levels. It will also provide students with more detailed and accurate information on class sizes they can expect to experience throughout their education.
2. In 2013-14, the University of Waterloo took a more active approach to ensuring classes are held in appropriate spaces. The University acquired and installed Infosilem, a classroom scheduling software, which takes into account faculty availability, classroom infrastructure, class size and technological needs to optimize existing classroom spaces across campus. This initiative has led to significantly better use of space, and allowed for classes to be scheduled into rooms that better fit the needs of the students.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **University of Waterloo** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data:

Based on the definitions provided above, provide **University of Waterloo's** eLearning data for 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	335	99
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	2	16
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	337	115
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	12	6
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	3
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	12	9
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	33,098	4,824
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	409	203
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	33,507	5,027

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

The course and enrolment data above are extracted from our student administration system. The identification of online, synchronous and blended courses is based on system coding. We have done our best to identify online activity, however keeping the coding of elearning courses up to date with the new learning technologies is an ongoing challenge. In the data above we have defined a course offering as a distinct course subject and number offered in a term. If the course is offered in two terms in the year, it counts as two offerings. If it is offered as two sections in one term, it is counted as one offering.

The students reported above are counted if they are enrolled and not withdrawn as of count date for that term. Note that some hybrid/blended courses that meet the 80% criterion may be excluded.

Hybrid Learning*

*A **Hybrid Learning course** is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.*

*A **Hybrid Learning program** is a program in which 80% or more of its courses are hybrid learning courses.*

In the space provided below, please highlight one example of **University of Waterloo's** use of Hybrid Learning courses and/or Programs.

In 2013-14, the University of Waterloo partnered with post secondary institutions to explore the potential of learning analytics to improve student learning with \$5.4M funding through the Ministry's Productivity and Innovation Fund (PIF). Waterloo implemented a new learning analytics tool and is currently piloting its use in its online Master of Public Health (MPH) program. Leveraging this technology to collect data to inform improvements in the student learning experience holds promise beyond the MPH program.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at **University of Waterloo**. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

In 2013-14, Waterloo leveraged its extensive foundation in online learning to support the Council of Ontario Universities (COU) with the Ministry of Training, Colleges and Universities (MTCU) online learning initiatives. Waterloo provided project leadership for the Ontario post secondary sector in creation of "Ontario Universities Online" and is actively participating in the development of a provincial Centre for Excellence in Online Learning. This project will help advance eLearning both within the University as well as within the province.

The University of Waterloo and MapleSoft, a leading provider of high performance software tools, formed a partnership to develop open, online courseware in mathematics. The open courseware developed in this new environment designed for mathematical exposition, exploration, evaluation and enrichment, will be launched by Waterloo's Centre for Education in Mathematics and Computing and will support high school students and teachers around the world taking, or teaching, pre-calculus and calculus courses.

6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Waterloo** had in 2013-2014:

- Outbound students* = 978

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 323

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Waterloo** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
UAE Waterloo	Dubai / UAE	Total current programs	100

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

The count of outbound students participating in a student exchange, study abroad, internship, or international experience in 2013-14 comes from our student administration system. We know that this data excludes some types of international experiences including international co-op work terms, and the Beyond Borders program at St. Jerome's University, so the total number of Waterloo students with an international experience is larger than the numbers above indicate.

Notes: The UAE campus is no longer operating and the student counts are the last remaining students. The numbers reported include the number of unique students who were registered at the UAE campus during the given fiscal year. A student with multiple registrations is only counted once.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to maintaining or improving **University of Waterloo's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University of Waterloo piloted a new initiative in July 2014 designed specifically to attract international high school students from around the globe to spend some time at Waterloo. IDEAS Summer Experience was a 2 week summer enrichment program which immersed students in the process of addressing the global problems their generation will need to face, by approaching the issues through different cultural and academic lenses to come up with solutions. IDEAS builds on the spirit of entrepreneurship and innovation at Waterloo through the unique delivery of its learning approach and by providing students with access to and instruction from, leaders in their fields of research and expertise.

This summer, Waterloo welcomed students from Hong Kong, Brazil, Africa, Dubai, China and Egypt. "The IDEAS Summer Experience was a very memorable and exciting two weeks spent with diverse cultures brought in from around the world," one participant commented. "In addition, I am proud to have been a part of this pilot program and believe that it will evolve into an even better experience in the future."



7) Work-Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **University of Waterloo** in 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Waterloo with a Co-op Stream	175	15
Number of students at University of Waterloo enrolled in a Co-op program	17,945	150

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment.

In 2013-14, in partnership with the social entrepreneurship program at St. Paul's University College, twelve first work term students participated in a social entrepreneurship pilot entitled GreenHouse Co-op. The goal of the pilot was to provide non-traditional paid work terms to students who were not successful in finding employment during the normal application and interview phase. The students, in pairs, participated in three four-week placements with a series of social entrepreneurship start-up companies located in the Kitchener-Waterloo region. Students started the program with an intensive week of training provided by St. Paul's and Waterloo staff. They were trained for specific skills needed by the start-up companies. This unique employment experience was designed to test alternative models of employment for students with difficulty securing first work term employment. The student and employer feedback from the pilot was overwhelmingly positive. Discussions are underway to investigate options for running the program again, potentially expanding it to include more students.

8) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **University of Waterloo** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **79.5%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **University of Waterloo** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **77.7%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Waterloo** used in 2013-2014 to measure student satisfaction.

In addition to the NSSE survey, the University of Waterloo also participated in the Canadian University Survey Consortium (CUSC) survey of first-year students, and the Canadian Graduate and Professional student Survey (CGPSS) in 2013, and the CUSC survey of graduating students in 2012. All surveys include a number of questions that allow Waterloo to gauge the satisfaction of our students with multiple aspects of their university experience.

The University of Waterloo also participates in the International Student Barometer survey each year, which is administered to first-year and upper-year full-time visa students. This survey measures international student satisfaction about arrival, living, learning, and support. Survey results are used to identify areas for improvement and areas of strength. The information obtained from this survey is used to set institutional priorities and to develop and refine Waterloo's recruitment strategies and student services.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to maintaining or improving student satisfaction at **University of Waterloo**. This could include a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

The University of Waterloo utilizes a variety of surveys to gauge student satisfaction, including the ACHA-NCHA (National Health Assessment Tool), CUSC (Canadian University Survey Consortium) and the CGPSS (Canadian Graduate and Professional Satisfaction Survey). These larger surveys compliment the many departmental level assessments (i.e. Student Housing Term Survey, Student Success Office focus groups) around campus.

In 2013-14, a strategic priority for student satisfaction was identified around student space. Student space is consistently identified as an area where Waterloo can improve. To address this, the University of Waterloo began to create a 'use of space master plan' that will ensure that social, study and lab space is in place. To address this, an up-to-date space inventory will be included, which will help our University make strategic decisions regarding how our space is currently being utilized and what we need as our student population continues to grow.

9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **University of Waterloo** = 76.8%(+)*

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year One enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **University of Waterloo** used in 2013-2014 to measure graduation rate.

Information on graduation rates, including those reported in the Key Performance Indicator (KPI) results, are pulled from our student administration system.

This same data set informs the University of Waterloo's Performance Indicators.

Per the KPI results reported in 2012, graduation rate at the University of Waterloo was 76.8%. This reflects first year, new to the institution undergraduate students from the Fall 2004 enrolment file.

The drop in graduation rate between the 2002 and 2003 / 2004 cohorts may be due to the effect of the double cohort. The elimination of Grade 13 initially impacted university enrolment, as two cohorts of high school students both sought admission at the same time. Students in the double cohort applied for admission to university in fall 2003, so this reform was expected to have its peak effect on overall university enrolment between 2003 and 2004.

As we begin to report on graduation rates of 2003 and 2004 cohorts, we may see that the double cohort also had an effect on graduation rates.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to maintaining or improving **University of Waterloo's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

In 2013-14, Waterloo partnered with Ontario's other five research intensive universities to develop and deliver a series of innovative professional skills training modules for graduate students. Housed within a centralized Graduate Professional Skills Portal launched in September 2014, the modules can be used in a hybrid, or blended, learning environment. The portal can also serve as a clearinghouse for additional open source information and resources related to the development and scholarship of graduate professional skills training. The skills graduate students acquire through these modules will enhance their academic studies and help them build skills that they can use beyond graduation.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **University of Waterloo** = **88.7%**⁽⁺⁾

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **University of Waterloo** = **94.95%**⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **University of Waterloo** used in 2013-2014 to measure graduate employment rate.

Per the KPI reported in 2013, the employment rate for 2010 graduates was 88.7% six months after graduation and 94.95% two years after graduation.

Graduate employment rate, as reported in the KPI results, are taken from results of the MTCU Graduate Employment Survey, and reflects self-reported employment of the undergraduate student alumni who responded to the survey. The survey is administered to all undergraduate alumni who agree to participate in the survey two years after graduation.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to maintaining or improving **University of Waterloo's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

The Centre for Career Action regularly works with campus partners to develop customized interventions to equip students with career preparation and job search skills and knowledge. Two examples from 2013-14 include:

An online professional skills course was created as part of a new resource for Ontario graduate students. This Non-academic Work Search module includes information and activities to help students conduct a successful work search. Students identify their skills in order to direct work search efforts, and learn strategies to research and understand industries, companies and positions. Students also learn how to analyze job postings, chart current networking contacts and examine methods to create even more connections. Upon completion of this module, students will have created take-away materials that can be easily adapted to their future work search efforts.

An online tool was developed that enables students from a particular University of Waterloo Faculty (Science and Applied Health Sciences versions in 2013-14; Environment to launch in Winter 2015) to explore and consider a broad range of careers based on the experiences and advice of alumni. Students can search, rank, and take notes on career profiles of interest.

In 2012, Waterloo also participated in the 5-year out National Graduate Outcome Survey, which provided some additional measures of student outcomes after graduation. That survey showed that 66% of Waterloo students achieved their goal of being able to make more money (compared to 61% in Ontario). A higher proportion of Waterloo co-op students also achieved their goal of making more money (84%). These results reinforce Waterloo's strength in co-operative education, and its ability to supply highly qualified graduates to the workforce.

11) Student Retention

Using data from **University of Waterloo's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **University of Waterloo's** achieved results for all years in the table below:

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	89.4%(+)	90.4%(+)	90.8%(+)	91.9%
1st to 3rd Year	84.9%(+)	85.8%(+)	85%	N/A(+)

*The space below is provided for **University of Waterloo** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

Data on the percentage of students from the 2012 Cohort who continued to 3rd year will not be available until the 2014-15 CSRDE Retention Report is available (expected June 2015).

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2013-2014, which contributed to maintaining or improving **University of Waterloo's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Waterloo** to be an innovative practice, success story and/or key accomplishment that **University of Waterloo** would like to highlight.

In 2013-14, the University of Waterloo developed a comprehensive campus wellness strategy to support students in successfully transitioning to University and completing their programs. The newly formed vision of the University of Waterloo wellness areas is to streamline access to wellness services in the interest of supporting the students' academic and personal success. In addition, a primary mission of the new Director, Campus Wellness position is to effectively integrate the processes and services within the various wellness areas to help the individual student use the supports as they strive towards their goals.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **University of Waterloo** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
First Work Term Success ⁽⁺⁾	WATR-CPR2-1 ⁽⁺⁾	See "Ongoing Activity"	<p>Cost Savings/ cost avoidance: Improving the success of students securing and completing their first work terms is expected to reduce support required by students on subsequent work terms. As co-op enrolments grow over time, the need for additional staff will be reduced, allowing staff members to be redeployed into support that provides more value to students and/or employers, e.g. new tools to improve student learning and the quality of the work term experience. The pilots that were implemented in this project show promise for increasing student first work term success but until the fall cycle of recruitment is completed, we will not be able to determine the longer term impact in terms of potential time and cost saving of the pilots.</p> <p>•Ongoing Activity: As part of the experiential education theme in its strategic plan, Waterloo continues to initiate, evaluate and expand projects in support of increasing the first work term experience for students and employers. This includes evaluating and expanding the specific projects included in the PIF: First Work Term Living Learning Community, GreenHouse Co-op, Student Preparation Resources, Engineering Co-op Open House, Early Access to Online Preparation Resources, Supervisor Toolkit, and Promoting Entrepreneurship Thinking through Larry Smith Toolkit.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Consortium for Graduate Professional Skills Development(+)	MAC-CPR3-M(+)	See "Ongoing Activity"	<p>Cost Savings/cost avoidance: As each university invested the time and resources to create 1-3 online modules while getting access to 18 online modules throughout the project, each institution benefited from shared technical support and volume discount for outsourced services (e.g. recording voice over powerpoint). All content and tech leads met on weekly basis to share their progress and identify any collective effort to complete the project. If each university has done this separately, it would cost seven times more to develop these modules and still they would not be open to all Ontario Universities. Thus, we obtained over \$6M in cost savings for the RIU-7, and upwards of \$20M across all of Ontario's graduate universities. Furthermore, in partnering with other institutions we can offer access to the 18 developed modules in exchange for receiving access to other institutions' online modules which has a value of \$50-\$ 100K each. This collaborative project is the foundation for future partnerships with institutions outside of Ontario enabling us to promote Ontario as the premiere destination in Canada to complete graduate studies. •Ongoing Activity: Waterloo was one of the universities that participated in the initiative of launching a professional development website. The University of Waterloo launched MyGradSkills.ca, which offers free, online training tools to help graduate students looking to build their skills for academic and non-academic The website was developed by the Ontario Consortium for Graduate Professional Skills and offers 18 training units on topics ranging from community-engaged scholarship to entrepreneurship. The training was also launched at the University of Waterloo.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Multi-institutional strategy to access and track programmatic learning outcomes ⁽⁺⁾	GUEL-CPR2-M(+)	See "Ongoing Activity"	<p>Cost savings/ cost avoidance: The multi-institutional project to develop the capacity of tracking and assessing programmatic learning outcomes was designed as a 5-year project and cost savings will accrue slowly and are expected to be more significant nearing the end of the 5-year timeframe. While difficult to quantify, cost avoidance is expected in several areas. Once fully implemented, Waterloo (and the other partner institutions) will have access to timely and evidenced-based data on the achievement of learning outcomes across specific programs. Access to data collected through Desire2Learn will inform curriculum renewal and reduce the amount of time spent collecting, compiling and analyzing data. Evidence regarding achievement of learning outcomes will be particularly valuable for programs requiring external accreditation. The collective work of the 5 institutions has increased the shared technical and pedagogical knowledge and capacity at each institution. Learning was transferred regularly throughout the implementation and this collaborative approach continues to be an important component of this project. The work of this project will be sustainable and scalable to all post-secondary institutions thus allowing the system to leverage the approach and learning from this project, supporting a sector-wide learning outcomes assessment strategy. The 5-year multi-institutional investment allowed each institution the opportunity for savings as a result of the consortium pricing. As reported in the Proposal, the in-kind contribution of Desire2Learn was \$330K, which is attributed to the savings provided for the consortium pricing. This provides an average savings of \$13K per institution per year. •Ongoing Activity: The focus for the first year at Waterloo has been implementation of the Desire2Learn Insights tool. This process has encountered some unanticipated challenges and required more time to</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			<p>implement than expected. Implementation and piloting the new tool and approach was accomplished in two of the Master of Public Health courses. Data is currently being collected and assessed. For the coming year, the Insights tool and approach will be implemented in at least three additional Master of Public Health courses. Cost avoidance will be achieved as the framework created for the pilot is expanded across the entire program. We will be able to leverage the efficiencies and knowledge acquired from the pilot to the expansion of this initiative. It is anticipated that less time will be spent manually collecting data about student performance, and more timely action to address challenges identified will lead to greater student success within the course (and ultimately the program). Waterloo continues to regularly meet with the other institutions involved with this project to share knowledge, lessons learned, and best practices.</p>
University Utility Consumption Database and Benchmarking System (UUCDBS) ⁽⁺⁾	MAC-ASDT4-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost Savings/ Cost avoidance: Ongoing automated data collection for utility and identified site sub meters promotes easier billing verification Benchmarking of facilities against like facilities focuses attention on areas for potential improvements. Cost avoidance by highlighting consumption trends not attributable to known variables (weather, change of operational criteria, etc). Sharing services for data collection and access portal creation reduces individual institution costs. • Ongoing Activity: Energy modelling of utility consumption information to account for weather and other variables Social engagement tools for university community use under development. Installation of electronic metering for automated data collection underway in major buildings.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Peoplesoft shared responsibility model study for Ontario Higher Education ⁽⁺⁾	QUEN-ASDT3-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost savings/ cost avoidance: The project involves a modest investment to establish a “cornerstone” of the foundation required to implement new PeopleSoft Shared Responsibility Model: this will help to realize more than \$11.2-million in potential productivity gains, future operational savings, and service delivery improvements as identified in the Deloitte study (to be implemented over a 10-year timeline). Strategies include: The existence of a member's only portal by which users can collaborate and share materials online. Private sector partners are contributing in-kind by providing expertise and resources to the community. Public and private sector partners are contributing in-kind by maintaining and moderating online portal and providing information for the e-Newsletter. •Ongoing activity: This project builds on the collaborative momentum developed during the initial study, provides a platform for active discussion among the institutions, and advances the formalization of those relationships. The project also provides near-term support to help institutions cope with resource pressures, aging infrastructure, operational challenges and competing priorities in support of services and learning experiences for students. The initial Investigation & Development Stage of the project will be completed in October 2014, followed by completion of the Charter Stage by year-end. It was agreed upon, early in the process, that the focus should begin with Ontario to establish the infrastructure and content. Once matured the scope can be broadened to a larger audience. This initial implementation project is part of the ongoing Ontario PeopleSoft Shared Responsibility Initiative (OPSRI). Its aim is to enhance the productivity of member IT departments by sharing best practices and information about PeopleSoft technology architecture, strategy, past and planned PS implementations, upgrades, patches,</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			<p>testing, existing and planned extensions / customizations / integrations, portals, reporting, metrics, self-service, training, business processes, governance and staffing, among other interests. The project will establish a system for collaborative knowledge content management, managed by the Project Portfolio Office at Queen's University. The web portal / user community at http://highereducationanalytics.ca is a growing hub for institutions and private sector partners to share. Through 2014-15 this community will continue to grow and expand both in the number of members and the diversity of content available. Webinars and cataloged presentations are available through the web portal for all members. Access to a complete ebook library is available for higher ed users for shared reference and</p>
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost savings/ cost avoidance: Development of one RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000-\$48,000 per institution based on market research. •Ongoing Activity: -The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. -There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledgebase.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Digital Library Research Cloud(+)	UOFT-ASDT4-M(+)	ODLRC per TB cost of \$133 CDN as opposed to \$357 US if Amazon services were used.	<p>The Ontario Digital Library Cloud is a three-year project that pools resources to build a large scale shared data storage service for partner universities. To estimate cost savings, we compare per TB storage costs achieved through the ODLRC model and the per TB storage costs of commercial data storage services such as Amazon and Google. •</p> <p>Ongoing Activity: -The first year of this project included establishment of a project team, hiring and training of systems support staff, establishment of a governance structure, development of communication vehicles for the project, sourcing appropriate hardware, receipt and assembly of the hardware at the central data centre located at the U of T, design of a network topology between the partner sites that supports traffic between storage nodes, and investigation of options for integration of the storage service with common library repository tools. -In years 2 and 3, the partners will complete the rollout of the storage hardware to all partner libraries, integrate storage service software with common repository tools, and develop a research support compute cluster to support analysis of content in the cloud.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Best Value Business Model ⁽⁺⁾	WEST-ASDT8-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost savings / cost avoidance: Development of a single collaborative RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. -Savings associated with vendor cost to respond to one RFP which can be as much as \$10 000 per RFP response. -Collective RFP amongst 6 institutions will lead to substantial savings in each institution for the fees associated with securing the services, and for access to pre-existing travel contracts that we were unable to take advantage of previously, and without the combined spend. Difficult to quantify as we are just embarking on implementation. -Selection of superior suppliers which leads to better outcomes, better budget and on-going stronger relationships with supply base.</p> <p>•Ongoing Activity: -The University has a new tool to work with to find efficiencies and best value in our acquisition decisions; standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. -There is the potential for an Ontario Centre of Excellence to facilitate wide spread usage of the Best Value method amongst other institutions and members of the Broader Public Center. Ideally this center will also advance the existing methodology beyond current state.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Teaching Culture Indicators: Enhancing Quality Teaching ⁽⁺⁾	WIND-CPR6-M ⁽⁺⁾	Long-term investment in developing an institutional culture that values teaching.	<p>- Submitted SSHRC Insight Grant (October 15, 2014) with nine institutions to continue to build and develop on the PIF research - Inter-institutional Network: The original eight initial institutions now have grown to include Bishop's University in Quebec. Additionally, one of the co-investigators has taken a position at Queen's University. So there are now ten institutions. The postsecondary institutions involved in the study continue to meet both virtually and online. - Website – a website has been developed to provide information to the external community (qualityteachingculture.wordpress.com) and will be maintained by staff from the Centres, primarily the lead institution, University of Windsor -Journal articles - Initial articles will include papers aimed at Canadian open-access journals starting in 2015, Collected Essays on Learning and Teaching (CELT).</p>
eTravel and Expense Solution Proposal ⁽⁺⁾	YORK-ASDT5-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cash savings/cash avoidance: The University of Waterloo implemented a pilot project in the Faculty of Math on July 1, 2014 to process expense reports online. The pilot is in progress and proceeding well as users are enthusiastic about the system's ease of use. Users are realizing reduced cycle time from expense report submission to payment. Also, errors are detected and corrected immediately and system calculations (e.g. exchange rate, totals, etc.) reduce the time and effort required. •Ongoing Activity: University of Waterloo provides support to other institutions considering implementing online expense claims and shares implementation experience and suggestions.</p>

*DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.



Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Many of the projects listed above include multiple institutions, and some projects are still in early stages. For projects in early stages, it is difficult to quantify cost savings / cost avoidance until results of other parallel initiatives are known and the projects are more mature. Further detail is available in the projects' final reports.



Attestation:



University of Waterloo confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **University of Waterloo's** Executive Head.

Contact:

For additional information regarding **University of Waterloo's** 2013-2014 Report Back please contact -

- Name: Jana Carson
- Telephone: 519-888-4567 ext. 38611
- Email: jana.carson@uwaterloo.ca

Please indicate the address on **University of Waterloo's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://https://uwaterloo.ca/institutional-analysis-planning/reports/multi-year-accountability-agreements-myaa-0>