

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Waterloo
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

University of Waterloo reported to the Ministry the total Headcount enrolment in 2010-2011 = **22,015**.

The number of students aged 18-24 from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2010-2011 = **19,590**.

The number of students aged 25+ from the total Headcount enrolment reported by **University of Waterloo** to the Ministry for 2010-2011 = **2,308**.

The **number of students under the age of 18** enrolled at **University of Waterloo** in 2010-2011= **117**.

*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 include uWaterloo students on a co-op work term in the Fall 2010 term.

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 2010-2011 to manage enrolment.

In 2010/11 uWaterloo continued to effectively identify and adjudicate undergraduate student applications as quickly as possible in the admission cycle. At the undergraduate level this has resulted in the first offers of admission being sent out to students in late-December before the Christmas break.

Graduate studies applications are adjudicated on a continuous basis by academic units with an objective to complete their decision process within six weeks of an advertised deadline or receipt of a completed application. In 2010/11 the central administration achieved their goal to approve and issue offers of admission in 3 to 5 business days. These efforts have resulted in earlier offers of admissions to potential graduate students and has improved uWaterloo's enrolment management at the graduate level.

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 the institutions' 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, language, cultural practices and spiritual beliefs.*

For the following, please include Full-Time and Part-Time, but not International students.

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 2010-2011= <u>1,250</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>1,250</u> ÷ University of Waterloo (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>5.7%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at University of Waterloo who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>227</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2010-2011= <u>1,100</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>1,100</u> ÷ University of Waterloo (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>5%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Waterloo in 2010-2011 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2010-2011= <u>105</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>105</u> ÷ University of Waterloo (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>0.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Waterloo in 2010-2011 = <u>0</u></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 -

The Office for Persons with Disabilities does not record the visa status of students who register for services so the count of students above may include some international students.

The 1100 First Generation students reported here are students who self-declare as first generation students on their OUAC application by choosing to respond to an optional question that asks "Have either or both of your parents attended a university or college?" This number does not include any graduate students at uWaterloo who may also be first generation students, and includes international students who applied through OUAC and answered this optional question.

The 105 Aboriginal students reported here are students who have self-declared their aboriginal student status in our student enrolment system as of the Fall 2010 term. We know that we have aboriginal students at uWaterloo who do not self-declare, and based on the numbers of students participating in the services offered by the Office of Aboriginal Services we believe this number to underestimate the total uWaterloo aboriginal population.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>The new Student Success Office established at uWaterloo in 2010/11 was established to help students achieve success by fostering and supporting a fulfilling university experience. Grounded in a holistic approach to student development, the office provides students with an integrated, “one-stop shop” for a number of different needs, including international student support, first year transition support, writing support, entrepreneurship support, academic skills workshops and instruction and success coaching. While the Student Success Office is established to support all uWaterloo students we believe the services they offer will be particularly helpful to our under-represented student populations including students with disabilities, first generation students, and aboriginal students.</p> <p>Several initiatives are underway to engage the university in strategic accessibility planning to support the potential of students with disabilities at uWaterloo. The Office for Persons with Disabilities (OPD) is working in partnership with the Centre for Teaching Excellence, Information, Systems & Technology, the Centre for Extended Learning and Organization & Human Development, to design a new certification course for staff, faculty and student leaders entitled “Creating an Inclusive and Accessible University Community”. uWaterloo also adopted a new Learning Management System (D2L), a new Content Management</p>	<p>The new Student Success Office established at uWaterloo in 2010/11 was established to help students achieve success by fostering and supporting a fulfilling university experience. Grounded in a holistic approach to student development, the office provides students with an integrated, “one-stop shop” for a number of different needs, including international student support, first year transition support, writing support, entrepreneurship support, academic skills workshops and instruction and success coaching. While the Student Success Office is established to support all uWaterloo students we believe the services they offer will be particularly helpful to our under-represented student populations including students with disabilities, first generation students, and aboriginal students.</p> <p>One example of an initiative undertaken by the new Student Success Office that we expect will be particularly helpful for first generation students is our redesigned Student Life 101 program. The Student Life 101 program, which brings new students to campus before they begin their studies in September, received a complete re-design in 2010/11. The re-designed program will now allow students to visit the campus for two days and stay overnight in a uWaterloo residence with other incoming students, attend a university lecture, visit their undergraduate/first-year office, learn about the student services available to help them during</p>	<p>The new Student Success Office established at uWaterloo in 2010/11 was established to help students achieve success by fostering and supporting a fulfilling university experience. Grounded in a holistic approach to student development, the office provides students with an integrated, “one-stop shop” for a number of different needs, including international student support, first year transition support, writing support, entrepreneurship support, academic skills workshops and instruction and success coaching. While the Student Success Office is established to support all uWaterloo students we believe the services they offer will be particularly helpful to our under-represented student populations including students with disabilities, first generation students, and aboriginal students.</p> <p>The uWaterloo/St. Paul's University College Aboriginal Services Office continues to support Aboriginal learners through a variety of activities and programs. The office aims to provide culturally appropriate counseling and referral services, as well as academic advice, tutoring, mentoring and awareness programming. Cultural events co-ordinated by the Aboriginal Services Office continue to be open to all students and are promoted through the office website, brochures, recruitment and marketing activities, and first-year orientation. In Fall 2010 uWaterloo launched the 'WHY ID' campaign to encourage students to</p>

<p>System, and will launch a new web design with enhanced accessibility features, a pivotal factor in all three projects.</p>	<p>their time at uWaterloo, and develop a personalized success plan to help them make the most of their uWaterloo experience. A parallel parents' program offers parents the opportunity to learn what to expect as their student transitions to university life, how best to encourage and support their student, and the services available on campus to help support students. The first re-designed Student Life 101 programs were offered in July and August 2011.</p>	<p>self-declare their aboriginal status in the student administration system so that we can make them aware of the services available through our Aboriginal Services Office. uWaterloo also continued to offer week-long conferences for Aboriginal high school students to develop learning skills, postsecondary awareness and motivation, and to build self-confidence for post-secondary success.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **University of Waterloo** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$5,549,352	2,492
Other SAG Expenditure to Supplement OSAP	\$1,339,674	549
TOTAL	\$6,889,026	3,041

Did **University of Waterloo** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for **University of Waterloo** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

As of August 31, 2011 uWaterloo records that the total expenditures in 2010/11 for Tuition/Book SAG Amount had increased to 2,569 accounts and a total of \$5,823,939, and the total of other SAG expenditures to supplement OSAP had increased to 558 accounts and a total of \$1,356,987. This brought the total institutional SAG expenditures up to 3,127 accounts and a total of \$7,180,926.

4) 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 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	31,458	5,989	509	38
2007	34,171	5,677	548	46
2008	38,231	6,018	527	33
2009	37,459	5,742	491	34
2010	36,653	6,483	403	34

*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;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *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
2010	37,008	6,538	423	35

*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 2010 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 uWaterloo, since a number of students transfer to uWaterloo 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. Data prepared for the credit transfer allocation survey response submitted to TCU in June of 2011 looked at the total number of uWaterloo students with some previous college experience. This data showed that in the 2010/11 year uWaterloo had 1,595 students who had previously attended a college. This report also calculated an average of the data from the 2009/10 and 2010/11 years, which showed that uWaterloo was 6% of the Ontario system share of students with some college experience, as compared to the 1% of the system share shown when looking at OUAC data alone. This data demonstrates that uWaterloo has a significant amount of credit transfer activity that brings students in with advanced standing beyond first-year.



Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used in 2010-2011 and which contributed to maintaining or improving **University of Waterloo's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

uWaterloo has enhanced our transfer credit policy in the Faculty of Arts to now accept credits earned after one year of a college program. uWaterloo has also initiated research on developing articulation agreements with three colleges for our new Global Business and Digital Arts program, and on collecting historical transfer credit assessments to create an in-house database to record completed assessments.

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

The new Student Success Office established at uWaterloo in 2010/11 was established to help students achieve success by fostering and supporting a fulfilling university experience. Grounded in a holistic approach to student development, the office provides students with an integrated, "one-stop shop" for a number of different needs, including international student support, first year transition support, writing support, entrepreneurship support, academic skills workshops and instruction and success coaching. While the Student Success Office is established to support all uWaterloo students, one area of focus will be on improving the student experience for our transfer students particularly, and providing support to assist students with the transition from college to university.

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

uWaterloo has implemented several website improvements to make CAAT admissions and credit transfer policy more accessible to potential students. These improvements include website videos that help applicants understand 'how to apply' and 'sending documents'. uWaterloo has also updated the OCUTG website with current articulation agreements that are already in place, has created a CAAT-specific brochure, and has also begun attending college fairs.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of *University of Waterloo's* undergraduate class size for first entry* programs was:

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	120	25.0%	141	28.2%	164	46.4%	238	67.4%
30 to 60 students	100	20.9%	135	27.0%	83	23.4%	64	18.1%
61 to 100 students	102	21.3%	123	24.6%	83	23.4%	43	12.2%
101 to 250 students	137	28.6%	91	18.2%	19	5.4%	8	2.3%
251 or more	20	4.2%	10	2.0%	5	1.4%	0	0.0%
Total	479	100.0%	500	100.0%	354	100.0%	353	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 2010-2011, which contributed to maintaining or improving **University of Waterloo's** class size 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.

In 2009/10, uWaterloo undertook a study to examine the use of our centrally controlled and department managed classrooms, to optimize the use of our classrooms and to better match room capacity to the enrolment cap of the course. In 2010/11 uWaterloo undertook a study that examined our current process of assigning classroom space to courses. This study has determined that improvements to our current timetabling system are essential. Our current timetabling and classroom allocation system is a home grown, non-optimized, labour-intensive approach that does not meet the needs of our growing university. The study found a strong consensus at uWaterloo on the need to build student schedules based on demand data, supporting the modeling of room and student scheduling scenarios to lead to optimized student and instructor schedules and the best use of campus-wide classroom space. Additionally, an examination scheduling and management process is needed that will integrate into our student administration system, allowing staff to efficiently model examination scenarios, manage space effectively, spread core courses automatically, enhance academic integrity and respect the policies and practices that shape exam management at uWaterloo. The purchase and installation of a Canadian-made suite of software and a multi-phased installation that will begin in 2011/12.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

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 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	314	38
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	18
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	314	56
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	12	3
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	2
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	12	5
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	29,344	967
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	455
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	29,344	1,422

*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 are in the process of redefining our coding standards to better support eLearning analysis.

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, we are counting that as one offering.

Registrations are counted from the counts of students enrolled in the courses reported in the 'Course Data' sections. The students are counted if they are enrolled and not withdrawn as of count date for that term. We have done our best to identify online activity, but 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 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

As noted above our ability to identify different types of eLearning and hybrid courses at uWaterloo is limited by how the characteristics of the university's courses have been coded in our student administrative system. uWaterloo has begun the process of redefining our coding standards so that we will be able to better support the planning and analysis activities related to eLearning.

A number of hybrid learning programs are offered using hybrid courses with both in-person and online components, particularly at the graduate level. Some examples include our Master of Environment and Business and Master of Public Health programs that begin and end with a two-week, in person, intensive program, with the remainder of the courses taken online. Another example would be our Graduate Diploma in Social Innovation which consists of five courses offered through a combination of four in-person modules alternating with online modules.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **University of Waterloo**. 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.

Ensuring the quality of the student online learning experience is of paramount importance at uWaterloo. The Centre for Extended Learning (CEL) at the University of Waterloo provides academic units and instructors with instructional design and multimedia development support for new online courses. Despite having a team of over two dozen such experts, CEL still finds it challenging to keep up with demand for their services. Guidelines and an online course template that cover aspects of course design, development, and delivery have been developed and refined based on evaluation and feedback from students and instructors. This template and guidelines are shared with all instructors embarking on an online course project, and help guide the Extended Learning team's design of courses. This helps to ensure that individual course elements are easy to locate, and topics like academic integrity and library resources are highlighted. CEL is also working to pilot a more agile development process focusing on rapidly prototyping materials, enabling instructors to quickly visualize design and more effectively and efficiently collaborate on content creation.

uWaterloo launched two new online course-based Masters programs in 2010/11 - the Master of Environment and Business and the Master of Mathematics for Teachers. Specific to the mathematical content required in the Master of Mathematics for Teachers CEL has been introducing new tools and techniques to effectively create digital math media within the learning management system, and to enable students to interact with that content.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **University of Waterloo's** current top five source countries for International Students, as shown in International Enrolment section below) in which **University of Waterloo** actively engaged in recruitment activities in 2010-2011:

Middle East (Gulf States)
Caribbean
Latin America

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 2010-2011:

- Outbound students* = 361
*DEFINITION: *Outbound students* are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 352
*DEFINITION: *Inbound students* are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Waterloo** in 2010-2011 = **\$61,000,000**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **University of Waterloo** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **University of Waterloo** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, 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 in 2010-2011	2010-2011 Total Enrolment by Program
UAE Waterloo	Dubai / UAE	Chemical Engineering	25
UAE Waterloo	Dubai / UAE	Civil Engineering	19
UAE Waterloo	Dubai / UAE	Fin Analysis & Risk Mgmt	16
UAE Waterloo	Dubai / UAE	Info Tech Mgmt	5
UAE Waterloo	Dubai / UAE	Mathematics	1

*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



uWaterloo identifies emerging markets more in terms of regions of the world than specific countries. Consequently, our responses above show emerging regions and not specific countries.

The count of outbound students participating in a student exchange, study abroad, internship, or international experience in 2010/11 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. Jeromes's University, so the total number of uWaterloo students with an international experience is larger than the numbers above indicate.

The total gross revenue for all off-shore activities at uWaterloo is not available. In the 2009/10 MYAA report back uWaterloo reported a total gross revenue of \$5,000,000 but this amount actually reflects the total revenues to uWaterloo from all international activity, not off-shore activities. uWaterloo does not currently identify all off-shore revenues centrally.

7.2 Enrolment

In 2010-2011, **University of Waterloo** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of <i>University of Waterloo</i> Total Full-Time International Student Enrolment
1.	China	1,448	41.2%
2.	Iran	216	6.2%
3.	India	203	5.8%
4.	Pakistan	198	5.6%
5.	South Korea	174	5%

University of Waterloo reported to TCU that International Enrolment* in 2010-2011 = **3,512**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*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 Enrolment.

Please provide **University of Waterloo's** 2010-2011 Part-Time International Student Enrolment = 327

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **University of Waterloo** in 2010-2011 = 1,071

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Waterloo** used in 2010-2011 to create pathways for *International students* from **University of Waterloo's** ESL programming to postsecondary studies.

The Faculty of Mathematics works in partnership with Conestoga College to deliver the Math/ELAS program to promising mathematics students, who require help with their English skills, before enrolling in an Honours Mathematics or Computer Science degree studies program. Through the Math/ELAS program, students improve their English language skills so that they meet the Mathematics Faculty's English language admission requirements, and become eligible for degree studies. This program is specifically designed to increase the student's success in university. In the Math/ELAS program, students enrol in four English courses at Conestoga College, and one Mathematics course, Calculus 1, at the University of Waterloo in their first term. Successful completion of the Math/ELAS program qualifies the student for full-time regular studies in the Faculty of Mathematics and/or the Cheriton School of Computer Science.

*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 Enrolment and ESL

The total number of students enrolled in an English as a Second Language (ESL) course or program is provided from the counts of students enrolled in several ESL programs and courses offered at uWaterloo. As a result some students may be counted more than once if they took part in more than one course or program. There may also be some Canadian students included in the ESL numbers as our ESL programs and courses are not restricted to international students.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2010-2011, 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 new Student Success Office established at uWaterloo in 2010/11 was established to help students achieve success by fostering and supporting a fulfilling university experience. Grounded in a holistic approach to student development, the office provides students with an integrated, "one-stop shop" for a number of different needs, including international student support, first year transition support, writing support, entrepreneurship support, academic skills workshops and instruction and success coaching. Some of these services include English conversation circles, English conversation partners, the global representative program, the shadow program, and orientation programs for new students.

English conversation circles focus on improving conversation skills and learning about Canadian culture, and also provide international students the opportunity to share the culture of their home country with other uWaterloo students through lunch-hour country presentations.

The Global Representative Program links newly accepted uWaterloo students with other students from the same country/region to answer questions on a variety of issues to help new students prepare for their journey to Canada. uWaterloo currently has 51 student volunteers representing 37 different countries from around the world. The program includes volunteers enrolled at the Bachelor's, Master's, and PhD level.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

University of Waterloo confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **University of Waterloo** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Waterloo confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **University of Waterloo** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

University of Waterloo confirmed in its 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **University of Waterloo** participated in the Ontario Education Collaborative Marketplace (OECM): **No**

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2010-2011, which contributed to maintaining or improving **University of Waterloo's** supply chain management. 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.

uWaterloo has adopted the Ontario Supply Chain Code of Ethics for the organization, as well as the more comprehensive Code of Ethics provided by the Purchasing Management Association of Canada for our core procurement staff. Where necessary, we have formally altered policy to ensure that each of the 25 mandatory components form part of our business practices.

*The space below is provided for **University of Waterloo** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OECM purchases

uWaterloo has participated in the OECM in the sense that we have monitored each contract that has been established by OECM. We have yet to engage in any of their offerings as the uWaterloo contract value is better than what is currently offered by the OECM contract(s).

As recently as August 2011, we have met with the Executive Director of OECM in an effort to bridge communication and procurement initiatives.



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **University of Waterloo** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Waterloo** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Waterloo** adopted in 2010-2011 to prepare for compliance.

uWaterloo has increased the support for professional development and training of its procurement staff. A more seasoned and better trained staff will help ensure open and fair business practices, while working towards the best possible outcomes for the University.

To ensure strategic supply, uWaterloo is concurrently working on both building a contract database, as well as developing a more deliberate on-going contract management approach.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **University of Waterloo** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Waterloo** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Waterloo** adopted in 2010-2011 to prepare for compliance.

uWaterloo recently collaborated with and adopted a formal Bid Dispute Resolution Process, in concert with each member of the Ontario University Procurement Managers (OUPMA). In addition, we continue to work with the Ontario Management Board in an effort to ensure the appropriate procurement process for consulting initiatives at the University.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **University of Waterloo** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **University of Waterloo** to attest that it is in compliance with this Directive.

9) Space Utilization

University of Waterloo indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2010-2011, which contributed to maintaining or improving **University of Waterloo's** space utilization. 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.

In 2010/11 uWaterloo established the Space Information Advisory Group (SIAG) to bring together people from both our academic and academic support units who are involved in the operational aspects of planning and management of uWaterloo's space inventory. Meeting bi-monthly, the SIAG is chaired by the Associate Provost, Resources.

The mandate of the SIAG includes sharing information among departments that are impacted by changes to the space inventory, collecting policies from academic and academic support units to clearly understand the landscape and to establish a central repository, developing and recommending space management policies and procedures, developing an appropriate set of decision support tools, including a template to assess space and identify gaps in business processes related to space management, and maximizing the functionality of the software package installed to maintain the space inventory.

10) 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** uses to measure student satisfaction.

In addition to the NSSE survey uWaterloo also participated in the Canadian Undergraduate Survey Consortium (CUSC) survey of first-year students, and the Canadian Graduate and Professional Student Survey (CGPSS) in 2010. Both surveys include a number of questions that allow uWaterloo to gauge the satisfaction of our students with multiple aspects of their university experience.

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **University of Waterloo**. 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.

One example of an initiative at uWaterloo that contributes to maintaining and improving student satisfaction is our Student Relations Committees. In addition to the Faculty Relations Committee (FRC) and the Staff Relations Committee (SRC) the University of Waterloo also has an Undergraduate Student Relations Committee (USRC) and a Graduate Student Relations Committee (GSRC). The USRC and the GSRC bring together student representatives and senior university administrators to serve as a forum for communication and address any matters of concern related to University-student relations and/or student life. The chair of the committee alternates meeting to meeting between the senior student representative and the senior university administrator. When a concern or issue of interest and importance to both undergraduate and graduate students arises joint meetings between the USRC and the GSRC have been coordinated. Some examples of initiatives that have been undertaken by these groups to enhance student satisfaction include providing input towards establishing graduate student funding minimums, and defining and establishing a student advocacy office to support students in finding help to deal with both academic and non-academic concerns. Discussions at the USRC and GSRC have also led to recommendations which informed the establishment of a student wellness and mental health strategy for the entire campus including students, faculty and staff. Including issues such as suicide prevention, nutrition, the employee assistance program, alcohol and health care, the strategy has resulted in Health Services hiring three new psychologists, and Health Services, the Office for Persons with Disabilities and Counseling Services collaborating to make student healthcare services more seamless.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **University of Waterloo** = 81%*

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **University of Waterloo** activity in 2010-2011, which contributed to maintaining or improving **University of Waterloo's** graduation rate initiatives. This could be 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.

Students in uWaterloo's Accounting and Financial Management (AFM) program are encouraged to view academic support as "coaching" as compared to a "remedial" service. The analogy of an Olympic athlete who performs at a very high level in their sport and benefits from a coach is used to encourage all students to take advantage of the academic coaching services offered. Students are introduced to the School's academic coach at orientation and throughout their first semester through a number of "out of class" academic coaching sessions, as well as brief 10 minute highlights of important learning tools through one of their first year courses. AFM provides first year students with access to an academic coaching centre which is open every afternoon from Monday to Thursday. The coaching centre is conveniently located beside the student lounge and is staffed by senior AFM students who are not only familiar with the course content but also the transitional experiences of a first year student in this rigorous program.



12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **University of Waterloo** = **92.5%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **University of Waterloo** = **93.7%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **University of Waterloo** activity in 2010-2011, which contributed to maintaining or improving **University of Waterloo's** graduate employment initiatives. This could be 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.

uWaterloo continues to operate the largest post-secondary school co-op program of its kind in the world with almost 16,000 students enrolled over three terms each year. One of the strongest benefits of our co-op program is the integration of experiential learning into the academic program, and the connections students make with employers and industry at the very early stages of their academic career. These early connections with potential employers help to strengthen uWaterloo's strong graduate employment rates.

Students in the School of Pharmacy at uWaterloo participate in several initiatives that connect them with potential employers. In addition to offering the only pharmacy co-op program in Canada, our students also have the opportunity to engage in two additional experiential components.

In their first year of study, Pharmacy students participate in a 6-month Community Service Learning (CSL) group project where they work with local community agencies, broadening their understanding of the communities they will eventually serve as health care professionals. In fourth year, students are engaged in a Clinical Capstone, in which they participate in medication management clinics at a primary care site and are assessed by School appointed preceptors. In the four co-op terms the students complete in their program, students are required to complete no more than two terms with any single employer, and work in at least two types of practice settings. By the end of their second work term, students must have completed a minimum of one term work with a drug distribution component. Additionally, in their third and/or fourth work term, students are required to complete a minimum of one work term with a direct patient care component. Lastly, a minimum of one work term must occur in an underserved geographic area, and a minimum of one work term must involve interaction with an underserved patient population. These requirements ensure that all students graduating from the School of Pharmacy have been directly exposed to different employers, patient populations and communities, creating a number of connections that improve their opportunities for employment upon graduation.



13) 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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	88.3%	87.8%	89%	89.4%
1st to 3rd Year	83.6%	84%	85.3%	N/A

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

Data on the % of students from the 2009 Cohort who continued to 3rd year will not be available until the 2011-12 CSRDE Retention Report is available (expected June 2012).



Please provide one or more highlights, in the space provided below, of a **University of Waterloo** activity in 2010-2011, which contributed to maintaining or improving **University of Waterloo's** retention initiatives. This could be 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 new Student Success Office established at uWaterloo in 2010/11 was established to help students achieve success by fostering and supporting a fulfilling university experience. Grounded in a holistic approach to student development, the office provides students with an integrated, "one-stop shop" for a number of different needs, including international student support, first year transition support, writing support, entrepreneurship support, academic skills workshops and instruction and success coaching. A minimum of three new Success Coaches will help students to identify where they can improve academically, personally and in their career exploration. The coaches will help students to articulate their resultant goals, and to develop and implement their action plan towards achieving their goals. They will help motivate students to take action toward making their scholastic and personal vision a reality, and will help students adopt strategies for measuring their progress toward excellence.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **University of Waterloo** used during 2010-2011, which contributed to enhancing **University of Waterloo's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

In 2010/11, the Centre for Teaching Excellence (CTE) at uWaterloo facilitated 46 Department- and Faculty-level retreats focused on articulating and refining program level learning outcomes and creating conversations about teaching and learning across our institution. CTE also supported meetings with 273 faculty members from 20 departments. The retreats began in 2008 as support for program reviews and the implementation of the undergraduate degree level expectations, but past clients have been requesting additional retreats to discuss issues such as identifying curricular revisions to assist at-risk students and increasing clarity about grading practices. These retreats begin conversations that affect the educational goals and practices within our programs which can change the learning environment for our students. One result of ongoing curriculum work are the newly launched changes to the programs within our School of Accounting and Finance where an integrated learning model has been adopted and new courses have been launched to provide students time and space to integrate and apply their learning from past courses. With the uWaterloo's commitment to addressing the graduate degree level expectations in program reviews, the demand for curriculum retreats will only increase, and CTE has received two new staff positions to assist our existing staff in this area of service.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

The new Student Success Office established at uWaterloo in 2010/11 was established to help students achieve success by fostering and supporting a fulfilling university experience. Grounded in a holistic approach to student development, the office provides students with an integrated, "one-stop shop" for a number of different needs, including international student support, first year transition support, writing support, entrepreneurship support, academic skills workshops and instruction and success coaching.

uWaterloo has long made entrepreneurial excellence one of our highest priorities by ensuring accessibility for our students to various programs. The VeloCity program has been one of our most prominent and successful initiatives, and we believe that it contributes substantially to building student engagement, by helping students see the connections between their academic programs and entrepreneurship opportunities.

VeloCity opened its doors in the fall of 2008 as a university-supported program focussed on fostering entrepreneurial excellence beyond the classroom through experiential learning. The VeloCity Residence program is located in a 70-bed residence located on the uWaterloo's main campus.

VeloCity encourages high technology entrepreneurial advancement for upper year students, reducing the risk associated with commercializing technological innovation by providing resources and support. VeloCity offers a revolutionary approach to entrepreneurship, where ideation begins and co-founders are realized, while promoting Ontario's economic prosperity. The VeloCity program encourages a collaborative environment supported by the surrounding industry and entrepreneurial community. VeloCity's international notoriety has been driven by the success of our students.

Students from all faculties and programs are welcomed and encouraged to apply to the VeloCity Residence Program, with equal opportunity given to each and every applicant. Accepting 70 students on a term-by-term basis, VeloCity supports both educational and entrepreneurial aspiration throughout their 4-month stay. Our goal is to work with our students as they turn ideas into products and/or services, helping them to balance their academic and entrepreneurial aspirations. Students receive guidance from an experienced and successful "Entrepreneur-in-residence" providing mentorship and coaching for students throughout the process. VeloCity is equipped with a conference room, device lab with the latest technology, and a large space for collaboration. Throughout the term students are exposed to speakers, mentors, resources and a community of like-minded

and driven entrepreneurs.

In the Winter 2010 term VeloCity leased the largest suite in the Communitech Hub (the growing heart of the Waterloo startup scene) with the capacity to hold up to 7 early stage companies. The VeloCity Workspace has been created to provide space from which full-time startup companies can work and ensure available industry support and mentorship. The best and brightest entrepreneurs from the University of Waterloo (both current students and alumni) are eligible to apply for the opportunity to work, free of charge, out of the VeloCity Workspace. The workspace provides our early stage startups with: a professional office space and stimulating work environment; mentoring and professional support; administrative support; access to office equipment such as photocopiers, printers and scanners; fully equipped meeting rooms, networking areas, and continuous industry exposure and encouragement.

Some data from our most recent year of operations (2010):

Number of students/young entrepreneurs engaged 181

Number of Start-up Companies created 23

Number of Students hired 18

Number of Products and Services Developed 33

Number of Jobs Created 100

Number of Licenses Negotiated 4

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

uWaterloo held its first annual Mental Wellness day in 2010/11. A collaboration between all six faculties and our student services departments across campus the goal of the Mental Health Wellness day was to reduce stigma, and demystify the invisible face of mental illness. Our Office for Persons with Disabilities (OPD) also co-ordinated several Ability Awareness events which were huge successes and resulted in improved awareness, education and support for students, faculty and staff with disabilities. OPD also launched our first Support group for students Coping with Depression and held a successful transition program for students with Asperger's and their families to support the transition to university.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **University of Waterloo's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **University of Waterloo's** 2010-2011 budget for their executive offices.



University of Waterloo confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



University of Waterloo confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **University of Waterloo's** Executive Head.

Contact:

Please provide the contact information for the representative at **University of Waterloo** to whom public inquiries can be directed regarding **University of Waterloo's** 2010-2011 MYAA Report Back:

- Name: Mary Jane Jennings
- Telephone: 519-888-4567 x84793
- Email: mjjennings@uwaterloo.ca

Please indicate the address on **University of Waterloo's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://analysis.uwaterloo.ca/pubs/tcu.php>