Strategic Mandate Agreement
(2014-17)

Between:
The Ministry of Training, Colleges and Universities
&
The University of Waterloo
ONTARIO’S VISION FOR POSTSECONDARY EDUCATION

Ontario’s colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario’s creative economy.

UNIVERSITY OF WATERLOO’S VISION/MANDATE

Vision

The University of Waterloo’s vision is charted in the University of Waterloo Act:

“The objects of the University are the pursuit of learning through scholarship, teaching and research within a spirit of free enquiry and expression.”

Waterloo embraces and imbues innovation — from teaching to research and relationship-building — all with a goal to create a league of learners who will lead, support, and implement innovations to advance all areas of the human condition and address the challenges of our time.

Mission

Over the next five years, this institution’s foundational strengths will propel Waterloo towards a single goal: to be recognized as one of the top innovation universities in the world. Waterloo will do this by focusing energy and allocating resources into areas that set this institution apart. Waterloo will transform education and economies through experiential learning, build its reputation as a uniquely entrepreneurial university, and change lives and advance industries through high-impact, highly relevant research. This dynamic future will be built on Waterloo’s solid foundation, including excellent academic programming, global impact, and vibrant student experience.

To reach this goal, Waterloo must choose to focus energy and allocate resources into the areas that set it apart, ensure the best experience for students, and serve as a model for the future of higher education.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and the University of Waterloo (the University) outlines the role the University currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry’s Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):
• Identifies the University’s existing institutional strengths;
• Supports the current vision, mission, and mandate of the University within the context of the University’s governing legislation and outlines how the University’s priorities align with Ontario’s vision and Differentiation Policy Framework; and
• Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the University’s areas of strength.

The term of the SMA is from April 1, 2014 to March 31, 2017. The SMA proposal submitted by the University to the Ministry has been used to inform the SMA and it is appended to the agreement.

The Ministry acknowledges the University’s autonomy with respect to its academic and internal resource allocation decisions, and the University acknowledges the role of the Ministry as the Province’s steward of Ontario’s postsecondary education system.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to, dated, and signed by both signatories.

UNIVERSITY OF WATERLOO’S KEY AREAS OF DIFFERENTIATION

• Waterloo is a research-intensive university centred on cultivating innovation through experiential learning, entrepreneurial education, and high-impact research across all disciplines, with a focus on mathematics, computer science, quantum science/nanotechnology, “X” and Business, environment/biological systems, engineering and architecture, health and well-being, psychology, governance, and accounting and finance.
ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the University and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

1.1 Areas of Institutional Strength

The University of Waterloo supports economic development through a significant focus on entrepreneurship and entrepreneurial education. Initiatives and outcomes in this area include:

- In the past several years, the University has supported the creation of business Accelerator Centres in Waterloo and Stratford, and promoted graduate and undergraduate entrepreneurship education through programs offered by the Conrad Business, Entrepreneurship and Technology Centre, Velocity Residence, Velocity Garage, Research Entrepreneurs Accelerating Prosperity (REAP), student clubs, Engineering Capstone projects, and the new GreenHouse hub for social entrepreneurship.
  - The Conrad Centre offered the first business program in Canada fully dedicated to entrepreneurship.
  - Velocity's 63 student-founded companies — including Pebble, Thalmic Labs, BufferBox, and MappedIn — have attracted more than $90M in funding to date.
  - Commercialization efforts originating at the Conrad Centre top $30M in value, with more than 100 start-ups to date, including Clearpath Robotics, TutorBright, Tangam, CANGO and Milao.
- The Waterloo Commercialization Office supports faculty start-ups and provides student entrepreneurship fellowships that have supported the creation of companies and jobs.
- According to a 2013 PricewaterhouseCoopers report:
  - 29 local companies were created by technology licensed from the University of Waterloo, and 167 companies were launched by University faculty and/or via contract research.
  - The impact on the local economy was diverse, creating jobs in information and communications technology, clean technology, advanced manufacturing, life sciences, and digital media.
  - For every dollar invested by the province, the University of Waterloo generates $8.80 in total economic impact.
The University contributes $2.6B annually to the provincial Gross Domestic Product.

72% of knowledge-based companies in the Waterloo region report that they depend on Waterloo graduates and students as employees. Almost 42% report that Waterloo graduates and students make up more than half of their workforce.

1.2 Additional Comments

System-wide metrics indicate that in 2012-13:

- Waterloo’s six month graduate employment rate was 88% (provincial average 87%) and two year graduate employment rate was 93% (provincial average 92%).
- Waterloo’s six month graduate employment rate in a related field of study was 84% (provincial average 77%) and two year graduate employment rate in a related field of study was 86% (provincial average 82%).

Institutional Strategies

- Waterloo will continue to enable and lead national and international conversations as host of a growing Waterloo Innovation Summit (WIS) that brings together industry, investors, academics, and policy-makers.
- The University will expand entrepreneurial initiatives and learning opportunities for students, faculty, and staff, by adding new academic programs and funding support.

1.3 Metrics

<table>
<thead>
<tr>
<th>Institutional Metrics</th>
<th>System Wide Metrics¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total annual earning by students in co-op work terms</td>
<td>• Graduate employment rates</td>
</tr>
<tr>
<td>• Cumulative total of Waterloo’s start-ups over the last three years</td>
<td>• Number of graduates employed full-time in a related job</td>
</tr>
<tr>
<td>• Cumulative total of individuals employed by Waterloo’s start-ups created in the last three years</td>
<td></td>
</tr>
</tbody>
</table>

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.
2. TEACHING AND LEARNING

This component will capture institutional strength in program delivery methods that expand learning options for students, and improve the learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2.1 Areas of Institutional Strength

The University of Waterloo supports teaching and learning through experiential and technology-enabled learning opportunities. Initiatives and outcomes include:

Experiential Learning

- The University is home to the world's largest postsecondary co-operative education program.
- In 2012-13, Waterloo had over 17,000 co-op students enrolled in 194 co-op programs, accessing a worldwide network of more than 5,000 co-op employers.
- Waterloo will continue to further expand research opportunities for students including undergraduate research work terms, linking research and entrepreneurship, and continued partnerships with industry.

Technology-Enabled Learning

- Waterloo launched its correspondence program in 1968 as an entrepreneurial reaction to new teacher certification requirements.
- Now home to one of the province's largest online learning programs, Waterloo offers more than 400 online courses, 11 fully online bachelor degree programs, and eight masters degree programs with several more in development.
- Waterloo has also capitalized on technology-enabled learning to advance the quality of online teaching by developing an online training tool for graduate teaching assistants and instructors, a resource soon to be delivered in an open environment for use by other postsecondary institutions.

Furthermore, the 2013 Canadian University Survey Consortium student survey showed that 84% of first-year respondents said their experience at Waterloo met or exceeded their expectations, and 94% were satisfied with their decision to attend Waterloo. According to the 2011 National Survey of Student Engagement, about 78% of graduating Waterloo students said they would choose this institution if they were to start their education over again.
2.2 Additional Comments

*Institutional Strategies*

Over the next five years, Waterloo will expand experiential learning opportunities, enlarging the resource base of professional and discipline-relevant employers, and recognizing the value of service-based and international opportunities. These learning opportunities will extend to non-co-op students through the development of professional skills courses and enhanced student mobility programs, among others.

Specifically, Waterloo will:

- Develop and implement mechanisms to encourage and recognize instructors incorporating experiential education into their courses.
- Redesign and implement a research-based course tied to undergraduate curriculum across all faculties.
- Develop a first-year inquiry course across all faculties.
- Develop and implement a curriculum for professional skills courses leading to a certificate program for all undergraduate students — particularly those not in the co-op stream.
- Develop experiential education as an area of pedagogical research at Waterloo, leading us toward international prominence in this area.

Waterloo will continue to grow the number of online courses and degree programs offered, and to seek out new learning technologies and the most innovative methods of course delivery. New and existing strategic partnerships will enable better online learning provincially, nationally, and internationally.

2.3 Metrics

<table>
<thead>
<tr>
<th><strong>Institutional Metrics</strong></th>
<th><strong>System Wide Metrics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Annual percentage of co-op students with “excellent” or “outstanding” performance in their work terms judged by employers</td>
<td>- Student Satisfaction Survey results</td>
</tr>
<tr>
<td>- Annual percentage of “excellent” or “outstanding” work terms judged by co-op students</td>
<td>- Graduation rates</td>
</tr>
<tr>
<td>- Number of Waterloo and non-Waterloo enrolments in UW online credit courses</td>
<td>- Retention rates</td>
</tr>
<tr>
<td></td>
<td>- Number of students enrolled in a co-op program at institution</td>
</tr>
<tr>
<td></td>
<td>- Number of online course registrants, programs, and courses at institution</td>
</tr>
</tbody>
</table>
3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

The University of Waterloo is committed to providing new opportunities to make university accessible to students from diverse populations. Initiatives and outcomes include:

- More than 30% of first-year students have an entrance average above 90%.
- Building on existing programs that engage Aboriginal youth in the university environment:
  - St. Paul’s University College is piloting the Entrepreneurship for Sustainable Indigenous Community program. The program will teach 60 to 75 selected Aboriginal high school learners a combination of entrepreneurial design thinking and problem-solving skills required to begin to tackle significant problems with a view to create a business or self-funding service concept.
- In 2012-13, Waterloo’s full- and part-time student population included 1,667 students with disabilities, 4,729 first-generation students, and 109 Aboriginal students, according to self-declared data from the Ontario Universities’ Application Centre.
  - These figures underestimate the number of Aboriginal students at Waterloo, as a larger number of students participate in services offered by the Office of Aboriginal Services.
- 17% of full-time undergraduate students self-identify as first generation. The University supports these students through mentorship programs.
- The University of Waterloo devotes 17.5% of our total operating expenditures to scholarships and bursaries, more than any other university in Canada (according to expenditure data collected by CAUBO).

3.2 Metrics

<table>
<thead>
<tr>
<th>Institutional Metrics</th>
<th>System Wide Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average OSAP debt of graduating Waterloo students who received OSAP</td>
<td>Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution</td>
</tr>
<tr>
<td></td>
<td>Number and proportion of international</td>
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</tbody>
</table>
4. RESEARCH AND GRADUATE EDUCATION

This component identifies the breadth and depth of institutional research activity (both basic and applied), and will identify institutional research strengths from niche to comprehensive research intensity.

4.1 Areas of Institutional Strength

The University of Waterloo is a research-intensive university, as illustrated by:

- The University is home to more than 35 senate-approved research centres and institutes, and 103 funded research chairs.
- According to Research InfoSource, Waterloo is Canada’s top comprehensive research university, with $194.2M in total sponsored research in 2012-13.
- Waterloo is one of the top 10 postsecondary institutes in the world for water research, a leader in quantum research, the home of Canada’s largest engineering faculty, and a recognized global leader for computer science.
  - The Quacquarelli Symonds (QS) ranking lists Waterloo’s computer science and mathematics programs among the top 25 in the world.
  - Waterloo’s engineering program ranks among the top 50 in the world according to the Academic Ranking of World Universities (ARWU/Shanghai).
- In 2012, Waterloo granted 1,542 graduate degrees and 118 graduate diplomas and certificates, and hosted 97 Natural Sciences and Engineering Research Council of Canada (NSERC) post-graduate awards — the third highest among the U15 Group of Canadian Research Universities.

4.2 Additional Comments

- System-wide metrics reflect Waterloo’s strength in this area.
### 4.3 Metrics

<table>
<thead>
<tr>
<th>Institutional Metrics</th>
<th>System Wide Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Average research funding received by tenure and tenure-track faculty members from non-Tri-Council sources over a three year period</td>
<td>Research Capacity</td>
</tr>
<tr>
<td>- Average number of research-funded collaborations/partnerships with industry, government, and NGOs over the last three years</td>
<td>- Total sponsored research</td>
</tr>
<tr>
<td>- Annual average funds received by NSERC eligible faculty members</td>
<td>- Number of research chairs</td>
</tr>
<tr>
<td></td>
<td>- Number of graduate degrees awarded</td>
</tr>
<tr>
<td></td>
<td>- Number of graduate awards/scholarships</td>
</tr>
<tr>
<td></td>
<td>Research Focus</td>
</tr>
<tr>
<td></td>
<td>- Graduate degrees awarded to undergraduate degrees awarded</td>
</tr>
<tr>
<td></td>
<td>- Graduate to undergraduate ratio</td>
</tr>
<tr>
<td></td>
<td>- PhD degrees awarded to undergraduate degrees awarded</td>
</tr>
<tr>
<td></td>
<td>Research Impact</td>
</tr>
<tr>
<td></td>
<td>- Normalized Tri-Council funding (total and per full-time faculty)</td>
</tr>
<tr>
<td></td>
<td>- Number of publications (total and per full-time faculty)</td>
</tr>
<tr>
<td></td>
<td>- Number of citations (total and per full-time faculty)</td>
</tr>
<tr>
<td></td>
<td>- Citation impact (normalized average citation per paper)</td>
</tr>
<tr>
<td></td>
<td>International Competitiveness</td>
</tr>
<tr>
<td></td>
<td>- Ratio of international to domestic graduates [used by Times Higher Education Rankings]</td>
</tr>
<tr>
<td></td>
<td>- Aggregate of international global rankings</td>
</tr>
</tbody>
</table>
5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

5.1 Areas of Institutional Strength

Current program areas of strength include:

1. Mathematics
2. Computer Science
3. Quantum Science/ Nanotechnology
4. "X" and Business
5. Environment/Biological Systems
6. Engineering and Architecture
7. Health and Well being
8. Psychology
9. Governance
10. Accounting and Finance

Proposed program areas for growth include:

1. Engineering, Science, and Architecture
2. Social Innovation, Entrepreneurship, and Sustainability
3. Security and Risk Management
4. Technology, Culture, and Communications
5. Health and Aging

5.2 Additional Comments

The Ministry notes that a large number of new engineering degree programs are proposed province-wide, which will have an impact on the Ministry's review of new engineering program proposals.

5.3 Metrics

<table>
<thead>
<tr>
<th>Institutional Metrics</th>
<th>System Wide Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The percentage of undergraduate students studying science, technology, engineering and mathematics (STEM) disciplines</td>
<td>• Institution-specific and provincial Key Performance Indicators including employment rate after two years, percentage of students completing the degree, and OSAP default rates for each area of strength</td>
</tr>
<tr>
<td>• The percentage of graduate students studying STEM disciplines</td>
<td>• Program enrolment</td>
</tr>
</tbody>
</table>
6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

6.1 Areas of Institutional Strength

The University of Waterloo collaborates on a national and global scale, both as a member of the U15 Group of Canadian Research Universities and through 350 partnerships with institutions in 60 countries. The University of Waterloo is also a member of the University Credit Transfer Consortium.

6.2 Additional Comments

Institutional Strategies

Waterloo’s internationalization strategy focuses on global engagement to support the institution’s mission through:

- International partnerships and partnerships with international objectives.
- International mobility of students, faculty, and staff.

Building on the University Credit Transfer Consortium and existing partnerships with colleges, the Ministry encourages the University of Waterloo to continue to develop partnerships with other Ontario universities and colleges to facilitate student mobility.

6.3 Metrics

<table>
<thead>
<tr>
<th>Institutional Metrics</th>
<th>System Wide Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)</td>
</tr>
<tr>
<td></td>
<td>• Number of transfer applicants and registrants</td>
</tr>
<tr>
<td></td>
<td>• Number of college graduates enrolled in university programs</td>
</tr>
</tbody>
</table>
ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry’s policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Baseline Projected Eligible Full-Time Headcounts

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>21,430</td>
<td>21,690</td>
<td>21,900</td>
</tr>
<tr>
<td>Work Term*</td>
<td>4,780</td>
<td>4,820</td>
<td>4,940</td>
</tr>
<tr>
<td>Total</td>
<td>26,210</td>
<td>26,510</td>
<td>26,840</td>
</tr>
</tbody>
</table>

* Work Term enrolments count full-time eligible students who are on a scheduled work term in the Fall as part of their co-op program.

The University of Waterloo’s planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.
GRADUATE ALLOCATION

The Province committed to allocate 6,000 additional graduate spaces in the 2011 Budget. The allocation of the balance of the 6,000 graduate spaces is informed by institutional graduate plans, metrics identified in the differentiation framework, and government priorities. Based on these considerations, the allocation for the University of Waterloo is provided below.

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>1,995.56</td>
<td>2,110.54</td>
<td>2,148.86</td>
</tr>
<tr>
<td>PhD</td>
<td>868.59</td>
<td>900.14</td>
<td>910.65</td>
</tr>
<tr>
<td>Total</td>
<td>2,864.15</td>
<td>3,010.68</td>
<td>3,059.51</td>
</tr>
</tbody>
</table>

*For a detailed breakdown of graduate space allocations, see Appendix.

FINANCIAL SUSTAINABILITY

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

The Ministry commits to engage with the sector in spring 2014 to finalize the financial sustainability metrics to be tracked through the course of the SMA, building on metrics already identified during discussions that took place in the fall of 2013.
MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end the Ministry will:

• Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
• Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMA;
• Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the Strategic Mandate Agreements;
• Consult on the definition, development, and utilization of metrics;
• Undertake a review of Ontario’s credential options; and
• Continue the work of the Nursing Tripartite Committee.

The Ministry and the University are committed to continuing to work together to:

• Support student access, quality, and success;
• Drive creativity, innovation, knowledge, and community engagement through teaching and research;
• Increase the competitiveness of Ontario’s postsecondary education system;
• Focus the strengths of Ontario’s institutions; and
• Maintain a financially sustainable postsecondary education system.
SIGNED for and on behalf of the Ministry of Training, Colleges and Universities by:

Deputy Minister

Date: April 16, 2014

SIGNED for and on behalf of the University of Waterloo by:

Executive Head

Date: April 28, 2014
APPENDIX

University of Waterloo - Summary of Graduate Space Allocations to 2016-17, FTEs

<table>
<thead>
<tr>
<th></th>
<th>Masters</th>
<th>PhD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 Graduate Space Target</td>
<td>1,804.24</td>
<td>941.59</td>
<td>2,745.83</td>
</tr>
<tr>
<td>Adjustments to Graduate Targets (pre 2015-16)</td>
<td>191.32</td>
<td>-73.00</td>
<td>118.28</td>
</tr>
<tr>
<td>Graduate Allocation Envelopes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Allocation Envelope</td>
<td>133.30</td>
<td>42.06</td>
<td>175.36</td>
</tr>
<tr>
<td>Priorities Envelope</td>
<td>20.00</td>
<td></td>
<td>20.00</td>
</tr>
<tr>
<td>Graduate Spaces Allocated to 2016-17, over 2013-14</td>
<td>344.62</td>
<td>-30.94</td>
<td>313.68</td>
</tr>
<tr>
<td>2016-17 Graduate Space Target</td>
<td>2,148.86</td>
<td>910.65</td>
<td>3,059.51</td>
</tr>
</tbody>
</table>

Notes:
1. Adjustments to Graduate Targets (pre 2015-16) include: (i) 2013-14 approved fungibility requests; (ii) 2014-15 final Masters allocations; (iii) resets of graduate targets, if any; and, (iv) other Ministry commitments, including further conversions.
2. General Allocation Envelope includes all metrics-based space allocations for 2015-16 and 2016-17.
3. Priorities Envelope includes: (i) Ministry and institutional priorities; and, (ii) approved spaces for identified niche programs.
   a. The 20 Master’s spaces allocated as part of the Priorities Envelope are provided to the University of Waterloo in 2015-16, to support the University of Waterloo’s Master’s of Engineering in Mechatronics Engineering.