



Imprint

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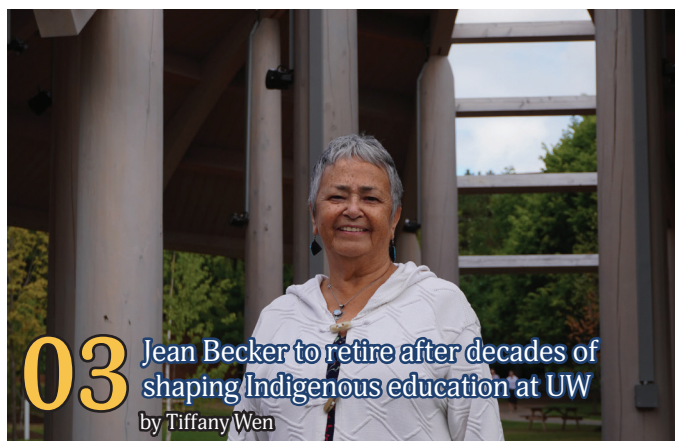
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October 2025
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Jean Becker to retire after decades of shaping Indigenous education at UW

Tiffany Wen, Staff Writer

Towards the end of the year, associate vice-president of Indigenous Relations, Jean Becker, will be retiring after decades of shaping Indigenous education and advocacy at UW. Starting early on in her life, she has actively been thinking about Indigenous communities and the true history of Canada. Becker is Inuk and a member of the Nunatsiavut Territory of Labrador, while living in Ontario for the past 50 years.

As a young student in university, she found herself in an institution with only one Indigenous professor whose class she never had the chance to take. There was virtually no Indigenous presence in her community. During this time she began questioning everything she knew about Canada's historical roots and how everything she was taught began with Europeans, making her feel like Indigenous peoples and history was treated as something in the background.

Recalling her visits to reserves and speaking with Indigenous community members, she states, "I remember an old man that talked about our culture and population as being poverty stricken, but he said, 'We were not poor, we had everything we needed until they came and killed our animals. We lived in these resource rich conditions, it was a rich life. Food was easy to find.' There were stories about being able to walk across the backs of fish across the river because there were so many."

As she continued her education, Becker began incorporating Indigenous topics into everything she did, like essays and assignments, as a way to forge her own Indigenous education. Then, in the late 1990s, she began her journey at UW, teaching an Indigenous course at United College, previously named St. Paul's. "Teaching the course was the first opportunity to explore what an Indigenous education looks like. I was also learning from elders and knowledge keepers about an Indigenous perspective on the country and politics. [It] helped me come to a different understanding of the country



and who I could be in the country."

Becker's career continued at Wilfrid Laurier University (WLU) as she was offered the opportunity to develop an Indigenous-led social program. Working with elders and Indigenous scholars, her goal was to ground it in "Indigenous methodology, scholarship, [and] knowledge, and to make it a different experience for Indigenous students," Becker explained.

Then, in what was a significant moment that she continued to recall throughout her career, Becker was approached by a student who told her it was the first time she entered the classroom and felt like she could truly be herself in the class. The student's comment continued to motivate her throughout the years to keep trying to ensure that there are spaces for Indigenous peoples where Canadians understand the country's true history.

When she returned to UW in 2020, a task force recognizing that the university needed an organized, Indigenous operation integrated throughout the campus in an organized way. As she was hired on her own, she began building a team while creating and understanding why Indigenous knowledge and services were needed for the whole campus.



Janine Taha

“She supported me [in] finding community and culture, helped with homesickness, gave me strength and confidence to be who I am outside of my community and it was life changing.”

**- Melissa Ireland, Director
at the Office of Indigenous
Relations**

A big challenge she recognized was tackling the curricula at UW and seeing how students can come and go without encountering any Indigenous-related education. She voiced the need for more Indigenous faculty and curricula at UW. “The curriculum is still not designed. You can’t go from ‘Indigenous 101’ into more detailed Indigenous courses. That would be my goal, to work towards curriculum development.” Becker also believes that what works for Indigenous students works for everyone. Methodology that promotes discussion and interaction, as she had previously done in her classrooms, is conducive to all students and humanizes space.

What is the proper way to do it? It would require working from the foundation with Indigenous consultation and partnership. It would also mean providing better training for researchers and scholars on what Indigenous knowledge actually is, and how to effectively work with the community which requires building relationships. She hoped that the future of Indigenous education will be more integrated into Canadian education and that the inclusion of land-based learning will become a part of standard education. Scientists, scholars, and researchers should recognize Indigenous ways of knowing and being as a legitimate way of being educated.

Throughout her time as associate vice president, Becker advocated for the hiring of Indigenous peoples across campus. She also worked on building better relationships with treaty holders with the territories that UW stands on. UW is situated within Treaty 3 and Becker states, “[The] Six Nations have handkerchief sized pieces of land and the rest of their land is occupied by us.”

Another notable accomplishment during her office is creating greater physical presence for Indigenous peoples on campus, including the Indigenous Outdoor Gathering Space outside of PAC. “Visible signs that Indigenous people are here and we exist is an important part of what we’re doing. Hopefully, [it] paves the way for more acceptance that we have a role and have a place here,” Becker says.

Becker has helped bridge a relationship for the university and Indigenous communities, having implemented a tuition waiver for students from the Six Nations, Mississaugas of the Credit First Nations, and the Haldimand Tract. As she visited their communities, she recognized the need for this implementation, with massive waiting lists for education and a lack of funding to help students.

UW has been supportive during her time in the role, and Becker recognizes the importance of being in the executive level of leadership in terms of impact and decision making. She has been able to make suggestions and changes to the institution authentically. As senior leadership changes with the appointment of a new university president, Becker states, “I hope that those changes don’t impede the progress we have made so far. And people that come into these roles recognize the importance of what we’re doing in this office.”

As for advice to her future successors and everyone in general, she importantly and simply states, “Believe in yourself. Believe in other people. We don’t get anything done by ourselves in reality, there’s always other people that help you and other people that get things done. Believe in yourself and other people. Believe that the vision you have for this work is

(believe that it’s already there, just things to do to actualize it) it’s the right thing to do and it’s going to make better lives for other people.”

Throughout her time in the role, she learned to stop limiting herself and making assumptions about how people would react to her thoughts, visions, and suggestions. She consistently reminds herself as to why she does this, reflecting on the young children she has visited on reserves and working to create opportunities for them. “It is about the community and it’s about our people. Doing something to restore culture and community and build a different world so we can be in the world as ourselves and don’t need to adapt to the world and other people.”

This is greatly reflected throughout Becker’s journey. Her path was intertwined with Melissa Ireland’s journey. Ireland works as the director at the Office of Indigenous Relations along with Becker. But before that, Ireland was an undergraduate student at UW and met Becker in 2003 when Becker was an Aboriginal student counsellor. “She supported me [in] finding community and culture, helped with homesickness, gave me strength and confidence to be who I am outside of my community and it was life changing,” Ireland says.

They continued to work together at WLU and at UW they worked on student association pieces and planned their first Powwow together. Ireland states, “Jean is a force, an inspiration, [and has] made so many important contributions to the University of Waterloo and across post secondary across the country. [She has] inspired students, created innovative programming, and formed connections that have been life changing for Indigenous inclusion.”

And for Becker’s final message to share with UW? She wants everyone to think about interconnectedness. “You have to recognize that your health is directly [related] to the health of the planet, to all things to other people but also to the life on the planet. Struggles of the butterflies? You should be worried, you should ask yourself, ‘How can I help?’ “Looking for ways to help others in the end benefits you. We don’t recognize that we have to look at ourselves. Tied to all the rest of it because we’re interconnected which is a beautiful thing to be given this life — to be alive and experience the air and water and fire and earth.”

Becker has been fundamental in trailblazing a path for Indigenous communities, creating change across UW that will impact future generations of Indigenous students and the UW community as a whole.

With youth unemployment at crisis levels, how are UW graduates holding up?



Sarah An, Staff Writer

Finding employment is a frequent topic of conversation amongst UW students. Walking across campus and inside classrooms, there is always chatter about searching for a co-op job, part-time job, and even full-time employment. Yet with the current job market, there seems to be plenty of disheartening stories and dejected sentiments to go around. This July, Canada hit a record high youth unemployment rate of 14.6 per cent since September 2010, excluding 2020 and 2021. Youth are those aged 15-24, meaning UW students are included in the peaking statistic.

Andrew Yang is a UW arts and business alumnus and former *Imprint* videographer who graduated in winter 2025 with a major in communication arts and design practice. Since then, he has consistently been applying for jobs — mostly on LinkedIn — committing fully to the job search starting July. “Even during my grad trip I was starting to look for employment, just kind of seeing what the market is like. Everyone [was] saying that the market is pretty bad so I wanted to get ahead of it,” Yang said. Marking 30-40 job applications a week, Yang has now hit around 360 applications and is still continuing his search. He has received a few callbacks and interviews, and hopes that his upcoming interview will go successfully.

Yang’s experience is no special case. In a CBC news article, senior business writer Jenna Benchetrit describes it as “a perfect storm of economic conditions: an inflation crisis that came on the heels of a pandemic; a surge in population growth that has outpaced the number of available jobs; and now, a country teetering closer to recession as the U.S. trade war wreaks uncertainty on the economy.” For those graduating during this time, the job search may not only be discouraging, but leave scars to long-term earning prospects. Economics professor Miles Corak of the City University of New York explained that those graduates often fall into jobs that aren’t as high-paying and in occupations they hadn’t anticipated doing.

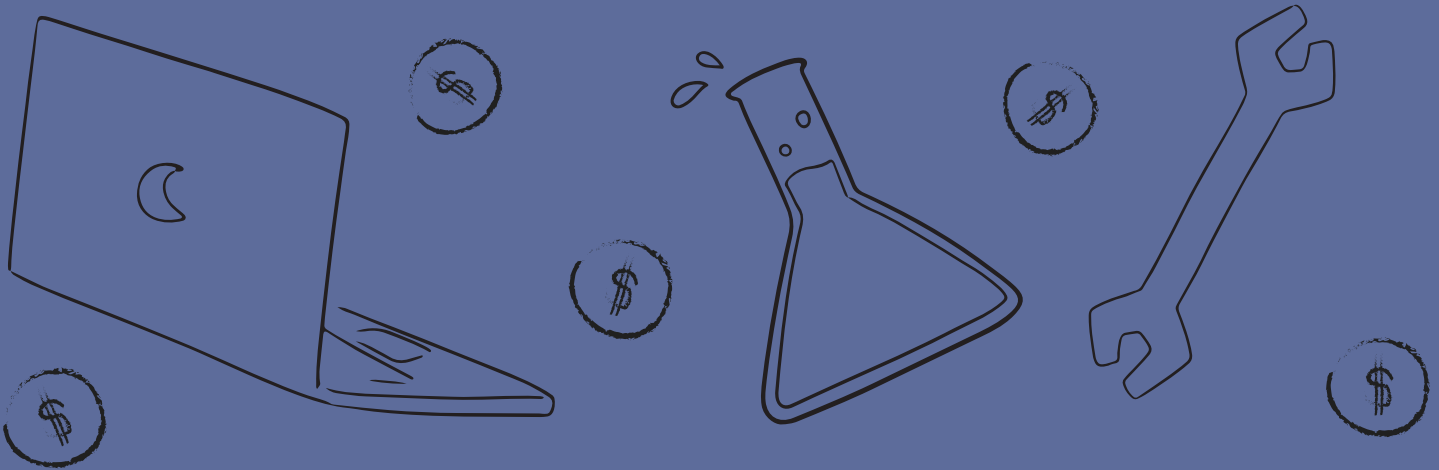
Ilona Dougherty is a co-creator and managing director of the Youth & Innovation Project at UW. In CBC’s radio show *Fresh Air*, she expressed how entry-level jobs are at high risk. “Any time that we have a period of economic challenge, young people are essentially the canaries in the coal mine. They’re the first ones to be either let go because they have the least amount of seniority and the least amount of experience,” she said. In addition, the increasing use of AI in the workforce becomes another factor. “We’re not quite sure yet how AI is going to impact jobs, but we know the jobs that tend to be entry level are likely at high risk.”

“There are also a lot of people around me who are kind of giving up [on the job search] and going the master’s route. Or they’re doing another internship after their graduation, that does happen too,”

- Chris Soh, mechanical engineering graduate

It doesn’t help that many companies require three to five years of experience for entry-level roles. “I’m seeing young people with a master’s degree or even a PhD with no experience. They have zero experience in the workplace. And we’re seeing companies expect that young people will be fully formed when they’re entering the workplace — that there isn’t going to be any on-the-job training or professional development,” Dougherty said.

Fortunately, many UW students have gained some work experience through the co-op program. Over the summer, mechanical engineering graduate Chris Soh



applied to around 50 jobs before interviewing for the position that he received an offer for. His first day will be at the end of September, working in California as a mechanical design engineer at Tesla. He said that the co-op program was an immense help. “I think [interviewing is] a skill, so you just have to do [interviews] over and over again, and doing co-ops will put you in that [practice]. And also, I think that the work experience and real-life experience you get during co-ops translates very well to interview questions they might ask. So, you can give a much more practical, real-world answer versus a theoretical, by-the-book answer.”

Yang also expressed the usefulness of the co-op program. “I think that I’d be having an even worse time if I had no experience at all, so that’s why I’m thankful that I’m going into the field that I did co-ops in.”

However, opportunities are hard to come by. Even with his experience in the field through co-op, Yang expressed that it’s been hard to find entry-level roles. Much of the advice he received has been based on networking, but so far, his efforts haven’t been met with much success. “In a more ideal world I would just be returning to an organization I did co-op in. But at this time, there hasn’t been anything that’s popped up. I’ve messaged [previous] managers and... it’s either no budget or ‘We’ll send in your resumé but we’ll see.’ It’s not a guaranteed kind of thing,” he said. “I definitely haven’t been able to utilize my network a ton.”

That’s not to say that there aren’t recruiters looking for candidates. Soh landed his job offer through a recruiter that reached out to him. “The job that I got wasn’t actually from my [50] applications. A recruiter messaged me on LinkedIn and said I should apply for this role because I could be what they’re looking for.”

In August, Statistics Canada reported that 26,000 jobs were lost in Ontario. A few days after the report was released, Premier Doug Ford said in a breakfast speech to the Toronto Region Board of Trade, “I assure

you, if you look hard enough, it ... may be in fast food or something else, but you’ll find a job.” Dougherty expressed her disappointment in his comment, “It was kind of a big sigh. Here we go again, with a politician making unhelpful comments that actually aren’t based in reality. It just doesn’t help anyone, and it’s not factual. So it’s really disappointing to hear Premier Ford speak that way.”

Students want to work in a role that they went to school for. “We’re not looking for just a job... we’re looking for our careers. I feel like getting a job that I could’ve gotten without my university degree [is] kind of disheartening and [Ford’s comment] seems out of touch. We go to school to get an education that will lead to a sustainable career and those opportunities aren’t there,” Yang said.

Dougherty also explained that there are significant economic scarring effects, saying that, “A lot of young people can’t afford to do a job in fast food because they’ve spent so much time occurring debt in schools. So the reality is that there’s long-term economic scarring — you’re less likely to make good wages through your career. But then there’s the mental health impacts, right? It’s so frustrating and disappointing. And it really adds up the longer a young person is unemployed.”

Soh mentioned that he has gradually seen his peers post about starting a job. However, there seems to be other paths that graduates are taking, as well. “It’s coming slowly... There are also a lot of people around me who are kind of giving up [on the job search] and going the master’s route. Or they’re doing another internship after their graduation, that does happen too,” he said.

From economic conditions, changing technologies, to a lack of entry level jobs, youth unemployment has taken a hit. “I think we’re at crisis levels when it comes to youth unemployment,” Dougherty said. “It has many different impacts on all parts of society. This is not just a young-person problem, it’s really an all of us problem.”

WUSA and CASA reconnect for a stronger voice on Parliament Hill



Andres Fuentes, Managing Editor

Research grants, Canadian student loans, student visas. These are just a few of the ways the federal government is involved in post-secondary education. Unlike the provincial government, federal government tends not to directly fund the day-to-day operations of a university or regulate tuition, however, they still have direct impacts on universities. For that reason, student associations like the Waterloo Undergraduate Student Association (WUSA), have been working to influence the federal government. The latest path that WUSA has chosen for this is to rejoin the Canadian Alliance of Student Associations (CASA). On May 1, 2025, WUSA became an official member of the alliance after spending one year as an observer, meaning the school does not pay a fee or has a vote.

CASA has a home office in Ottawa with six full-time staff that conduct its the day- to-day business. Student leaders gather together in person several times a year to establish advocacy priorities, discuss the operations of the organization, and lobby the federal government.

This is not WUSA's first time being a member of CASA, as it was a founding member when the alliance was created in 1995. WUSA eventually left the alliance in 2017, feeling that CASA was struggling to balance the interests of its large coalition of big universities, small universities, graduate students, and colleges. The departure from CASA was part of a broader trend among larger universities across Canada that left to form their own advocacy group they felt would better represent the unique asks of their bigger and research-centric campuses. This included universities like the University of British Columbia and Western University.

Arya Razmjoo, former WUSA vice-president and current

director, discussed his understanding of the reasons why the decision was made for WUSA to leave CASA. He explained how UW student leadership at the time felt that when it came to lobbying students, universities and colleges had very different beliefs on the topic. "So, by allowing [UW] to compromise with colleges on advocacy, we dilute what we can advocate for," Razmjoo stated. The WUSA director went on to say that due to the fact that CASA equates one school to one vote, regardless of size in student population, was another factor that lead WUSA to separate from CASA. "There was a belief that schools like Waterloo, which are bigger by student populations, should have a bigger vote share when it comes to deciding how we lobby," Razmjoo said.

CASA continues to be made up of the same diverse collection of student groups, although a lot of the large associations that left CASA have not returned. It is currently made up of 29 member associations representing over 400,000 students.

U Crew, the group that was created by the student associations of the bigger universities that left CASA, turned out to also have its challenges. "When Katie was the Vice President [of WUSA in 2023-2024] at the time, she found out a couple of fundamental challenges in U Crew, which I also was dealing with at the time. One being an organization that had no fee structure, no full time staff, and you could generally fail to be able to initiate effective advocacy due to lack of staff and lobbyists which we require to do this type of work," Razmjoo said.

When looking at rejoining CASA, Razmjoo led the effort, including getting a motion from the board and funding for the fee at a WUSA general meeting. According to him, CASA had a lot of advo-

cacy victories to their name compared to other options. His main concern was whether the priorities advocated by the lobbying organization were being reflected in government decisions and budget allocations. Razmjoo felt that the correlation between the two was strongest with CASA.

And as for the issues previous WUSA vice-presidents and boards had seen in CASA? Razmjoo had a different view of them.

“My belief, and I think the belief our board exercised when we decided to join CASA, is that challenges that students face are not exclusive to the size of the university or if it’s a university or a college, they still all have issues of housing, mental health, high tuition, [and] student loan challenges. So we took [the] position [that] it doesn’t matter if you’re a college student or you’re a big university student or small university student, you’re still a student and your challenges are much more in line with one another than different. So let’s do a big tent umbrella, get more funding because more schools and organizations are a part of it, so we can do more effective lobbying and actually be able to pass things and achieve things,” Razmjoo said.

In an interview Ramzjoo mentioned that some of the other larger schools that had left CASA were also observers at the same time that WUSA was and chose not to re-join, not because they felt it was ineffective, but because the student associations were facing financial challenges.

While CASA does not have any members in Quebec, they do have a partnership with the Quebec Student Union (QSU). This partnership allows the QSU to join CASA’s federal advocacy and provides CASA an opportunity to also engage with the Bloc Québécois MP’s, who routinely only engage with groups that have Quebec-specific interests.

“When we are doing our federal advocacy, they [the QSU]

contribute to the advocacy. So usually a lot of their asks is around the research with grad students, because a lot of the members they represent are grad students. So, we co-brand our advocacy week. And the reason we also do that too is so we are able to then meet with the Bloc as a party, who otherwise wouldn’t meet with an organization that has Canadian in front of it. So, I think we are able to truly say we are multi partisan when we are able to meet with an untapped party as well, but also, like they don’t have a voting right on us, they can sit on committees, but we do like [to] collaborate,” said Wasiimah Joomun, executive director of CASA.

CASA’s operations are funded by membership fees that are based on the number of students that a member organization represents. There is a minimum and a maximum, with WUSA easily hitting the maximum cap of \$67,647.47 for 2025. WUSA is also part of the Ontario Undergraduate Student Alliance (OUSA), a provincial lobby group, and their annual membership fee sits at just under double the CASA fee at \$118,540.52.

Ramzjoo noted that CASA has been able to see tangible results to their lobby efforts in recent years. He highlighted that in 2024, CASA acquired \$1.5 billion for Canadian student grants and loans, \$242 million for Indigenous student aid, and \$500 million in youth mental health funding. Other recent victories include successfully lobbying for the elimination of interest on federal student loans in 2022, and securing \$825 million in 2024 to increase the annual value of graduate scholarships.

The current WUSA vice-president, Remington Zhi, is currently serving on the National Advocacy Committee of



“CASA really helps us get meetings with more MPs who might not meet with WUSA otherwise, because we’re not a part of their constituency. They also have more staff and more perspectives which can help develop policy and advocacy priorities that we wouldn’t otherwise come up with...”

- Remington Zhi WUSA vice-president

CASA. This committee is responsible for the advocacy campaigns of the organization, including advocacy engagement on CASA member campuses.

Zhi outlined this year’s priorities that were set over the summer, including the Student Work Placement Program (SWPP), which is a federally funded initiative aiming to provide post-secondary students with paid work experience related to their field. This includes mandating a minimum portion of worksite hours on federally funded projects to be from apprentices, grants, and loans, going towards student residences and nonprofit housing, tri-council agency graduate student funding, Canada student financial aid program levels, and student co-op permit requirements.

According to Zhi, the priorities are centered on affordability. “Over and over in the conversations at foundations and poly strat conferences, we hear affordability be the biggest issue,” Zhi said.

CASA also provides an opportunity for student leaders from across the country to interact with each other and share their ideas. Zhi believes that CASA complements the work of the WUSA advocacy department by adding capacity and expertise to the internal work being done by WUSA.

“CASA really helps us get meetings with more MP’s who might not meet with WUSA otherwise, because we’re not a part of their constituency. They also have more staff and more perspectives which

can help develop policy and advocacy priorities that we wouldn’t otherwise come up with. I think one thing CASA is really strong at is their policy development. Their federal policy committee does great work coming up with a [budgeted] and well researched policy that you know WUSA doesn’t currently have the capacity to produce on our own,” Zhi said.

CASA is celebrating its 30th anniversary this year and Joomun is hopeful that the organization’s influence can build on its past successes to become even more influential.

“The goal of CASA is to position themselves as a thought leader that any time post-secondary education comes up they’re like, oh, we need to invite the student voice around the table. So, we’ve kind of increased our visibility in Ottawa. We’ve been working a little bit more on ... coalition building. We have a coalition for research where we work with the U15 [a group of Canadian research universities] as well, in terms of pushing for our advocacy. Very often, we are the only people around the table that [represent] student voices. So I think in the future, I see CASA taking a little bit more, hopefully, of a leadership role into... thought leadership,” Joomun said.

Layoffs:

What's happened so far and what's to come

Angela Li, Staff Writer

The university has been experiencing increasing financial pressures in recent years, with a reported operating deficit of \$75 million last year and \$95 million this year. In a statement to *Imprint*, a UW spokesperson noted that the deficit is a result of decreased revenue from the ongoing freeze on domestic tuition, the freeze on operating grants, “a reduction of international student tuition due to the federal government’s decision to issue fewer study permits to foreign students...the retroactive impact of Bill 124 on staff salaries, and a steady rise in inflation since the COVID-19 pandemic.” UW’s leadership started creating a three-year budget plan last year, which was approved in April with the goal of balancing the books through “integrated planning, reduced spending,

optimized efficiency, and revenue generation.”

As a result, several cost-cutting measures have been put into place. This includes the reduction or stoppage of some services, reduced academic offerings for students, and the contraction of the university’s workforce. The last is occurring via an institution-wide hiring freeze that started last year, the effects of which spell a markedly different future for UW students and employees.

“One part of the response by the administration to the current fiscal situation is a hiring freeze of faculty. And so this has a lot of repercussions that are not always obvious,” stated James Nugent, an associate professor in the faculty of environment and faculty-at-large member of the Senate, in an interview with *Imprint*. He notes that class sizes may increase as the student population grows, stretching available capacity for current teaching faculty: “You have more students to talk to in office hours, by e-mail, or on discussion board channels. You have more grading to do if you’re grading. ... You have ... less support [with] running and facilitating the class, and for student feedback and assessment.”

In addition, when faculty members leave, their positions are not filled, forcing faculties to economize on course offerings in the following terms. “Administrators are deciding which courses are core courses that need to be taught, or finding ways to increase class size so as to free up teaching schedule spaces for remaining existing faculty,” Nugent added. He stated that, while not an official policy, the faculty of environment is starting to implement a 20-student minimum to hold a course. The impact of this new practice would fall heaviest on upper-year electives, which tend to have fewer students enrolled. “If an elective course has less than a certain number of students ... then there is a good chance that that elective course will be cut and not offered that year,” Nugent explained.

Third-year communication arts student Haya Kharouba, scribes how impactful the departure of a professor can be

“All I could hear was her whimpering in the hallway as she was running out the door. When she left ... everyone was silent for a moment. Not because ‘oh that was awkward,’ but because there was no way that was the last we’d see of Betsy Brey as a professor.”

— Haya Kharouba, third-year communication arts student

for students when the instructor in her DAC 209 course, said goodbye to her students on the last day of class.

“At the end, she [said,] ‘Hey everyone, I loved teaching all of you; many of you are familiar faces that I’ve taught time and time again ... but this is my last class. Your last assignment is the last assignment I will be grading,’” Kharouba recalled. “She explained that she was being let go, and, I’m not kidding, the girl next to me started turning pale.” The student sitting next to Kharouba when Brey broke the news had planned to ask Brey to be her thesis supervisor after class.

The instructor, Betsy Brey, was a mainstay in UW’s communications arts department. While completing her PhD in UW’s English department, she taught multiple design courses, ranging from introductory courses to upper-year electives.

“Her ears were meant to listen to students and she had the voice of a teacher,” Kharouba said. “Even when I talk about her I get emotional. Every time I was doing a DAC course, I was looking for her name.” Kharouba would switch course timeslots and even take different courses to fit in a course of Brey’s that she wanted to take.

Shortly after the announcement, Kharouba saw Brey leave the room, clearly distraught. “All I could hear was her whimpering in the hallway as she was running out the door. When she left ... everyone was silent for a moment. Not because ‘oh that was awkward,’ but because there was no way that was the last we’d see of Betsy Brey as a professor.”

Imprint reached out to Brey but did not receive a response. Although the course listings on Quest show that Brey returned this fall as an instructor, the impact of UW budget cuts is becoming more visible to the UW community as the new academic year begins.

UW staff are also facing additional issues caused by the hiring freeze: employment contracts are not being renewed and any reduction in staff passes on more work to those remaining, impacting services provided to students and the rest of the UW community. “In some cases, roles have been eliminated with little notice, leaving many staff members anxious about job security,” University of Waterloo Staff Association (UWSA) president Lisa Habel said in a statement to *Imprint* last month. According to Habel, about two-thirds of eligible staff at UW are UWSA members. About 220 UWSA members ended employment with UW in 2024 and around 150 have left this year as of Aug. 27, though these numbers include employees who left for reasons unrelated to

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You have more students to talk to in office hours, by e-mail, or on discussion board channels. You have more grading to do if you’re grading. ... You have ... less support [with] running and facilitating the class, and for student feedback and assessment.

— James Nugent, associate professor in the faculty of environment and faculty-at-large member of the Senate

”

budget cuts.

Habel also noted “growing concerns about the forthcoming rollback of remote work options, which may further affect staff well-being.” UWSA sent out a survey to its members regarding flexible and remote work arrangements in June 2025. Out of 745 responses, 83 per cent stated that the flexibility to work from home when needed was “extremely important,” with the top-ranked reason for preferring hybrid schedules being the ability to maintain work-life balance during a time of low morale as the hiring freeze continues.

Aside from staff and faculty, reduced funding for teaching assistants is also being pushed forward. Graduate students

often receive part of their funding through teaching assistantship (TA) and research assistantship (RA) roles as part of their program. Nolan Shaw, a computer science PhD candidate and vice president of Unit 1 in CUPE 5524, which represents graduate teaching and research assistants, states that there is pressure from the university to reduce the maximum number of paid hours for a TA position. Standard practice at the university states that graduate students work on average 10 hours a week in a TA position, totalling 160 hours over a 16-week academic term for one TA unit. While actual assigned hours and practices differ across departments (for instance, the school of computer science assigns half TA units each worth 80 hours), Shaw stated that there is a push to decrease the maximum paid hours from 160 to 130 hours instead. This reduction would impact the education and support that undergraduate students receive, as it may lead to teaching assistants having to give poor quality feedback when marking assignments and tests due to their limited working hours. “People can already identify that at times, you’ve had a TA who’s just not giving you high quality feedback — they’re just saying, ‘You did poorly [and] you don’t get any marks for this question,’ but you don’t know why,” Shaw stated in an interview with Imprint. “Graduate students are sort of put into this position where, for the students’ sake, [they question,] ‘Do you work for free, even though you already in a lot of ways are working for free on your research work ... or do you expedite your grading process and, as a result ... need to be shorter on the amount of feedback that you can provide and the amount of attention that’s given to each assignment?’”

Throughout the different groups working at UW, there are consistent calls for better transparency from administration on the details concerning financial restructuring and operational changes. They also call for sustained commitment to the community’s well-being that extends beyond perceived lip service, including giving the most impacted members more say in major decisions going forward.

“The transparency we have so often been promised does not materialize when it counts, as far as I’m concerned,” Nugent remarked. Before the vote on the 2025/2026 budget in April, Nugent asked for details on where the budget cuts would occur and how they would be distributed among faculty departments and non-academic units. He was told by the provost that the requested information “was for management to know and decide, not senators. ... [The] Senate and the board voted on a budget without even knowing, let alone debating, what these budget cuts actually would mean.”

Habel also adds that UWSA is advocating for staff to have

a seat at the table on university-level committees and for their input to be not only heard, but valued, especially as the association enters talks to re-negotiate their Memorandum of Agreement with the university. “Many campus departments run on small, dedicated teams of staff doing great work with limited resources. ... When staff are supported, we’re better able to serve the student community and achieve our shared goals as an institution.”

A UW spokesperson shared that all publicly discloseable information regarding the budget are posted on its budget plan website, which includes a FAQ page, and stated that any feedback or concerns could be directed to its dedicated email, budget@uwaterloo.ca.

Regardless of how uncertain the future is, Nugent hopes that the people at UW don’t lose sight of the importance of education beyond a perceived monetary return on investment,

“When staff are supported, we’re better able to serve the student community and achieve our shared goals as an institution.”

— Lisa Habel, UWSA president

and the role UW plays as an institution for learning. “There are many reasons to take a university degree — [to try] to improve ourselves as human beings, to understand the meaning of being a human being, [and] to understand in a critical way what’s going on in our society. ... In times of budgetary crisis, we can lose sight of the broader purpose of our universities. I do think it’s important for our community ... to think hard about what the role of the university is and why we should be supporting it.”

The Murphy House — A choose your own adventure story

Ananya Muralidharan, Contributor

The abandoned Murphy House at the end of your road was deserted almost 200 years ago by the austere lieutenant Christopher Murphy for reasons unknown. He was a figure shrouded in mystery and intrigue in this small town of yours. His dour face is memorialized through the paintings, statues, and sculptures in your town. A botanical scaffolding made of weeds and vines twists around the frame of the decaying structure and forms a shroud of leaves. Hiding what resided inside... if anything did at all.

People know that you do not frequent the Murphy House unless you have a death wish. There was one person who had, a while back. But you couldn't bear to think of them.

On one autumn day, when the orange leaves are falling like a fiery rain and you are heading home from school, you feel a thump underneath your feet. You've stepped on a letter, with your name written on it. From Clarissa, it says on a cream laid envelope.

Your old friend Clarissa....

Do you....

- Open the letter and read its contents. (go to 1)
- Look around to see if the letter belongs to anyone around. (go to 2)

1

*You must find me. You must save me.
It is you, and only you that can help. Come to the
last place you saw me, you know where it is.
It won't be long before he finds you. And when he
does, you will suffer a fate worse than death. You
must do this before he finds you, or it will be too
late for the both of us.
— Clarissa*

You shudder, squinting at the words. Clarissa. A cherished friend.

A dead friend.

There were two of you that used to walk home from school together. A month ago, Clarissa had decided to explore inside the Murphy House. You told her to go in alone, and you would wait for her on the sidewalk. You waited and waited, and she never came out. The sheriff issued a search team within the Murphy House, but she was nowhere to be found. Missing persons flyers were posted everywhere — at school, the grocer, the bus and train stations, and the local park.

If anyone has any information about Clarissa's disappearance, please phone the Sheriff's Office.
Last seen: 135 Gilbert Street.

The Murphy House.

Clarissa is a ghost of your past. Or maybe now, she is just a ghost. If she's still alive, you know you have to help find her.

Do you....

- Go to the Murphy House as the letter indicates to find Clarissa. (Go to 3)
- Wait and think about what to do. (Go to 4)

2

An old man is hobbling his way down the street towards you. You ask him about the mysterious letter. He stops and stares with his century-old gaze. "Don't trust it. In this town, if you get ambushed by the unknown, leave it as it is. Unknown," he creaks in an archaic inflection and then continues on his way. Your gaze catches the dilapidated roof of the Murphy House peeking through the autumn foliage down the street.

The letter is apparently from your old friend Clarissa, according to her name written on the envelope. Your thoughts strayed to last month, and the week after Clarissa had disappeared. You were surrounded by constant reminders of her absence, with her face shown on missing person flyers at school, the grocer, the bus and train stations, and the local park. The police searched everywhere to no avail, including the place she had been seen last.

If anyone has any information about Clarissa's disappearance, please phone the Sheriff's Office.
Last seen: 135 Gilbert Street.

The Murphy House.

The letter feels leaden in your hands.

Do you....

- Read the letter. Your curiosity is too great. (Go to 5)
- Throw the letter out. You don't want to stir the unknown, like the old man suggested. (Go to 6)

If anyone has
any information
about Clarissa's
disappearance,
please phone the
Sheriff's
Office.

Last seen: 135
Gilbert Street.

3

The Murphy House stands before you. Its foliage flutters in the wind.

An old man walks by, eyeing you suspiciously. “No good in that house,” he murmurs but does nothing to stop you as you walk towards it.

You can’t tell if the phantom sounds in the breeze are the rustling of the leaves or the whispers of the house. As you walk in, the door creaks, and you hear a voice. It’s a girl’s voice, maybe Clarissa...

BANG!

You dive to the right onto a cloth box, missing a falling beam by centimetres. The whispers are louder now and it’s not a girl’s voice. It’s a distorted sound, echoing like rushing water in a canyon.

You push against the box to stand, and the cloth falls off, revealing someone inside a metal cage. “Clarissa! How are you here?” you exclaim.

“You shouldn’t have come,” Clarissa whispers to you from inside the cage, the fear and recognition sparking in her eyes. “It was a trap. He’s trapped you in here...”

The whispers have stopped now. It is deadly silent in the Murphy House. A crack sounds behind you. You look behind you slowly and what you see takes your breath away.

(Go to Ending 1)

6

It has been three days since the ominous letter, and for some reason, every time you pass the Murphy House, a tingle runs up your spine. That was the last place Clarissa was seen. The letter you had received was ostensibly from her, but you can’t understand how she could have sent it. Was someone playing a cruel prank on you?

On your way back home from school, you pass by the Murphy House. You dare to peek into one of the front windows.

A glint, and a flash, and then darkness once more.

You stop in your tracks. *Was there someone inside?*

Another flash of white catches your eye. Could it be...

The longer you stand there, the more com-

Once you are home, you read over the letter again. And again. And again. The penmanship is distinctly Clarissa’s. You can vividly remember how it felt when she first disappeared.

On your ninth reread of the letter, you have made up your mind. You must go save your friend. She was seen last at the Murphy House and that is where you need to go. But first, you need supplies.

You check if you still have your flashlight and swiss army knife on you. In your backpack, you replace your school supplies

4

Once you are home, you read over the letter again. And again. And again. The penmanship is distinctly Clarissa’s. You can vividly remember how it felt when she first disappeared.

On your ninth reread of the letter, you have made up your mind. You must go save your friend. She was seen last at the Murphy House and that is where you need to go. But first, you need supplies.

You check if you still have your flashlight and swiss army knife on you. In your backpack, you replace your school supplies with a rope and whistle. As you leave your bedroom, you catch a glimpse of a chocolate energy bar on your desk. You dump the snack into your backpack, heading out the door.

Do you....

- Take the long way to the Murphy House. **(Go to 7)**
- Take the shortcut to the Murphy House. **(Go to 8)**

9

You drop your swiss army knife and rush to the exit with Clarissa. But Murphy’s ghost is fast and he apparates to the door and with one flick of his wrist the door slams shut. You and Clarissa stare up at Murphy’s imposing figure, aghast. There was no way out now.

(Go to Ending 1)

pelled you feel to see if there’s anyone inside. An unbidden thought flits through your mind.

Maybe it’s Clarissa.

You steel yourself, and walk towards the front door.

(Go to 8)

5

You must find me. You must save me.

It is you, and only you that can help. Come to the last place you saw me, you know where it is.

It won't be long before he finds you. And when he does, you will suffer a fate worse than death. You must do this before he finds you, or it will be too late for the both of us.

— Clarissa

8

It is cold and damp in the Murphy House. Your fingers tremble as you flash a light around to get a sense of your surroundings. It's not too dark, but the flashlight helps you feel more prepared. You are standing on a landing leading to a main staircase. A sound to the left of you from a cloth covered box rouses you. You creep up to it, readying your nerves to whip the cloth off the box.

"Clarissa!" You exclaim in surprise. She's trapped in a locked cage, but you use a swiss army knife from your backpack on the lock to free her. Before you can ask her where she had been for the past month, she yells: "Go, go! We have to go before he realizes!"

You cannot comprehend what is happening as she grabs your shoulder and wrenches you to the open front door.

Just as the two of you reach the threshold, a gust of cold wind rushes past you and suddenly, the two of you are standing face to face with Christopher Murphy. But no, it's not his face exactly, the way you've seen in the paintings and the sculptures. It's ghastly, and iridescent. Glowing like an ominous beacon in the darkness. His body is glowing, and levitating. He is a ghost.

"You never left this house?" You whisper. "What do you want from us?"

"I am nothing without the souls I consume." He whispered in a slimy, slithering, parasitic voice.

"I didn't think it would be so easy to lure another one." He murmurs. "I won't need another one for at least a year. Imagine that, an entire year of sustenance!"

Murphy motions to Clarissa, causing her to levitate and hurls her back. Wooden beams and debris crash down all around. You hear Clarissa moan in pain. She is sprawled on the ground, her ankle contorted into an unnatural shape.

Murphy faces you, ready to do the same to you. You are at the threshold of the front door, the daylight just inches away. One step, and you would be able to get away.

7

The Murphy House looms before you in all its terrifying glory. Its main door creaks on its hinges in the wind. The phantom whispers flutter and make their way to you, and your feet, almost on their own accord, begin to carry you inside. Once inside, you hold your flashlight. It's not too dark inside, but the flashlight makes you feel more prepared.

A noise from a cloth covered box on one side of the staircase landing startles you. You creep towards it and shove the cloth away. It's a cage, with Clarissa in it! You use a swiss army knife from your backpack to break the lock and help her out. Before you can ask her what has happened, a voice sounds behind you.

"You came for your friend after all."

You whirl around to find yourself face to face with Christopher Murphy. But no, it's not his face in the way you've seen him depicted in paintings and sculptures. It's ghastly and iridescent. His body is glowing and levitating. He is a ghost.

"You never left this house?" You whisper. "What do you want?"

"I didn't think it would be so easy to lure another one." He murmurs to himself. "Another soul.., I won't need another one for at least a year. Imagine that, an entire year of sustenance!"

It suddenly becomes crystal clear to you that Clarissa has been kept here to eventually be consumed by the ghost of Murphy. And now you have joined her, two lambs to the slaughter.

Do you....

- Grab Clarissa's hand and flee the scene. The front door is close enough for you guys to get away. (Go to 9)
- Stay and challenge him. You and Clarissa have a chance if you stand your ground. (Go to Ending 2)

Do you....

- Stay and help Clarissa up to her feet so that the two of you can escape together. (Go to Ending 3)
- Leave by yourself and think of another plan of action to save Clarissa. (Go to Ending 4)

with a rope and whistle. As you leave your bedroom, you catch a glimpse of a chocolate energy bar on your desk. You dump the snack into your backpack, heading out the door.

You make a detour for the convenience store. You grab a rope, a swiss army knife, and a flashlight. While checking out, a chocolate energy bar catches your eye. You add it into the pile of supplies on the counter.

Exiting the store, you take a breath to put everything in your backpack. You then make your way to the Murphy House.

Do you....

- Take the long way to the Murphy House. (Go to 7)
- Take the shortcut to the Murphy House. (Go to 8)

Ending 1

Oct. 31, 2025 - Missing Person Case

Authorities are asking for the public's assistance in locating an individual last seen in the area around Gilbert Street on October 14. The person has been officially reported missing by family members and was last seen at approximately 4:45 p.m, carrying a black backpack.

If anyone has any information on their whereabouts, please phone the Sheriff's Office.

Last seen: 135 Gilbert Street.

The Murphy House.

Ending 2

Never in your life had you been flooded with fear so paralyzing and terror inducing. You have to snap out of it. Snap out of it!

"Clarissa, look through my backpack to see if there's anything that can help!" You yell, and toss her your backpack as Murphy advances on you, murder in his lumenscent countenance. The swiss army knife is ready in your hand.

Clarissa rummages, and the chocolate energy bar falls to the ground. In her haste, she accidentally steps on it, breaking the packaging and releasing the trapped air, with a loud POP.

The crinkles of the packaging reverberates around the decrepit house, and it seems to distract Christopher's ghost for just a second. A second is all you need.

"Clarissa, run!" You yell, and zoom past Murphy's ghost, jamming the knife into his side as you run past. The knife goes through his body, but he still makes a sound, as if the motion elicited a discomfort nonetheless.

Clarissa is hot on your trail and the two of you bound through the front door and all the way down the neighbourhood street, collapsing onto the sidewalk beyond.

She holds the ruined energy bar to you as you lay panting on the cement, offering you the first bite. "Want some?"

Ending 3

You run as fast as you can to reach Clarissa and help her stand. She leans on you heavily, limping.

Murphy is floating towards you. He points, and the cage door swings open, as if waiting for its next inhabitant. There's an evil glint in his eyes as he turns to you. If he gets to you, both of you will be stuck in that cage forever.

Your grip tightens around Clarissa as you hobble towards the light of the door, the dimness of the dreary house making it hard for you to see clearly. "We have to get to the front door!" you yell.

Murphy appears in front of you. "Escape is impossible,"

He motions for the door to shut but with quick thinking, you throw your swiss army knife toward the narrowing gap and it embeds into the creaking wood of the door frame, stopping the door from closing. The two of you barrel through Murphy's body and a cold slithering feeling runs through your body, making you nauseous. You heave the door open and push Clarissa out before you.

"Not so fast, little one..." You feel a rancid breath travel across the nape of your neck. Before you can step across the threshold to join Clarissa, a force pulls you back. The door snaps shut in your face and all light disappears. You lose consciousness to the sound of the metal cage closing shut.

Ending 4

"I'm sorry, Clarissa," you whisper. You dash over the threshold and daylight blinds your senses. As you glance over your shoulder, you catch Clarissa's gaze, just before Murphy lays the burlap sack over her face. You will never forget the betrayal in those eyes. You failed her.

You walk home, a fire burning in your heart. You know you must return to save Clarissa. Next time you will be more prepared and more equipped... There will be a next time.

Making a paw-sitive impact:

How animals promote well-being

Carla Stocco, Staff Writer

Have you ever noticed that interacting with a pet or animal made you feel better? Perhaps you felt a sense of peace as a cat purred in your lap or felt invigorated as you played frisbee with your pooch. For many university students, pet or animal interactions become limited when you don't have the time or resources to care for a pet. Drawing on my own experience developing a seven-year long friendship with a cat and later

missing that connection after she moved away, I found myself curious as to how interactions with animals can contribute to better mental health at UW. UW offers many ways for students to connect with emotional support animals, including stress-busting therapy dog events during exam time and opportunities to meet exotic animals through the zoology club. There are countless ways to cross paths with our furry friends.

Finding friendship at your door

Most people would agree that the transition from adolescence to adulthood is one of the most emotionally changing periods, as young people navigate new experiences and the shift from high school to university. What if there was

someone who was with you through this turbulent time? A predictable presence who listened, showed affection, and also happened to be adorable? When I was 14, I heard a meow outside my front porch and was met with a short-haired, grey and white-chested cat with white paws that made her look as if she were wearing a pair of socks. Little did I know at the time that this same cat would soon visit me at least weekly, sometimes twice daily.

We developed a friendship of sorts. It was clear she had a home, given how well-cared for she was, yet she still chose to visit me. With shiny green eyes and an affectionate demeanor, she was a beautiful cat, both in appearance and in her heart. I named her Beauty, not knowing what her real name was, and she seemed to appreciate the name, or perhaps it was appreciation for the cat treats that she was expressing. Beauty loved to sit near the backyard door and look back at me indoors,



seemingly inviting me to sit outside with her. She was patient, loving, and always a ready listener. She didn't judge me when I was sad and was often ready with purrs when I felt overwhelmed. Over the years, I was amazed at how Beauty showed up during the times I most needed a furry friend. When a family member passed away, when COVID-19 hit, when I was overwhelmed in my first year at UW, or when I struggled to accept the loss of a relationship in university, I'd glance

at the backyard door and sure enough, she'd be there. Although some may call it sheer coincidence, to me it felt mystical the way she'd sometimes skip a few weeks and then show up when I most hoped to see her again. The impact of a little cat with emerald eyes changed the course of the past three years of my undergraduate career. Rather than feel alone, I learned to trust, to love, and most of all, to remember that the ability to give and receive love is always within reach.

Love and loss: What animals can teach us about connection

After seeing Beauty regularly from the age of 14 to 21, eight months passed and there have been no signs of her wandering down the sidewalk or waiting at my door. Seeing a "For Sale" sign at the house I'd always assumed was her home confirmed my suspicion and grief — Beauty had moved away. As the months went by, I missed the predictability and comfort of seeing someone who had been there for me as I grew up. Scrolling through my gallery of photos, my heart ached seeing that lovely little cat in so many of the moments I felt happiest. Seeing those bright eyes glow when they saw me became a part of my life for so long, I had never imagined what a life without them would feel like. I figured since she'd always been there when I needed her, she always would be. Loving an animal teaches us to embrace every season of life, always making the most of the moments we share together.

Sean Devine, a fifth-year math and computer science student, can attest to the benefits of caring for and interacting with a pet. Although he was not able to

care for a pet while at university, he would often return home on the weekends and spend time with his family's cat, Pumpkin. Although not possible for every student, if you're interested in living off-campus and owning a pet, check to see if your building is pet-friendly. Caring for Pumpkin helped him develop patience and recognize that it takes time to build trust between animals, especially if the pet, as in Pumpkin's case, is shy and recently adopted from a shelter. Asked about benefits of spending time with an animal, Devine shares, "In times of stress, spending time with animals can help calm you down. I also think having the experience of taking care of animals can help you become a more loving and empathetic person."



How human-animal interactions can benefit students

As my experience with Beauty and Devine's weekend hangouts with Pumpkin emphasize, time spent interacting with animals promotes our well-being and builds skills that can benefit many aspects of our day-to-day lives. Research in pet ownership and human health suggests that many of the benefits of human relationships are also seen in our interactions with pets. Although such interactions cannot replace human connection, animals provide relationships that remain stable and reduce burnout. They have been shown to be especially beneficial during times of bereavement.

If you're feeling homesick this term, a little time with pets might be the antidote. Research from Washington State University found that first year university students saw a noticeable improvement in their mental health as a result of regular access to therapy dogs. Just a few minutes with a dog per week led to reduced signs of depression and stress-related symptoms. Their research also showed that students in the therapy dog group reported higher self-compassion. This is a notable finding, given that self-compassion has been noted to boost emotional regulation and general well-being.

Finding human-animal connection on-campus

There's always a way to connect with nature and with animals — even when your life on-campus and rushing between classes and co-op interviews makes such a possibility seem impossible. Renison College often hosts free drop-in therapy dog sessions around midterms and near final exam season to help students unwind and de-stress with some cuddly pooches. Check out their events and workshops page for the latest events and visits. Furthermore stay connected to any possible opportunities to meet with therapy dogs or meet exotic animals through events hosted by the UW Zoology Club by keeping up with WUSA's events page. The UW Zoology Club is composed of students passionate about all things nature and animals.

If you're looking for a fun way to interact with animals through their animal meet and greets, advocate for animal rights, or simply learn more about different species, consider checking out or joining the club. If you're looking for feel-good stories about human-animal interactions, check out The Dodo YouTube channel for the latest videos about animal rescues or fun pet inter-

actions. Although not possible for every student, if you're interested in living off-campus and owning a pet, check to see if your building is pet-friendly.

When life overwhelms us with anxiety or cynicism, when all we are encouraged to focus on is advancing our careers or earning a higher salary, I recall the love of a cat who although she was not mine, loved me back — and somewhere in that, perhaps we notice the simplest. When life overwhelms us with anxiety or cynicism, when all we are encouraged to focus on is advancing our careers or earning a higher salary, I recall the love of a cat who although she was not mine, loved me back — and somewhere in that, perhaps we notice the simplest things have always been what have enabled us to succeed. Consider becoming involved with animals through on-campus opportunities or creating ways to connect, like building a birdhouse or caring for a friend's pet while they are away. In a fast-paced world, remember that you never know where friendship and meaningful connection can hide. It might be thousands of miles past home or in the very meow waiting outside your door.

HAVE YOU GONE BACK TO SCHOOL LATER IN LIFE?



PhD study **participants are wanted** to better understand the experiences of women who return to postsecondary education later in life. **If you identify as a woman between the age of 55 and 70 who is currently attending or have attended, in the past two years, a postsecondary institution in Ontario you may qualify to participate in this study.** Participants would consent to an interview conducted over Zoom.

For questions or more information, please contact Ursula Cafaro by email at ucafaro@laurentian.ca

Cinnamon Roll BITES



Ingrid Au, Contributor

Colours of orange, yellow, and red wash over Waterloo Park deep into the heart of fall. No other view can make me as excited for all things fall. My recent favourite seasonal snack has been my Cinnamon Roll Bites — rich in sweetness and spices, rolled with love and coated in decadent dark chocolate.

Tools

- Parchment paper
- Sheet pan
- 2 heat-safe bowl
- A pot
- Storage container
- Food processor or blender



Ingredients

For the bites: Yields about 14 servings

- 1 cup of medjool dates, about 12-15 dates, depending on size
- 1 cup of unsalted cashews
- ½ cup of quick oats
- 2 tsp of cinnamon
- 1 tsp of vanilla extract
- ½ tsp of sea salt
- ¼ cup of honey; optional for sweetness

For the icing and chocolate shell:

- 1 cup of dark chocolate callets, unmelted
- ¼ cup of powdered sugar
- 1-3 tbsp of milk of your choice

Instructions

1. In a food processor or blender, combine the dates, cashews, quick oats, cinnamon, vanilla extract, salt, and the optional honey for additional sweetness. Blend in intervals until the mixture is thoroughly combined and blended.
2. Take 1 tbsp of the mixture and roll it into a ball. Set it aside and repeat with the remaining mixture.
3. Assemble a double boiler by placing a heat-safe bowl of chocolate over a pot of simmering water. Ensure the water is not boiling over the bowl, and gently stir the chocolate at low heat until it has melted.
4. Using a fork or chopstick, dip the balls into the melted chocolate. Place them on the sheet pan lined with parchment paper and let them cool in the fridge for approximately 1 hour, or until they have hardened.
5. For the icing, combine the powdered sugar and milk of your choice. Stir until you get a viscous mixture. Drizzle the icing onto the balls before serving.

During peak fall season, nothing is better than enjoying the weather with a hot cup of pumpkin spice latte and a delicious, hearty snack like this recipe. Enjoy and have a happy October!



October crossword

Zoe Cushman, Contributor

ACROSS

1 Blasters used by the UWaterloo Humans versus Zombies Club
 5 Small world?
 10 Untainted
 14 Demon or Minion, in Blood on the Clocktower
 15 Pointed a bow
 16 Bangkok native
 17 2025 co-op horror game
 18 {0,1} ____ (short play based on a mathNEWS article)
 20 Attire
 22 On a horse or roller coaster
 23 [Quoted verbatim]
 25 Flex
 26 What a horse says while looking at the ocean, in a meme
 29 Mountaintop 32 Pleased with oneself
 34 Meaningless
 36 Proof of ownership
 38 FedEx rival
 39 Meeting outline
 40 Record collection?
 42 Orange device seen around town
 43 Kind of cord
 44 One that might say "Hey @everyone, I'd like to give away my MacBook Air** and charger" in a Discord server
 45 Beget
 46 Complete
 47 Kind of voice or saxophone
 49 Computer storage device
 50 Zero's counterpart
 51 One type of neurodivergence (abbreviated)
 53 Intelligent rodent
 55 Simba's mother
 57 Noodle dish
 61 Submitted at 11:59 PM, for example (two words)
 65 Combine, as resources
 66 Sailor's greeting
 67 Strand at the airport, maybe (two words)
 68 In addition
 69 Instrument or fish
 70 Golfer Yani
 71 Mediocre

DOWN

1 Guy shoved in a locker, according to teen dramas



2 At any point
 3 Ready to eat
 4 Dental hygiene product
 5 "Little did you know, I filled up on ____" (Bergentrucking meme remix lyric)
 6 "Pants on fire" person
 7 Anthology
 8 Settled in for the night, with "down" 9 Creator of the Mimic in the FNAF games
 10 Popular monster-themed collectibles hobby (abbreviated)
 11 Filler word
 12 Sammy ____ and the Friends
 13 ____ al-Adha
 19 Colour between blue and violet
 21 Sample, as a drink
 24 Mean
 26 Praying insect
 27 Celsius with a scale named after him
 28 Approached
 29 Builds on (two words)
 30 Seize, as an opportunity (two words)
 31 Small and dainty
 33 Choose
 35 Uncommon personal pronouns (ab-

breviated)
 37 Porter with a library named after him
 39 Cast member
 41 Respectful greeting
 42 he may be prodigal
 44 "Is this a__?" (heavily memed u/chimpingway post)
 47 Marvel Supervillain
 48 Rhythmic speech
 52 Wander aimlessly
 55 Pigs' homes
 56 "Get__writing" (advice for someone given a contradictory order by their boss, two words)
 58 Unaccompanied
 59 Fling
 60 __ gobi
 61 Experiential class
 62 Cry of discovery
 63 Universal signal for help
 64 Purple faculty (abbreviated)

Crossword solutions are published on uwimprint.ca.

FIND OUT MORE!
GOWARRIORSGO.CA

FINDING A WAY TO MOVE THAT YOU



Take care of your
mental health



Perform
academically



Build social
connections



Develop
life skills



Improve your
physical health

ATHLETICS & RECREATION

GET ACTIVE WITH WARRIOR REC

- » Aquatics
- » Clubs
- » Disc Golf
- » Esports
- » First Aid Courses
- » Fitness Memberships
- » Golf Simulator Bookings and Memberships
- » Instructional Programs – Dance, Martial Arts, Skating and Climbing
- » Intramurals
- » Making Space (Equity Deserving Groups) Programming
- » Move Your Mind
- » Open Recreation includes Badminton, Basketball, Skating, Swimming, Soccer, Volleyball and more!
- » Personal Training
- » Rock Climbing Memberships

FREE UW STUDENT ADMISSION TO VARSITY GAMES WITH A TAP WATCARD. VISIT [GOWARRIORSGO.CA/TICKETS](https://gowarriorsgo.ca/tickets)



HOME OPENERS

WARRIORS MEN'S HOCKEY



VS



OCTOBER 1

7:00 PM
CIF ARENA



» RESIDENCE NIGHT
» EMPLOYEE NIGHT

WARRIORS WOMEN'S HOCKEY



VS



OCTOBER 24

7:00 PM
CIF ARENA



» CAMPS AND MINOR
LEAGUES NIGHT
» ALUMNI NIGHT

WARRIORS VOLLEYBALL



VS



OCTOBER 31

(W) 6:00 PM (M) 7:30 PM
TOTZKE COURT (PAC)



» Domino's
BLOCK PARTY

WARRIORS BASKETBALL



VS



NOVEMBER 7

(W) 6:00 PM (M) 8:00 PM
TOTZKE COURT (PAC)

THREE POINT THRILLS
ONE LUCKY STUDENT IN
ATTENDANCE COULD
WIN \$5000!

WITH
THE **CONNECT
WARRIORS**



@wloowarriors



@wloorec



@waterloowarriors