

To: James Rush, Vice President Academic and Provost, UW

Cc: Lori Curtis, FAUW President

Roydon Fraser, Jasmin Habib and Jean-Paul Lam, FAUW Academic Freedom and Tenure Committee
Vivek Goel, President, UW

From: Edward R. Vrscaj, Department of Applied Mathematics, UW

Re: Grievance filed by Edward R. Vrscaj against the University of Waterloo Administration as a result of its Mandatory Vaccination and Testing Policy

Date: January 10, 2022

I am filing this **formal grievance** (Subsection 9.4.3, Section 9, "Grievance and Arbitration", Memorandum of Agreement) against the Administration of the University of Waterloo. There are several reasons for this grievance, each of which is based on a particular action or set of actions performed by Professor Mark Giesbrecht, Dean Mathematics, in his efforts to enforce the UW Administration's mandatory vaccination and testing policy. It is for this reason that I am filing this grievance directly to you, Professor Rush, and not to the Dean of Mathematics. Please note, however, that in addition to sending copies of this grievance to appropriate members of the Faculty Association of the University of Waterloo (FAUW), I am also copying this grievance to UW President Vivek Goel so that he can have firsthand knowledge of at least a few events which have taken place at this University as a result of efforts to enforce his administration's mandatory vaccination and testing policy.

I am providing a number of relevant documents to accompany this grievance. They have been Acrobat-pasted to this letter. These documents are as follows:

1. The Article 8.8 and 8.1 Letters mentioned below.
2. The paper, "Some Conditions of Obedience and Disobedience to Authority," by Stanley Milgram, Human Relations 18, 57-76 (1965).
3. Thread of e-mails between Dean of Mathematics and myself, starting with my "Notice of refusal" letter dated September 27, 2021.
4. My letter of November 15, 2021 to my Dean and my Chair, copied to you: "Attention required: What shall we do with a noncompliant faculty member?"
5. Thread of e-mails between Dean of Mathematics and myself, starting with my "The UW administration has changed its goalposts" e-mail dated October 16, 2021.
6. My letter of December 2, 2021 to you, "A modest proposal for an alternative 'disciplinary process for noncompliant faculty'."
7. My letter of September 15, 2021 to senior UW administrators, including yourself, "A Request for a panel discussion to be broadcast on the Daily Bulletin."
8. E-mail letter from NSERC dated January 6, 2022 answering my questions regarding eligibility of Discovery Grant holders after possible suspension, termination of employment and re-appointment.

9. “On COVID vaccines: Why they cannot work, and irrefutable evidence of their causative role in deaths after vaccination,” a written summary of presentations by Dr. Sucharit Bhakdi MD and Dr. Arne Burkhardt MD at the Doctors for COVID Ethics Symposium II, December 10, 2021.

Grievance No. 1: “Article 8.8” and “Article 8.10” Letters from the Dean of Mathematics

The primary reason for this grievance lies in two letters which I received from Dean Giesbrecht – the first, to be referred to as the “Article 8.8 Letter”, dated January 5, 2022, and the second, to be referred to as the “Article 8.10 Letter”, dated January 6, 2022. Both of these letters accompany this grievance. Within this primary reason, there are two underlying grounds for grievance:

1. On September 27, 2021, I submitted a letter to my Dean and Chair, and copied to several other UW administrators, in which I stated my refusal to comply with the UW mandatory vaccination and testing policy along with four reasons. (A copy has been provided with this grievance.) Since that time, the Dean has consistently demonstrated an unwillingness to engage in any constructive communication with me, let alone any “consultation” which was explicitly stated in the “Employee Discipline Process” (EDP) as described in the memo from President Goel and Vice President Academic and Provost Rush, dated October 15, 2021. At every stage of this “vaccine imbroglio”, I have been the only person raising questions and concerns, and most of these questions and concerns have remained unanswered. I shall elaborate on this later in this document. But it does not stop there. In several e-mails, copies of which are provided with this grievance, the Dean has resorted to threats and empty accusations, all of which qualify as **workplace harassment**. For this reason, I judge the Dean to be unsuitable to conduct the investigation which he stated that he has initiated in his Article 8.8 Letter. After receiving his Article 8.8 Letter, I immediately suspected that a fair investigation would never take place. Indeed, my suspicion was confirmed by the Dean’s next action, namely, his Article 8.10 Letter, as discussed in the next point. As such, **I request that someone else begin a new investigation and that I again be invited to submit names of people to be interviewed.**
2. In his Article 8.8 Letter, dated January 5, 2022, the Dean states that he is “therefore initiating the process outlined in Article 8 of the MOA.” He continues by writing, “If there are individuals you wish to be interviewed as part of this investigation, please notify me as soon as possible following your receipt of this letter. Each individual who participates in the investigation will be specifically informed that the investigation and their participation must be kept strictly confidential.” At this point, please note **that the Article 8.8 Letter was sent to me via e-mail by my “HR Partner”, Ms. Chelsey Heystee, at 1:04 p.m. on Wednesday, January 5, 2022. I did not see the e-mail until around 4:00 p.m. that day.** Later that evening, I began preparing a list of possible people whom I would wish to be interviewed in this “investigation” with the idea of finalizing it and replying to the Dean by mid-afternoon January 6. While working on this list at around noon on Thursday, January 6, 2022, I received the Registered Mail copy of the Dean’s Article 8.8 Letter. Fine, I thought – I should still have a good deal of time to reply to the Dean, but I had better send something soon. Only a few minutes later, I received an e-mail from Ms. Heystee, dated 12:39 p.m., with the Article 8.10 Letter. In this letter, the Dean writes, “The present letter hereby serves as notice that I have investigated this matter and determined that you remain non-compliant with the Requirement... I have determined that disciplinary sanction

is appropriate.” In other words, the Dean has informed me that the “investigation” which he supposedly launched the day before is finished and that he has made a decision! Moreover, the Dean is telling me that I no longer have an opportunity to provide names of individuals to be interviewed. It seems that I had only about a 12-hour window – most of these hours being during the late night and early morning – to provide names to the Dean! In your opinion, Professor Rush (and Professor Goel), what kind of an investigation has the Dean conducted? A fair and balanced one? The answers to these questions – at least my answers --provide the second reason that I judge the Dean to be unsuitable to conduct such an investigation. In any case, what we have here is **a breach of due process**. Now let me refer you, Professor Rush, to the final sentence in Article 8.8, “The investigation itself is not a disciplinary measure, and an investigation which has not been completed is not a matter for grievance.” **Since, according to the Dean, his investigation has been completed, I am entitled to grieve it.**

3. There is one additional point which supports my grievance against the Dean’s “investigation”. Quoting Article 8.10 of the MOA, “When the investigation has been completed, and if disciplinary action is being considered, the Dean shall notify the Member in writing of the results of the investigation and of the proposed disciplinary action. The notice shall provide the specific details of the alleged cause for the discipline, including all names, places, and dates of the alleged incidents, ...” Clearly the Dean notified me in his Article 8.10 Letter dated January 6 o that his investigation was completed. He also informed me of the proposed disciplinary action, writing as follows, “I have determined that disciplinary sanction is appropriate. I am proposing a 3-day paid suspension as a disciplinary sanction for your conduct.” **The Dean did not, however, provide the specific details of the alleged cause for the discipline, including all names, places and dates of the alleged incidents. Since Article 8.10 has not been satisfied, the Dean’s “investigation” is invalid, providing another basis for this grievance.**

In all fairness to the Dean, Professor Rush, I suspect that he didn’t write the Article 8.8 and 8.10 Letters since they are virtually identical to the Letters received by several faculty members from other Faculties on the same dates. Nevertheless, the Dean acted as an “Executant” and all “Executants” must be held accountable – even if the errors are made by either “higher-order Executants” or the “Authority”. In this case, the errors seem to coincide with those made in the formulation of the “Employee Discipline Procedure” as presented in the memo from you and President Goel dated October 8, 2021, i.e., they were drafted and executed in haste. (You may recall that I discussed this, along with the fact that the EDP violated the MOA, in my letter to my Dean and my Chair, dated November 15, 2021 and copied to you. Copy provided with this letter.)

Note: For a discussion of “Authority-Executant-Victim” behaviour, see *Some Conditions of Obedience and Disobedience to Authority*, by Stanley Milgram (Human Relations 18, 57-76 (1965). (Copy provided for your convenience.) A stark video dealing with Prof. Milgram’s classic experiments conducted at Yale University in 1962-63 is posted here:

<https://www.youtube.com/watch?v=rdrKCilEhCO>

It has been conjectured that the “Authority-Executant-Victim” paradigm, with suitable modifications, may be used to describe human relations in workplaces and other environments where vaccine mandates are being enforced. I personally do not require any “proof” of this paradigm.

Grievance No. 2: Violation of Policy 33 – “Ethical behaviour”: Workplace harassment, lack of information/consultation, consistent pattern of lack of respect

In my letter of September 27, 2021, after stating the reasons for my refusal to submit to UW’s vaccine mandate, I clearly explained why my absence from campus during the Fall 2021 term would not affect the delivery of my two AMATH undergraduate courses. I also discussed my graduate student supervision and pointed out that it would be most unwise that my position be terminated before my Ph.D. student defend her thesis, scheduled for around April 2022. The Dean’s response, dated September 30, 2021 4:31 p.m. (copy provided in “Refusal” thread) was an extreme disappointment. Most of the letter – in fact, almost all of it – was composed of standard phrases that were probably used by “Executants” in letters to all other “mandate resisters”, i.e., “Victims”. There was no information – or even concern expressed – regarding the future of my graduate students. (Interestingly, there has never been any serious concern expressed by the Dean of Mathematics regarding the welfare of my graduate students should my position be terminated before they finish their programs. This has always been disturbing to me.) The only portion of the letter which was directed specifically to my case was the fifth paragraph:

“With respect to your courses this term, it is possible that you may not be able to continue teaching after October 17, and similarly for your assigned teaching in January. Of course, this teaching is an essential part of your professorial duties. Decisions and ramifications on a breach of compliance will be decided centrally and communicated directly to you. Siv will also communicate on how this interacts with your teaching, supervision, service activities if and when that time comes.”

Being most surprised by the first sentence, I thought it best to alert my students to the possibility that I may be removed from teaching in the middle of this term and informed the Dean, in an e-mail later the same day (September 30, see “Refusal” thread) of my intentions to have a group meeting with each of my classes. (I strongly recommend that you read my e-mail to the Dean sent Thursday, September 30, 2021 at 8:19 p.m.. It makes points that are relevant to this grievance.) In his e-mail reply of October 2, 2021 (“Refusal” thread) the Dean wrote, “Ed, it would honestly be premature at this time to tell students how they will be accommodated in your courses when no determination has been made how things will proceed.” If no determination was made at that time, then why would the Dean write that it was possible that I would not continue teaching after October 17? As I wrote in my subsequent reply dated October 3, 2021, 7:11 p.m. (“Refusal” thread – I also strongly recommend that you read this letter), “Why would you write this if not to try to scare me? It can be interpreted as a threat – an attempt to intimidate.” I did go on and conjecture that those words may have come “from above”. But it doesn’t matter. **Once again, the Dean is the “Executant” and must be held responsible for such an act of workplace harassment.**

Let me also mention that in his October 2 “Ed, it would honestly be premature” e-mail, the Dean also could not resist taking a “cheap shot” at me – an empty accusation, as I mentioned earlier – in his first paragraph, i.e., “I now understand that you are currently teaching exclusively online even though your courses had a scheduled component that was to be delivered in person (which you are prevented from delivering because of your choices around the vaccine mandate). I addressed that “cheap shot” in my

October 3, 2021 e-mail (“Refusal” thread – paragraphs 2 and 3). This is another example of an “Executant” trying to take any opportunity to score points against a “Victim”. I wonder if the Dean, in his less-than-24-hour “investigation” bothered to look at the student evaluations for my two Winter 2021 courses, AMATH 343 and AMATH 391. The students’ responses show an overwhelming satisfaction with the course, its delivery and my availability.

As should be clear from the copies of e-mails which I have included with this grievance (there are others but I shall spare you the trouble of having to go through them), I have, right from the start, been asking questions, especially regarding the welfare and future of my graduate students. For example, if my position were to be suspended, and perhaps even terminated, how could I continue to supervise them? And would I be able to provide financial support for them from my research grant? It has always been up to me to try to start conversations in order to find answers. Very few, if any, e-mail replies from my Dean have contained any answers or even attempts at answering my questions.

At this point I must acknowledge, with thanks, the efforts of my Chair, Siv Sivaloganathan, to find some solutions. For example, he did tell me that regardless of how my position would be terminated, i.e., either by voluntary or involuntary retirement, he would be willing to appoint me as an Adjunct, in which case he would most gladly step in to serve as a co-supervisor of my graduate students. He would also have no problem to appoint me as a “Lifetime Professor Emeritus” in order to fulfil NSERC’s eligibility requirement for holding Discovery Grants. But would I be eligible if my position were terminated by the University, thereby forcing me into retirement? Nobody knew the answer to these questions and it didn’t look like any answers would be coming. I therefore wrote (November 17, 2021) to Prof. Charmaine Dean, VP Research and International, UW, who replied that she would ask Bruce Muirhead, then-Associate VP, Research and International, look into the matter. Siv did have a conversation with Bruce but with no concrete results. I then wrote to Bruce (December 2, 2021) who replied, “I will get back to you shortly.” This didn’t happen so I decided to write directly to NSERC and eventually (January 6, 2021 – copy provided) received an answer to my questions. I have copied this e-mail to Prof. Dean as well as my Dean and my Chair, but with no acknowledgement of receipt.

Let me provide one final story which demonstrates, once again, the unwillingness of the UW administration to engage in any discussion or consultation with me. In my September 27, 2021 letter, I reminded my Dean and Chair that I was scheduled to teach the course PMATH 370, “Chaos and Fractals”, in the Winter 2022 term and that I would be quite prepared to teach it online since I was not permitted to be on campus. I also acknowledged your September 20, 2021 memo mentioning a possible return to complete in-person teaching and wrote that I would leave the matter in the hands of David McKinnon, Chair of the Department of Pure Mathematics. (It is important to recall that it was David who asked me to teach PMATH 370 in each of the W16, W18 and W20 terms and, more recently, in the W22 term.) In an informal Teams meeting shortly thereafter, Siv told me that I would most definitely not be teaching PMATH 370 in the Winter 2022 term. He did not, however, state who was responsible for this decision and I did not push him for an answer. He did say that he would be willing to change my required teaching to the Spring 2022 term, if that would help matters. (He also told me that there would be no way for me to retrieve anything from my office and that he would be willing to get anything that I wished.) This was the **only** notice that I received regarding the teaching of PMATH 370 in the Winter 2022 term. **I have never received a formal notice of this decision, nor have I ever been told who made the decision as well as the exact reason for the decision.** From Article 8.4.b of the MOA, “suspension” is defined as “the act of relieving a member, without her/his consent, of some or all

university duties and/or privileges.” Relieving me from my preassigned teaching of PMATH 370 W22 without my expressed consent is therefore a “suspension” – in other words, a disciplinary measure. The Dean of Mathematics did not “convene a meeting” to discuss the matter with me prior to the imposition of the disciplinary measure, representing a **violation of Article 8.11 of the MOA**. Moreover, I should have been formally notified of this suspension/disciplinary measure along with reasons and should have been given an opportunity to present my case. This is not simply another example of lack of communication and consultation, **it is a violation of Policy 33 (Ethical Behaviour – abuse of supervisory authority)**. Perhaps it goes without saying that such an action also demonstrates a clear lack of respect for a faculty member – a consistent lack of respect shown toward me since my declaration not to submit to UW’s vaccine mandate.

Indeed, lack of respect – a “negative quality” if you will – is certainly not in short supply at this university. It most certainly “droppeth as the gentle rain ... upon the place beneath.” I have encountered it consistently up the entire administrative chain of UW. For example, Professor Rush, I never received a reply to – nor even an acknowledgement of receipt of – my letter to you dated December 2, 2021 (copy provided) in which I proposed another possible disciplinary measure for faculty members who are refusing to comply to UW’s vaccine mandate. I also never received a reply to – or acknowledgement of receipt of – my letter to you, President Goel and other members of the UW Administration, dated September 15, 2021 (copy provided) in which I asked you to consider holding another “COVID-19 information session” as a means of shadowing the unprofessional session presented by the UW Bulletin on September 10, 2021. My letters, which were written with respect and in good faith, were sincere and constructive attempts to seek creative solutions. It seems, however, that the UW Administration welcomes “input” and “feedback”, but only that “input” and “feedback” which it wishes to see. All of these actions indicate not only a lack of respect, but a total dismissal, of those with differing viewpoints. The proof of this dismissal lies in the silence of UW’s Administration towards those who differ with it – **a deafening silence which is responsible for a poisoned environment (Policy 33) on this campus**. As such, Professor Rush, my grievance does not stop at the Office of the Dean of Mathematics. **It should be considered as a grievance filed against the entire University of Waterloo administration as stated in the first sentence of this letter. For this reason, I consider it reasonable, according to Article 9.4.3 of the MOA, to request that this grievance proceed directly to arbitration.**

Remedies

I ask for the following remedies:

1. A letter from the Dean of Mathematics retracting the “Article 8.8” and “Article 8.10” Letters addressed to me, with an acknowledgement that they represent a violation of the Memorandum of Agreement. This letter should also include an apology for said violation.
2. For the welfare of my graduate students, a letter from the Dean of Mathematics certifying that regardless of how my current tenured position as Professor of Applied Mathematics is terminated, i.e., voluntary vs. involuntary retirement, I shall be subsequently appointed as an Adjunct Professor to the Department of Applied Mathematics, UW. This position is also to be designated as “Lifetime Professor Emeritus” in order to satisfy NSERC’s eligibility requirements for holders of Discovery Grants so that I may continue to hold my Discovery Grant. This letter should also certify that the University will complete all necessary documentation which would

guarantee that I can continue to hold my Grant, as indicated in the NSERC e-mail letter to me dated January 6, 2022.

3. A teaching credit for the PMATH 370 course that I was prepared to teach in Winter 2022. All lectures, lecture notes and assignments were “ready to go” for this course, well before it was taken away from me without consultation or formal notification.

Concluding Remarks

Clearly, the grievances that I have stated above are not concerned with UW’s mandatory vaccination and testing policy but rather the enforcement of this policy. As expressed in my many letters, I have always considered the policy to be immoral, medically unsound and illegal, therefore invalid. My objection that the policy is immoral, which is based on the fact that the mRNA vaccines have been developed and produced with cell lines from aborted fetuses, should automatically qualify me for an exemption from the policy. As I wrote in my September 27, 2021 letter, however, it would be nonsensical for me to request an exemption from what I consider to be an unlawful (as well as immoral) activity.

In any case, my principled stand against UW’s vaccine mandate would probably not be considered as a strong case for grievance, which is why I have not pursued that route, at least at this time. On this topic, however, I suppose that I could have grieved the “Article 8.8 Letter” for another reason, which I now explain.

Theorem: If the legal definition of “pursuant” is “in agreement or conformity”, then the first paragraph of the “Article 8.8 Letter” is not true.

Proof: The University’s “Requirement” is **not** pursuant to the Instructions of the Office of the Chief Medical Officers of Health (August 30, 2021) since it does not contain Point No. 4, listed under “Required Precautions and Procedures”. Point No. 4 would allow a UW employee or student to choose whether or not to be vaccinated – if not, then regular testing would be required. Clearly, the UW vaccine mandate does not give an employee or student any choice in the matter. Therefore, the first sentence of the “Article 8.8 Letter” is not true. This completes the proof of the Theorem.

Corollary: The UW “Vaccination Requirement” is monolithic and geared solely to punish, as opposed to being a policy which acknowledges the freedom (and dignity) of human beings to choose.

Finally, Professor Rush, given your expertise in physiology and cardiovascular research, I have attached a document which summarizes a recent presentation by researchers Dr. Sucharit Bhakdi MD and Dr. Arne Burkhardt MD on the inefficacy and dangers of COVID mRNA vaccines. Dr. Bhakdi’s original warnings about the dangers of the vaccines have been confirmed, and examined even further, by many researchers around the world (including Dr. Robert Malone, inventor of mRNA vaccines). As Dr. Bhakdi discusses briefly in this document, it is now known exactly why these vaccines do not work. I also trust that you will find the results of Dr. Burkhardt’s histopathological analyses of organs of 15 people who died after vaccination quite remarkable.

An excellent discussion of the toxicity of mRNA vaccines by Michael Palmer (Chemistry, UW) which also discusses the results given in the Bhakdi-Burkhardt paper can be found here:

<https://www.bitchute.com/video/R6O8768RoWxm/>

Given your interest in the cardiovascular system, Professor Rush, I draw your attention to the time interval 9:14 – 10:48 in the video – representing less than two minutes of your time – where Prof. Palmer shows the damage done to the vascular system (from lymphocytes) as a consequence of the mRNA vaccine.

As you may know, Prof. Palmer has worked, and continues to collaborate, with Dr. Bhakdi, and they are both very actively involved with Doctors for COVID Ethics,

<https://doctors4covidethics.org/>

Michael was among the first to point out the fundamental flaws of the mRNA “technology” – even before the vaccinations had started. Recently, a researcher from another institution told me informally that Michael “got it right” regarding the ineffectiveness and toxicity of mRNA vaccines well before he and his vaccinologist colleagues did. These people are now very much “on board” regarding the dangers of the mRNA vaccines and boosters.

Sincerely yours

A handwritten signature in black ink that reads "Edward R. Vrscaj". The signature is written in a cursive style with a long horizontal flourish underneath the name.

Edward R. Vrscaj
Department of Applied Mathematics

Dr. Mark Giesbrecht
Dean, Faculty of Mathematics
University of Waterloo
Email: deanmath@uwaterloo.ca

January 5, 2022

BY EMAIL & REGISTERED MAIL

Faculty of Mathematics

Edward Vrscay
57 Strathcona Crescent
Kitchener, Ontario
N2B 2W8

Dear Professor Vrscay:

You are aware that the University has established a Vaccination Requirement (the “Requirement”) for mandatory proof of COVID-19 vaccination pursuant to the Instructions of the Office of the Chief Medical Officer of Health issued on August 30, 2021 and the recommendations of the Council of Ontario Medical Officers of Health. The University is statutorily required to ensure compliance with this Requirement.

On October 15, 2021, you received a letter advising that you were required to submit, by no later than end of day on October 17, proof that you were either: (a) fully vaccinated within the meaning of the Requirement, or (b) had obtained a permitted exemption to being fully vaccinated. You failed to submit proof of either (a) or (b) above by the October 17 deadline.

The University has decided to continue with its efforts to resume in-person operations as soon as possible. To date, the University’s records indicate you have failed to submit proof of either (a) or (b) above.

You received a further letter on November 19, 2021, advising that if you remained non-compliant with the Requirement, or did not take steps to become compliant, the University would resort to the disciplinary process outlined in the Memorandum of Agreement (“MOA”) between the University and the Faculty Association of the University of Waterloo (“FAUW”). The letter indicated that you must be fully compliant with the Requirement by January 4, 2022 and you have been given ample additional time to comply.

Please note that the present letter is provided to you pursuant to the provisions of Article 8.8 of the MOA between the University and FAUW to advise that your behavior is being further investigated. For clarity, you remain non-compliant with the Requirement, have not obtained a permitted exemption to being fully vaccinated, and

your actions suggest you have no intentions of complying with the Requirement in the future. The University expects its employees to comply with reasonable workplace procedures and rules. I am therefore initiating the process outlined in Article 8 of the MOA.

If there are individuals you wish to be interviewed as part of this investigation, please notify me as soon as possible following your receipt of this letter. Each individual who participates in the investigation will be specifically informed that the investigation and their participation must be kept strictly confidential.

As a matter of course, I must instruct you not to interfere with this investigation or to engage in any form of reprisal action against any individual for their actual or perceived role in this investigation. Such conduct is prohibited and will result in the taking of disciplinary action by the University.

If you have any questions or concerns about process, I am prepared to discuss them with you. It is important to advise you that FAUW continues to be prepared to advise and support you throughout this process. I would also like to let you know that you may take advantage of resources on campus available to you via the [Employee and Family Assistance Program](#) and [Occupational Health](#) (also reachable at x36264).

Sincerely,



Dr. Mark Giesbrecht
Professor and Dean, Faculty of Mathematics
University of Waterloo, Canada



Dr. Mark Giesbrecht
Dean, Faculty of Mathematics
University of Waterloo
Email: deanmath@uwaterloo.ca

January 6, 2022

BY EMAIL & REGISTERED MAIL

Faculty of Mathematics

Edward Vrscay
57 Strathcona Crescent
Kitchener, Ontario
N2B 2W8

Dear Professor Vrscay:

This letter is provided to you pursuant to the provisions of Article 8.10 of the Memorandum of Agreement (the “MOA”) between the University of Waterloo (the “University”) and the Faculty Association of the University of Waterloo (“FAUW”).

On January 5, 2022, you received a letter pursuant to Article 8.8 of the MOA, advising that you were expected to abide by the University of Waterloo’s COVID-19 [Vaccination Requirement](#) (the “Requirement”).

The present letter hereby serves as notice that I have investigated this matter and determined that you remain non-compliant with the Requirement, despite your having been advised for months of the need for you to comply and despite the University’s plans to resume in-person operations as soon as possible. I have determined that disciplinary sanction is appropriate.

I am proposing a 3-day paid suspension as a disciplinary sanction for your conduct. In assessing which disciplinary sanction I should impose under Article 8.4 of the MOA, I have considered the seriousness of your behavior amidst an ongoing pandemic, as well as the fact that you have been given ample notice of, and opportunity to comply with, the Requirement.

Pursuant to Article 8.11 of the MOA, I shall convene a meeting to afford you an opportunity to make oral and/or written submissions before any disciplinary measures are imposed. At this meeting, I would encourage you to bring forward any further information you have. This meeting will occur between 7 and 25 working days of your receipt of this letter. I suggest three possible dates/times for the meeting:

1. Monday January 17, 2022 11:00 AM – 12:00 noon
2. Monday January 17, 2022 2:30 PM – 3:30 PM
3. Tuesday January 18, 2022 1:00 PM – 2:00 PM

Please confirm your preferred meeting date and time with [Dana Hociung](#). If none of the above times are possible, please contact Dana to propose an alternative date and time. Please note that the last date which we can meet is February 10, 2022.

If you have any questions or concerns about the process, I am prepared to discuss them with you. It is important to advise you that the FAUW continues to be prepared to advise and support you throughout this process. I would also like to let you know that you may take advantage of resources on campus available to you via the [Employee and Family Assistance Program](#) and [Occupational Health](#) (also reachable at x36264).

Sincerely,



Dr. Mark Giesbrecht
Professor and Dean, Faculty of Mathematics
University of Waterloo, Canada



Some Conditions of Obedience and Disobedience to Authority

STANLEY MILGRAM¹

THE SITUATION in which one agent commands another to hurt a third turns up time and again as a significant theme in human relations. It is powerfully expressed in the story of Abraham, who is commanded by God to kill his son. It is no accident that Kierkegaard, seeking to orient his thought to the central themes of human experience, chose Abraham's conflict as the springboard to his philosophy.

War too moves forward on the triad of an authority which commands a person to destroy the enemy, and perhaps all organized hostility may be viewed as a theme and variation on the three elements of authority, executant, and victim.² We describe an experimental program, recently concluded at Yale University, in which a particular expression of this conflict is studied by experimental means.

In its most general form the problem may be defined thus: if *X* tells *Y* to hurt *Z*, under what conditions will *Y* carry out the command of *X* and under what conditions will he refuse. In the more limited form possible in laboratory research, the question becomes: if an experimenter tells a subject to hurt another person, under what conditions will the subject go along with this instruction, and under what conditions will he refuse to obey. The laboratory problem is not so much a dilution of the general statement as one concrete expression of the many particular forms this question may assume.

One aim of the research was to study behavior in a strong situation of deep consequence to the participants, for the psychological forces operative in powerful and lifelike forms of the conflict may not be brought into play under diluted conditions.

This approach meant, first, that we had a special obligation to protect the welfare and dignity of the persons who took part in the study; subjects were, of necessity, placed in a difficult predicament, and steps had to be taken to ensure their

1. This research was supported by two grants from the National Science Foundation: NSF G-17916 and NSF G-24152. Exploratory studies carried out in 1960 were financed by a grant from the Higgins Funds of Yale University. I am grateful to John T. Williams, James J. McDonough, and Emil Elges for the important part they played in the project. Thanks are due also to Alan Elms, James Miller, Taketo Murata, and Stephen Stier for their aid as graduate assistants. My wife, Sasha, performed many valuable services. Finally, I owe a profound debt to the many persons in New Haven and Bridgeport who served as subjects.

2. Consider, for example, J. P. Scott's analysis of war in his monograph on aggression:

'... while the actions of key individuals in a war may be explained in terms of direct stimulation to aggression, vast numbers of other people are involved simply by being part of an organized society.

'... For example, at the beginning of World War I an Austrian archduke was assassinated in Sarajevo. A few days later soldiers from all over Europe were marching toward each other, not because they were stimulated by the archduke's misfortune, but because they had been trained to obey orders.' (Slightly rearranged from Scott (1958), *Aggression*, p. 103.)

wellbeing before they were discharged from the laboratory. Toward this end, a careful, post-experimental treatment was devised and has been carried through for subjects in all conditions.³

TERMINOLOGY

If *Y* follows the command of *X* we shall say that he has obeyed *X*; if he fails to carry out the command of *X*, we shall say that he has disobeyed *X*. The terms *obey* and *disobey*, as used here, refer to the subject's overt action only, and carry no implication for the motive or experiential states accompanying the action.⁴

To be sure, the everyday use of the word *obedience* is not entirely free from complexities. It refers to action within widely varying situations, and connotes diverse motives within those situations: a child's obedience differs from a soldier's obedience, or the love, honor, and *obey* of the marriage vow. However, a consistent behavioral relationship is indicated in most uses of the term: in the act of obeying, a person does what another person tells him to do. *Y* obeys *X* if he carries out the

3. It consisted of an extended discussion with the experimenter and, of equal importance, a friendly reconciliation with the victim. It is made clear that the victim did not receive painful electric shocks. After the completion of the experimental series, subjects were sent a detailed report of the results and full purposes of the experimental program. A formal assessment of this procedure points to its overall effectiveness. Of the subjects, 83.7 per cent indicated that they were glad to have taken part in the study; 15.1 per cent reported neutral feelings; and 1.3 per cent stated that they were sorry to have participated. A large number of subjects spontaneously requested that they be used in further experimentation. Four-fifths of the subjects felt that more experiments of this sort should be carried out, and 74 per cent indicated that they had learned something of personal importance as a result of being in the study. Furthermore, a university psychiatrist, experienced in outpatient treatment, interviewed a sample of experimental subjects with the aim of uncovering possible injurious effects resulting from participation. No such effects were in evidence. Indeed, subjects typically felt that their participation was instructive and enriching. A more detailed discussion of this question can be found in Milgram (1964).

4. *To obey* and *to disobey* are not the only terms one could use in describing the critical action of *Y*. One could say that *Y* is cooperating with *X*, or displays conformity with regard to *X*'s commands. However, *cooperation* suggests that *X* agrees with *Y*'s ends, and understands the relationship between his own behavior and the attainment of those ends. (But the experimental procedure, and, in particular, the experimenter's command that the subject shock the victim even in the absence of a response from the victim, preclude such understanding.) Moreover, *cooperation* implies status parity for the co-acting agents, and neglects the asymmetrical, dominance-subordination element prominent in the laboratory relationship between experimenter and subject. *Conformity* has been used in other important contexts in social psychology, and most frequently refers to imitating the judgements or actions of others when no explicit requirement for imitation has been made. Furthermore, in the present study there are two sources of social pressure: pressure from the experimenter issuing the commands, and pressure from the victim to stop the punishment. It is the pitting of a common man (the victim) against an authority (the experimenter) that is the distinctive feature of the conflict. At a point in the experiment the victim demands that he be let free. The experimenter insists that the subject continue to administer shocks. Which act of the subject can be interpreted as conformity? The subject may conform to the wishes of his peer or to the wishes of the experimenter, and conformity in one direction means the absence of conformity in the other. Thus the word has no useful reference in this setting, for the dual and conflicting social pressures cancel out its meaning.

In the final analysis, the linguistic symbol representing the subject's action must take its meaning from the concrete context in which that action occurs; and there is probably no word in everyday language that covers the experimental situation exactly, without omissions or irrelevant connotations. It is partly for convenience, therefore, that the terms *obey* and *disobey* are used to describe the subject's actions. At the same time, our use of the words is highly congruent with dictionary meaning.

prescription for action which *X* has addressed to him; the term suggests, moreover, that some form of dominance-subordination, or hierarchical element, is part of the situation in which the transaction between *X* and *Y* occurs.

A subject who complies with the entire series of experimental commands will be termed an *obedient* subject; one who at any point in the command series defies the experimenter will be called a *disobedient* or *defiant* subject. As used in this report, the terms refer only to the subject's performance in the experiment, and do not necessarily imply a general personality disposition to submit to or reject authority.

SUBJECT POPULATION

The subjects used in all experimental conditions were male adults, residing in the greater New Haven and Bridgeport areas, aged 20 to 50 years, and engaged in a wide variety of occupations. Each experimental condition described in this report employed 40 fresh subjects and was carefully balanced for age and occupational types. The occupational composition for each experiment was: workers, skilled and unskilled: 40 per cent; white collar, sales, business: 40 per cent; professionals: 20 per cent. The occupations were intersected with three age categories (subjects in 20s, 30s, and 40s, assigned to each condition in the proportions of 20, 40, and 40 per cent respectively).

THE GENERAL LABORATORY PROCEDURE⁵

The focus of the study concerns the amount of electric shock a subject is willing to administer to another person when ordered by an experimenter to give the 'victim' increasingly more severe punishment. The act of administering shock is set in the context of a learning experiment, ostensibly designed to study the effect of punishment on memory. Aside from the experimenter, one naïve subject and one accomplice perform in each session. On arrival each subject is paid \$4.50. After a general talk by the experimenter, telling how little scientists know about the effect of punishment on memory, subjects are informed that one member of the pair will serve as teacher and one as learner. A rigged drawing is held so that the naïve subject is always the teacher, and the accomplice becomes the learner. The learner is taken to an adjacent room and strapped into an 'electric chair'.

The naïve subject is told that it is his task to teach the learner a list of paired associates, to test him on the list, and to administer punishment whenever the learner errs in the test. Punishment takes the form of electric shock, delivered to the learner by means of a shock generator controlled by the naïve subject. The teacher is instructed to increase the intensity of electric shock one step on the generator on each error. The learner, according to plan, provides many wrong answers, so that before long the naïve subject must give him the strongest shock on the generator. Increases in shock level are met by increasingly insistent demands from the learner that the experiment be stopped because of the growing discomfort to him.

5. A more detailed account of the laboratory procedure can be found in Milgram (1963). A similar and independently evolved experimental procedure, employing a shock generator, victim, and learning task, was reported by Buss (1961). Buss used the technique for studying aggression, not obedience, and did not make use of the fundamental measure employed in the present study: break-off points. His investigation promises to be a useful complement to the present research.

However, in clear terms the experimenter orders the teacher to continue with the procedure in disregard of the learner's protests. *Thus, the naïve subject must resolve a conflict between two mutually incompatible demands from the social field. He may continue to follow the orders of the experimenter and shock the learner with increasing severity, or he may refuse to follow the orders of the experimenter and heed the learner's pleas. The experimenter's authority operates not in a free field, but against ever-mounting countervailing pressures from the person being punished.*

A few technical points need to be considered before the findings of the study are described. For the purpose of delivering shock, a simulated shock generator is used, with 30 clearly marked voltage levels that range from 15 to 450 volts (and each activated by one of 30 individual lever switches set in a horizontal line). The naïve subject is given a sample shock of 45 volts to convince him of the authenticity of the instrument. The generator bears verbal designations that range from 'Slight Shock' to 'Danger: Severe Shock'.

The responses of the victim are standardized on tape, and each protest is coordinated to a particular voltage level on the shock generator. Starting with 75 volts the learner begins to grunt and moan. At 150 volts he demands to be let out of the experiment. At 180 volts he cries out that he can no longer stand the pain. At 300 volts he refuses to provide any more answers to the memory test, insisting that he is no longer a participant in the experiment and must be freed. In response to this last tactic, the experimenter instructs the naïve subject to treat the absence of an answer as equivalent to a wrong answer, and to follow the usual shock procedure. The experimenter reinforces his demand with the statement: 'You have no other choice, you must go on!' (This imperative is used whenever the naïve subject tries to break off the experiment.) If the subject refuses to give the next higher level of shock, the experiment is considered at an end. A quantitative value is assigned to the subject's performance based on the maximum intensity shock he administered before breaking off. Thus any subject's score may range from zero (for a subject unwilling to administer the first shock level) to 30 (for a subject who proceeds to the highest voltage level on the board). For any particular subject and for any particular experimental condition the degree to which participants have followed the experimenter's orders may be specified with a numerical value, corresponding to the metric on the shock generator.

This laboratory situation gives us a framework in which to study the subject's reactions to the principal conflict of the experiment. Again, this conflict is between the experimenter's demands that he continue to administer the electric shock, and the learner's demands, which become increasingly more insistent, that the experiment be stopped. The crux of the study is to vary systematically the factors believed to alter the degree of obedience to the experimental commands, to learn under what conditions submission to authority is most probable, and under what conditions defiance is brought to the fore.

PILOT STUDIES

Pilot studies for the present research were completed in the winter of 1960; they differed from the regular experiments in a few details: for one, the victim was placed behind a silvered glass, with the light balance on the glass such that the victim could be dimly perceived by the subject (Milgram, 1961).

Though essentially qualitative in treatment, these studies pointed to several

significant features of the experimental situation. At first no vocal feedback was used from the victim. It was thought that the verbal and voltage designations on the control panel would create sufficient pressure to curtail the subject's obedience. However, this was not the case. In the absence of protests from the learner, virtually all subjects, once commanded, went blithely to the end of the board, seemingly indifferent to the verbal designations ('Extreme Shock' and 'Danger: Severe Shock'). This deprived us of an adequate basis for scaling obedient tendencies. A force had to be introduced that would strengthen the subject's resistance to the experimenter's commands, and reveal individual differences in terms of a distribution of break-off points.

This force took the form of protests from the victim. Initially, mild protests were used, but proved inadequate. Subsequently, more vehement protests were inserted into the experimental procedure. To our consternation, even the strongest protests from the victim did not prevent all subjects from administering the harshest punishment ordered by the experimenter; but the protests did lower the mean maximum shock somewhat and created some spread in the subject's performance; therefore, the victim's cries were standardized on tape and incorporated into the regular experimental procedure.

The situation did more than highlight the technical difficulties of finding a workable experimental procedure: it indicated that subjects would obey authority to a greater extent than we had supposed. It also pointed to the importance of feedback from the victim in controlling the subject's behavior.

One further aspect of the pilot study was that subjects frequently averted their eyes from the person they were shocking, often turning their heads in an awkward and conspicuous manner. One subject explained: 'I didn't want to see the consequences of what I had done.' Observers wrote:

. . . subjects showed a reluctance to look at the victim, whom they could see through the glass in front of them. When this fact was brought to their attention they indicated that it caused them discomfort to see the victim in agony. We note, however, that although the subject refuses to look at the victim, he continues to administer shocks.

This suggested that the salience of the victim may have, in some degree, regulated the subject's performance. If, in obeying the experimenter, the subject found it necessary to avoid scrutiny of the victim, would the converse be true? If the victim were rendered increasingly more salient to the subject, would obedience diminish? The first set of regular experiments was designed to answer this question.

IMMEDIACY OF THE VICTIM

This series consisted of four experimental conditions. In each condition the victim was brought 'psychologically' closer to the subject giving him shocks.

In the first condition (Remote Feedback) the victim was placed in another room and could not be heard or seen by the subject, except that, at 300 volts, he pounded on the wall in protest. After 315 volts he no longer answered or was heard from.

The second condition (Voice Feedback) was identical to the first except that voice protests were introduced. As in the first condition the victim was placed in

an adjacent room, but his complaints could be heard clearly through a door left slightly ajar, and through the walls of the laboratory.⁶

The third experimental condition (Proximity) was similar to the second, except that the victim was now placed in the same room as the subject, and 1½ feet from him. Thus he was visible as well as audible, and voice cues were provided.

The fourth, and final, condition of this series (Touch-Proximity) was identical to the third, with this exception: the victim received a shock only when his hand rested on a shockplate. At the 150-volt level the victim again demanded to be let free and, in this condition, refused to place his hand on the shockplate. The experimenter ordered the naïve subject to force the victim's hand onto the plate. Thus obedience in this condition required that the subject have physical contact with the victim in order to give him punishment beyond the 150-volt level.

Forty adult subjects were studied in each condition. The data revealed that obedience was significantly reduced as the victim was rendered more immediate to the subject. The mean maximum shock for the conditions is shown in *Figure 1*.

Expressed in terms of the proportion of obedient to defiant subjects, the findings are that 34 per cent of the subjects defied the experimenter in the Remote condition, 37.5 per cent in Voice Feedback, 60 per cent in Proximity, and 70 per cent in Touch-Proximity.

How are we to account for this effect? A first conjecture might be that as the victim was brought closer the subject became more aware of the intensity of his suffering and regulated his behavior accordingly. This makes sense, but our evidence does not support the interpretation. There are no consistent differences in the

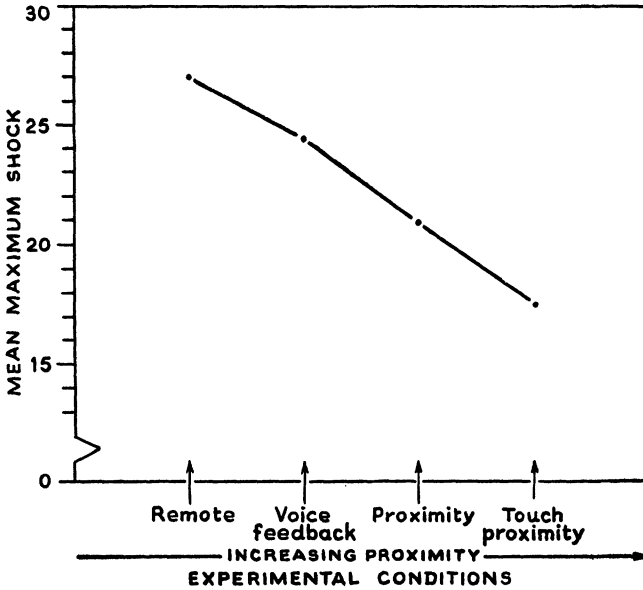
6. It is difficult to convey on the printed page the full tenor of the victim's responses, for we have no adequate notation for vocal intensity, timing, and general qualities of delivery. Yet these features are crucial to producing the effect of an increasingly severe reaction to mounting voltage levels. (They can be communicated fully only by sending interested parties the recorded tapes.) In general terms, however, the victim indicates no discomfort until the 75-volt shock is administered, at which time there is a light grunt in response to the punishment. Similar reactions follow the 90- and 105-volt shocks, and at 120 volts the victim shouts to the experimenter that the shocks are becoming painful. Painful groans are heard on administration of the 135-volt shock, and at 150 volts the victim cries out, 'Experimenter, get me out of here! I won't be in the experiment any more! I refuse to go on!' Cries of this type continue with generally rising intensity, so that at 180 volts the victim cries out, 'I can't stand the pain', and by 270 volts his response to the shock is definitely an agonized scream. Throughout, he insists that he be let out of the experiment. At 300 volts the victim shouts in desperation that he will no longer provide answers to the memory test; and at 315 volts, after a violent scream, he reaffirms with vehemence that he is no longer a participant. From this point on, he provides no answers, but shrieks in agony whenever a shock is administered; this continues through 450 volts. Of course, many subjects will have broken off before this point.

A revised and stronger set of protests was used in all experiments outside the Proximity series. Naturally, new baseline measures were established for all comparisons using the new set of protests.

There is overwhelming evidence that the great majority of subjects, both obedient and defiant, accepted the victims' reactions as genuine. The evidence takes the form of: (a) tension created in the subjects (see discussion of tension); (b) scores on 'estimated pain' scales filled out by subjects immediately after the experiment; (c) subjects' accounts of their feelings in post-experimental interviews; and (d) quantifiable responses to questionnaires distributed to subjects several months after their participation in the experiments. This matter will be treated fully in a forthcoming monograph.

(The procedure in all experimental conditions was to have the naïve subject announce the voltage level before administering each shock, so that—independently of the victim's responses—he was continually reminded of delivering punishment of ever-increasing severity.)

FIGURE 1 MEAN MAXIMA IN PROXIMITY SERIES



attributed level of pain across the four conditions (i.e. the amount of pain experienced by the victim as estimated by the subject and expressed on a 14-point scale). But it is easy to speculate about alternative mechanisms:

Empathic cues. In the Remote and to a lesser extent the Voice Feedback condition, the victim's suffering possesses an abstract, remote quality for the subject. He is aware, but only in a conceptual sense, that his actions cause pain to another person; the fact is apprehended, but not felt. The phenomenon is common enough. The bombardier can reasonably suppose that his weapons will inflict suffering and death, yet this knowledge is divested of affect, and does not move him to a felt, emotional response to the suffering resulting from his actions. Similar observations have been made in wartime. It is possible that the visual cues associated with the victim's suffering trigger empathic responses in the subject and provide him with a more complete grasp of the victim's experience. Or it is possible that the empathic responses are themselves unpleasant, possessing drive properties which cause the subject to terminate the arousal situation. Diminishing obedience, then, would be explained by the enrichment of empathic cues in the successive experimental conditions.

Denial and narrowing of the cognitive field. The Remote condition allows a narrowing of the cognitive field so that the victim is put out of mind. The subject no longer considers the act of depressing a lever relevant to moral judgement, for it is no longer associated with the victim's suffering. When the victim is close it is more difficult to exclude him phenomenologically. He necessarily intrudes on the subject's awareness since he is continuously visible. In the Remote conditions his existence and reactions are made known only after the shock has been administered. The auditory feedback is sporadic and discontinuous. In the Proximity conditions his inclusion in the immediate visual field renders him a continuously salient element for the subject. The mechanism of denial can no longer be brought into play. One subject in the Remote condition said: 'It's funny how you really begin to forget that there's a guy out there, even though you can hear him. For a long time I just concentrated on pressing the switches and reading the words.'

Reciprocal fields. If in the Proximity condition the subject is in an improved position to observe the victim, the reverse is also true. The actions of the subject now come under proximal scrutiny by the victim. Possibly, it is easier to harm a person when he is unable to observe our actions than when he can see what we are doing. His surveillance of the action directed against him may give rise to shame, or guilt, which may then serve to curtail the action. Many expressions of language refer to the discomfort or inhibitions that arise in face-to-face confrontation. It is often said that it is easier to criticize a man 'behind his back' than to 'attack him to his face'. If we are in the process of lying to a person it is reputedly difficult to 'stare him in the eye'. We 'turn away from others in shame' or in 'embarrassment' and this action serves to reduce our discomfort. The manifest function of allowing the victim of a firing squad to be blindfolded is to make the occasion less stressful for him, but it may also serve a latent function of reducing the stress of the executioner. In short, in the Proximity conditions, the subject may sense that he has become more salient in the victim's field of awareness. Possibly he becomes more self-conscious, embarrassed, and inhibited in his punishment of the victim.

Phenomenal unity of act. In the Remote conditions it is more difficult for the subject to gain a sense of *relatedness* between his own actions and the consequences of these actions for the victim. There is a physical and spatial separation of the act and its consequences. The subject depresses a lever in one room, and protests and cries are heard from another. The two events are in correlation, yet they lack a compelling phenomenological unity. The structure of a meaningful act—*I am hurting a man*—breaks down because of the spatial arrangements, in a manner somewhat analogous to the disappearance of phi phenomena when the blinking lights are spaced too far apart. The unity is more fully achieved in the Proximity conditions as the victim is brought closer to the action that causes him pain. It is rendered complete in Touch-Proximity.

Incipient group formation. Placing the victim in another room not only takes him further from the subject, but the subject and the experimenter are drawn relatively closer. There is incipient group formation between the experimenter and the subject, from which the victim is excluded. The wall between the victim and the others deprives him of an intimacy which the experimenter and subject feel. In the Remote condition, the victim is truly an outsider, who stands alone, physically and psychologically.

When the victim is placed close to the subject, it becomes easier to form an alliance with him against the experimenter. Subjects no longer have to face the experimenter alone. They have an ally who is close at hand and eager to collaborate in a revolt against the experimenter. Thus, the changing set of spatial relations leads to a potentially shifting set of alliances over the several experimental conditions.

Acquired behavior dispositions. It is commonly observed that laboratory mice will rarely fight with their litter mates. Scott (1958) explains this in terms of passive inhibition. He writes: 'By doing nothing under . . . circumstances [the animal] learns to do nothing, and this may be spoken of as passive inhibition . . . this principle has great importance in teaching an individual to be peaceful, for it means that he can learn not to fight simply by not fighting.' Similarly, we may learn not to harm others simply by not harming them in everyday life. Yet this learning occurs in a context of proximal relations with others, and may not be generalized to that situation in which the person is physically removed from us. Or possibly, in the past, aggressive actions against others who were physically close resulted in retaliatory punishment which extinguished the original form of response. In contrast, aggression against others at a distance may have only sporadically led to retaliation. Thus the organism learns that it is safer to be aggressive toward others at a distance, and precarious to be so when the parties are within arm's reach. Through a pattern of rewards and punishments, he acquires a disposition to avoid aggression at close quarters, a disposition which does not extend to harming others at a distance. And this may account for experimental findings in the remote and proximal experiments.

Proximity as a variable in psychological research has received far less attention than it deserves. If men were sessile it would be easy to understand this neglect. But we move about; our spatial relations shift from one situation to the next, and the fact that we are near or remote may have a powerful effect on the psychological processes that mediate our behavior toward others. In the present situation, as the victim is brought closer to the man ordered to give him shocks, increasing numbers of subjects break off the experiment, refusing to obey. The concrete, visible, and proximal presence of the victim acts in an important way to counteract the experimenter's power and to generate disobedience.⁷

CLOSENESS OF AUTHORITY

If the spatial relationship of the subject and victim is relevant to the degree of obedience, would not the relationship of subject to experimenter also play a part?

There are reasons to feel that, on arrival, the subject is oriented primarily to the experimenter rather than to the victim. He has come to the laboratory to fit into the structure that the experimenter—not the victim—would provide. He has come less to understand his behavior than to *reveal* that behavior to a competent scientist, and he is willing to display himself as the scientist's purposes require. Most subjects seem quite concerned about the appearance they are making before the experimenter, and one could argue that this preoccupation in a relatively new and strange setting makes the subject somewhat insensitive to the triadic nature of the social situation. In other words, the subject is so concerned about the show he is putting on for the experimenter that influences from other parts of the social field do not receive as much weight as they ordinarily would. This overdetermined orientation to the experimenter would account for the relative insensitivity of the subject to the victim, and would also lead us to believe that alterations in the relationship between subject and experimenter would have important consequences for obedience.

In a series of experiments we varied the physical closeness and degree of surveillance of the experimenter. In one condition the experimenter sat just a few feet away from the subject. In a second condition, after giving initial instructions, the experimenter left the laboratory and gave his orders by telephone; in still a third condition the experimenter was never seen, providing instructions by means of a tape recording activated when the subjects entered the laboratory.

Obedience dropped sharply as the experimenter was physically removed from the laboratory. The number of obedient subjects in the first condition (Experimenter Present) was almost three times as great as in the second, where the experimenter gave his orders by telephone. Twenty-six subjects were fully obedient in the first condition, and only 9 in the second (Chi square obedient vs. defiant in the two conditions, 1 d.f. = 14.7; $p < .001$). Subjects seemed able to take a far stronger stand

7. Admittedly, the terms *proximity*, *immediacy*, *closeness*, and *saliency-of-the-victim* are used in a loose sense, and the experiments themselves represent a very coarse treatment of the variable. Further experiments are needed to refine the notion and tease out such diverse factors as spatial distance, visibility, audibility, barrier interposition, etc.

The Proximity and Touch-Proximity experiments were the only conditions where we were unable to use taped feedback from the victim. Instead, the victim was trained to respond in these conditions as he had in Experiment 2 (which employed taped feedback). Some improvement is possible here, for it should be technically feasible to do a proximity series using taped feedback.

against the experimenter when they did not have to encounter him face to face, and the experimenter's power over the subject was severely curtailed.⁸

Moreover, when the experimenter was absent, subjects displayed an interesting form of behavior that had not occurred under his surveillance. Though continuing with the experiment, several subjects administered lower shocks than were required and never informed the experimenter of their deviation from the correct procedure. (Unknown to the subjects, shock levels were automatically recorded by an Esterline-Angus event recorder wired directly into the shock generator; the instrument provided us with an objective record of the subjects' performance.) Indeed, in telephone conversations some subjects specifically assured the experimenter that they were raising the shock level according to instruction, whereas in fact they were repeatedly using the lowest shock on the board. This form of behavior is particularly interesting: although these subjects acted in a way that clearly undermined the avowed purposes of the experiment, they found it easier to handle the conflict in this manner than to precipitate an open break with authority.

Other conditions were completed in which the experimenter was absent during the first segment of the experiment, but reappeared at the point that the subject definitely refused to give higher shocks when commanded by telephone. Although he had exhausted his power via telephone, the experimenter could frequently force further obedience when he reappeared in the laboratory.

Experiments in this series show that the physical *presence* of an authority is an important force contributing to the subject's obedience or defiance. Taken together with the first experimental series on the proximity of the victim, it would appear that something akin to fields of force, diminishing in effectiveness with increasing psychological distance from their source, have a controlling effect on the subject's performance. As the victim is brought closer, the subject finds it harder to administer shocks to him. When the victim's position is held constant relative to the subject, and the authority is made more remote, the subject finds it easier to break off the experiment. This effect is substantial in both cases, but manipulation of the experimenter's position yielded the more powerful results. Obedience to destructive commands is highly dependent on the proximal relations between authority and subject.

TENSIONS

The description of final scores does not fully convey the character of the subjects' performance, and it would be useful to interrupt our reporting of quantitative relationships to remark on the subjects' general reaction to the situation.

One might suppose that a subject would simply break off or continue as his conscience and temperament dictated. Yet this is very far from what happened. There were powerful reactions of tension and emotional strain in a substantial proportion of the participants. Persons were observed to sweat, tremble, stutter, bite their lips, and groan as they found themselves increasingly implicated in the experimental conflict. Some sense of the subjects' mood can be gotten from a transcript of their remarks at break-off point. Here are the remarks of two defiant subjects:

8. The third condition also led to significantly lower obedience than this first situation, in which the experimenter was present, but it contains technical difficulties that require extensive discussion.

Is he banging? . . . Is he hurt out there? Well, I don't want to be responsible for anything that happens to him. No, I can't go on with it. I don't know whether he's all right or not. I mean he may have a heart condition or something; I wouldn't feel right doing it. He's banging for help. He's evidently in trouble or he wouldn't bang . . . I don't see any sense to this—to knocking him out or something. I just can't see it.

(Subject refuses to administer shocks)

[Subject 0108]

The man is banging. He wants to get out . . . I'm sorry. If the man wants to get out I'd just as soon stop . . . I don't want to administer any more [extremely excited] . . . I will gladly refund the check, but I will not harm this man . . . I'm sorry, I will not give him any more if he obviously wants to get out. There is no money in the world that will make me hurt another individual. *[Subject 010X]*

And here is a transcript from an obedient subject. He began the experiment calmly, but became increasingly tense as the experiment proceeded. After administering the 150-volt shock, he began to address the experimenter in agitated tones:

150 volts delivered. You want me to keep going?

165 volts delivered. That guy is hollering in there. There's a lot of them here. He's liable to have heart condition. You want me to go?

180 volts delivered. He can't stand it! I'm not going to kill that man in there! You hear him hollering? He's hollering. He can't stand it. What if something happens to him? . . . I'm not going to get that man sick in there. He's hollering in there. You know what I mean? I mean I refuse to take responsibility. He's getting hurt in there. He's in there hollering. Too many left here. Geez, if he gets them wrong. There's too many of them left. I mean who is going to take responsibility if anything happens to that gentleman?

[The experimenter accepts responsibility.] All right.

195 volts delivered. You see he's hollering. Hear that. Gee, I don't know. *[The experimenter says: 'The experiment requires that you go on.']*—I know it does, sir, but I mean—hugh—he don't know what he's in for. He's up to 195 volts.

210 volts delivered

225 volts delivered

240 volts delivered. Aw, no. You mean I've got to keep going up with the scale? No sir. I'm not going to kill that man! I'm not going to give him 450 volts! *[The experimenter says: 'The experiment requires that you go on.']*—I know it does, but that man is hollering in there, sir . . .

Despite his numerous, agitated objections, which were constant accompaniments to his actions, the subject unflinchingly obeyed the experimenter, proceeding to the highest shock level on the generator. He displayed a curious dissociation between word and action. Although at the verbal level he had resolved not to go on, his actions were fully in accord with the experimenter's commands. This subject did not want to shock the victim, and he found it an extremely disagreeable task, but he was unable to invent a response that would free him from *E's* authority. Many subjects cannot find the specific verbal formula that would enable them to reject the role assigned to them by the experimenter. Perhaps our culture does not provide adequate models for disobedience.

One puzzling sign of tension was the regular occurrence of nervous laughing fits. In the first four conditions 71 of the 160 subjects showed definite signs of nervous laughter and smiling. The laughter seemed entirely out of place, even bizarre. Full-blown, uncontrollable seizures were observed for 15 of these subjects. On one occasion we observed a seizure so violently convulsive that it was necessary to call a halt to the experiment. In the post-experimental interviews subjects took pains to point out that they were not sadistic types and that the laughter did not mean they enjoyed shocking the victim.

In the interview following the experiment subjects were asked to indicate on a 14-point scale just how nervous or tense they felt at the point of maximum tension (Figure 2). The scale ranged from 'Not at all tense and nervous' to 'Extremely tense

FIGURE 2 LEVEL OF TENSION AND NERVOUSNESS

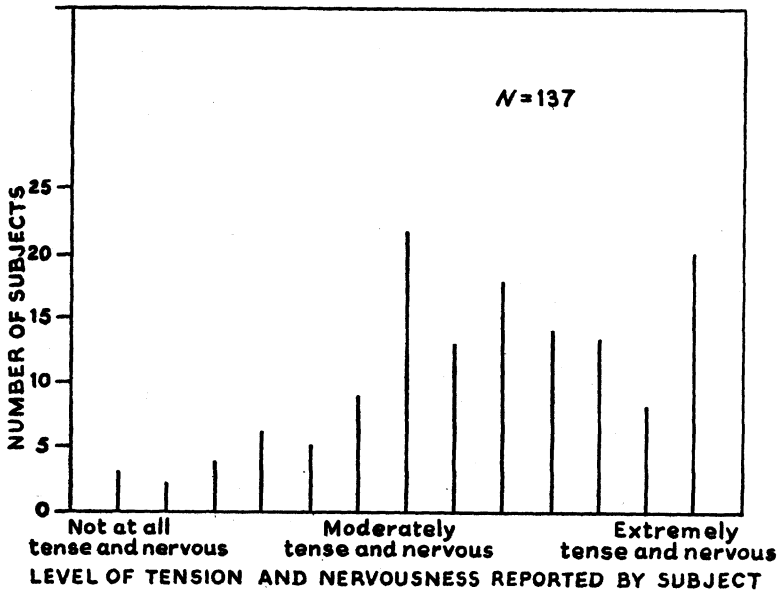


Figure 2 shows the self-reports on 'tension and nervousness' for 137 subjects in the Proximity experiments. Subjects were given a scale with 14 values ranging from 'Not at all tense and nervous' to 'Extremely tense and nervous'. They were instructed: 'Thinking back to that point in the experiment when you felt the most tense and nervous, indicate just how you felt by placing an X at the appropriate point on the scale.' The results are shown in terms of mid-point values.

and nervous'. Self-reports of this sort are of limited precision, and at best provide only a rough indication of the subject's emotional response. Still, taking the reports for what they are worth, it can be seen that the distribution of responses spans the entire range of the scale, with the majority of subjects concentrated at the center and upper extreme. A further breakdown showed that obedient subjects reported themselves as having been slightly more tense and nervous than the defiant subjects at the point of maximum tension.

How is the occurrence of tension to be interpreted? First, it points to the presence of conflict. If a tendency to comply with authority were the only psychological force operating in the situation, all subjects would have continued to the end and there would have been no tension. Tension, it is assumed, results from the simultaneous presence of two or more incompatible response tendencies (Miller,

1944). If sympathetic concern for the victim were the exclusive force, all subjects would have calmly defied the experimenter. Instead, there were both obedient and defiant outcomes, frequently accompanied by extreme tension. A conflict develops between the deeply ingrained disposition not to harm others and the equally compelling tendency to obey others who are in authority. The subject is quickly drawn into a dilemma of a deeply dynamic character, and the presence of high tension points to the considerable strength of each of the antagonistic vectors.

Moreover, tension defines the strength of the aversive state from which the subject is unable to escape through disobedience. When a person is uncomfortable, tense, or stressed, he tries to take some action that will allow him to terminate this unpleasant state. Thus tension may serve as a drive that leads to escape behavior. But in the present situation, even where tension is extreme, many subjects are unable to perform the response that will bring about relief. Therefore there must be a competing drive, tendency, or inhibition that precludes activation of the disobedient response. The strength of this inhibiting factor must be of greater magnitude than the stress experienced, else the terminating act would occur. Every evidence of extreme tension is at the same time an indication of the strength of the forces that keep the subject in the situation.

Finally, tension may be taken as evidence of the reality of the situations for the subjects. Normal subjects do not tremble and sweat unless they are implicated in a deep and genuinely felt predicament.

BACKGROUND AUTHORITY

In psychophysics, animal learning, and other branches of psychology, the fact that measures are obtained at one institution rather than another is irrelevant to the interpretation of the findings, so long as the technical facilities for measurement are adequate and the operations are carried out with competence.

But it cannot be assumed that this holds true for the present study. The effectiveness of the experimenter's commands may depend in an important way on the larger institutional context in which they are issued. The experiments described thus far were conducted at Yale University, an organization which most subjects regarded with respect and sometimes awe. In post-experimental interviews several participants remarked that the locale and sponsorship of the study gave them confidence in the integrity, competence, and benign purposes of the personnel; many indicated that they would not have shocked the learner if the experiments had been done elsewhere.

This issue of background authority seemed to us important for an interpretation of the results that had been obtained thus far; moreover it is highly relevant to any comprehensive theory of human obedience. Consider, for example, how closely our compliance with the imperatives of others is tied to particular institutions and locales in our day-to-day activities. On request, we expose our throats to a man with a razor blade in the barber shop, but would not do so in a shoe store; in the latter setting we willingly follow the clerk's request to stand in our stockinged feet, but resist the command in a bank. In the laboratory of a great university, subjects may comply with a set of commands that would be resisted if given elsewhere. *One must always question the relationship of obedience to a person's sense of the context in which he is operating.*

To explore the problem we moved our apparatus to an office building in

industrial Bridgeport and replicated experimental conditions, without any visible tie to the university.

Bridgeport subjects were invited to the experiment through a mail circular similar to the one used in the Yale study, with appropriate changes in letterhead, etc. As in the earlier study, subjects were paid \$4.50 for coming to the laboratory. The same age and occupational distributions used at Yale, and the identical personnel, were employed.

The purpose in relocating in Bridgeport was to assure a complete dissociation from Yale, and in this regard we were fully successful. On the surface, the study appeared to be conducted by RESEARCH ASSOCIATES OF BRIDGEPORT, an organization of unknown character (the title had been concocted exclusively for use in this study).

The experiments were conducted in a three-room office suite in a somewhat run-down commercial building located in the downtown shopping area. The laboratory was sparsely furnished, though clean, and marginally respectable in appearance. When subjects inquired about professional affiliations, they were informed only that we were a private firm conducting research for industry.

Some subjects displayed skepticism concerning the motives of the Bridgeport experimenter. One gentleman gave us a written account of the thoughts he experienced at the control board:

. . . Should I quit this damn test? Maybe he passed out? What dopes we were not to check up on this deal. How do we know that these guys are legit? No furniture, bare walls, no telephone. We could of called the Police up or the Better Business Bureau. I learned a lesson tonight. How do I know that Mr Williams [the experimenter] is telling the truth . . . I wish I knew how many volts a person could take before lapsing into unconsciousness . . .

[Subject 2414]

Another subject stated:

I questioned on my arrival my own judgment [about coming]. I had doubts as to the legitimacy of the operation and the consequences of participation. I felt it was a heartless way to conduct memory or learning processes on human beings and certainly dangerous without the presence of a medical doctor.

[Subject 2440 V]

There was no noticeable reduction in tension for the Bridgeport subjects. And the subjects' estimation of the amount of pain felt by the victim was slightly, though not significantly, higher than in the Yale study.

A failure to obtain complete obedience in Bridgeport would indicate that the extreme compliance found in New Haven subjects was tied closely to the background authority of Yale University; if a large proportion of the subjects remained fully obedient, very different conclusions would be called for.

As it turned out, the level of obedience in Bridgeport, although somewhat reduced, was not significantly lower than that obtained at Yale. A large proportion of the Bridgeport subjects were fully obedient to the experimenter's commands (48 per cent of the Bridgeport subjects delivered the maximum shock vs. 65 per cent in the corresponding condition at Yale).

How are these findings to be interpreted? It is possible that if commands of a potentially harmful or destructive sort are to be perceived as legitimate they must occur within some sort of institutional structure. But it is clear from the study that it need not be a particularly reputable or distinguished institution. The Bridgeport experiments were conducted by an unimpressive firm lacking any credentials; the laboratory was set up in a respectable office building with title listed in the building directory. Beyond that, there was no evidence of benevolence or competence. It is possible that the *category* of institution, judged according to its professed function, rather than its qualitative position within that category, wins our compliance. Persons deposit money in elegant, but also in seedy-looking banks, without giving much thought to the differences in security they offer. Similarly, our subjects may consider one laboratory to be as competent as another, so long as it is a scientific laboratory.

It would be valuable to study the subjects' performance in other contexts which go even further than the Bridgeport study in denying institutional support to the experimenter. It is possible that, beyond a certain point, obedience disappears completely. But that point had not been reached in the Bridgeport office: almost half the subjects obeyed the experimenter fully.

FURTHER EXPERIMENTS

We may mention briefly some additional experiments undertaken in the Yale series. A considerable amount of obedience and defiance in everyday life occurs in connexion with groups. And we had reason to feel in the light of many group studies already done in psychology that group forces would have a profound effect on reactions to authority. A series of experiments was run to examine these effects. In all cases only one naïve subject was studied per hour, but he performed in the midst of actors who, unknown to him, were employed by the experimenter. In one experiment (Groups for Disobedience) two actors broke off in the middle of the experiment. When this happened 90 per cent of the subjects followed suit and defied the experimenter. In another condition the actors followed the orders obediently; this strengthened the experimenter's power only slightly. In still a third experiment the job of pushing the switch to shock the learner was given to one of the actors, while the naïve subject performed a subsidiary act. We wanted to see how the teacher would respond if he were involved in the situation but did not actually give the shocks. In this situation only three subjects out of forty broke off. In a final group experiment the subjects themselves determined the shock level they were going to use. Two actors suggested higher and higher shock levels; some subjects insisted, despite group pressure, that the shock level be kept low; others followed along with the group.

Further experiments were completed using women as subjects, as well as a set dealing with the effects of dual, unsanctioned, and conflicting authority. A final experiment concerned the personal relationship between victim and subject. These will have to be described elsewhere, lest the present report be extended to monographic length.

It goes without saying that future research can proceed in many different directions. What kinds of response from the victim are most effective in causing disobedience in the subject? Perhaps passive resistance is more effective than vehement protest. What conditions of entry into an authority system lead to

greater or lesser obedience? What is the effect of anonymity and masking on the subject's behavior? What conditions lead to the subject's perception of responsibility for his own actions? Each of these could be a major research topic in itself, and can readily be incorporated into the general experimental procedure described here.

LEVELS OF OBEDIENCE AND DEFIANCE

One general finding that merits attention is the high level of obedience manifested in the experimental situation. Subjects often expressed deep disapproval of shocking a man in the face of his objections, and others denounced it as senseless and stupid. Yet many subjects complied even while they protested. The proportion of obedient subjects greatly exceeded the expectations of the experimenter and his colleagues. At the outset, we had conjectured that subjects would not, in general, go above the level of 'Strong Shock'. In practice, many subjects were willing to administer the most extreme shocks available when commanded by the experimenter. For some subjects the experiment provides an occasion for aggressive release. And for others it demonstrates the extent to which obedient dispositions are deeply ingrained, and are engaged irrespective of their consequences for others. Yet this is not the whole story. Somehow, the subject becomes implicated in a situation from which he cannot disengage himself.

The departure of the experimental results from intelligent expectation, to some extent, has been formalized. The procedure was to describe the experimental situation in concrete detail to a group of competent persons, and to ask them to predict the performance of 100 hypothetical subjects. For purposes of indicating the distribution of break-off points judges were provided with a diagram of the shock generator, and recorded their predictions before being informed of the actual results. Judges typically underestimated the amount of obedience demonstrated by subjects.

In *Figure 3*, we compare the predictions of forty psychiatrists at a leading medical school with the actual performance of subjects in the experiment. The psychiatrists predicted that most subjects would not go beyond the tenth shock level (150 volts; at this point the victim makes his first explicit demand to be freed). They further predicted that by the twentieth shock level (300 volts; the victim refuses to answer) 3.73 per cent of the subjects would still be obedient; and that only a little over one-tenth of one per cent of the subjects would administer the highest shock on the board. But, as the graph indicates, the obtained behavior was very different. Sixty-two per cent of the subjects obeyed the experimenter's commands fully. Between expectation and occurrence there is a whopping discrepancy.

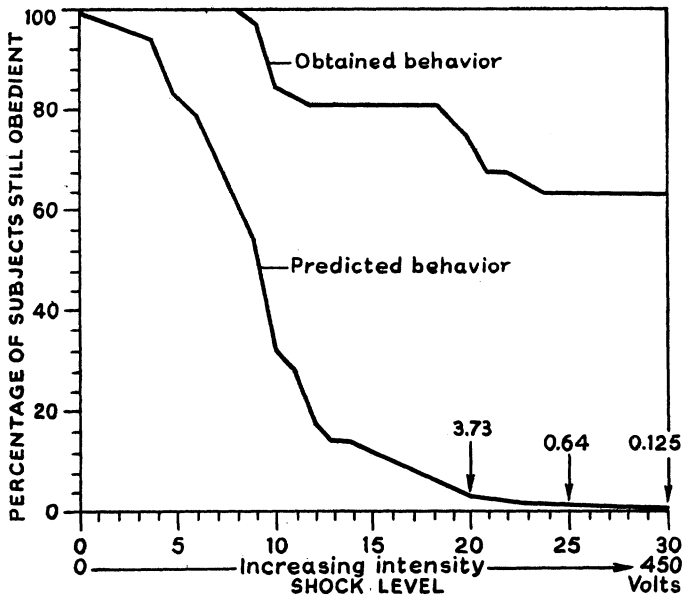
Why did the psychiatrists underestimate the level of obedience? Possibly, because their predictions were based on an inadequate conception of the determinants of human action, a conception that focuses on motives *in vacuo*. This orientation may be entirely adequate for the repair of bruised impulses as revealed on the psychiatrist's couch, but as soon as our interest turns to action in larger settings, attention must be paid to the situations in which motives are expressed. A situation exerts an important press on the individual. It exercises constraints and may provide an important push. In certain circumstances it is not so much the kind of person a man is, as the kind of situation in which he is placed, that determines his actions.

Many people, not knowing much about the experiment, claim that subjects

who go to the end of the board are sadistic. Nothing could be more foolish as an overall characterization of these persons. It is like saying that a person thrown into a swift-flowing stream is necessarily a fast swimmer, or that he has great stamina because he moves so rapidly relative to the bank. The context of action must always be considered. The individual, upon entering the laboratory, becomes integrated into a situation that carries its own momentum. The subject's problem then is how to become disengaged from a situation which is moving in an altogether ugly direction.

The fact that disengagement is so difficult testifies to the potency of the forces that keep the subject at the control board. Are these forces to be conceptualized as

FIGURE 3 PREDICTED AND OBTAINED BEHAVIOR IN VOICE FEEDBACK



individual motives and expressed in the language of personality dynamics, or are they to be seen as the effects of social structure and pressures arising from the situational field?

A full understanding of the subject's action will, I feel, require that both perspectives be adopted. The person brings to the laboratory enduring dispositions toward authority and aggression, and at the same time he becomes enmeshed in a social structure that is no less an objective fact of the case. From the standpoint of personality theory one may ask: What mechanisms of personality enable a person to transfer responsibility to authority? What are the motives underlying obedient and disobedient performance? Does orientation to authority lead to a short-circuiting of the shame-guilt system? What cognitive and emotional defenses are brought into play in the case of obedient and defiant subjects?

The present experiments are not, however, directed toward an exploration of the motives engaged when the subject obeys the experimenter's commands. Instead, they examine the situational variables responsible for the elicitation of obedience. Elsewhere, we have attempted to spell out some of the structural properties

of the experimental situation that account for high obedience, and this analysis need not be repeated here (Milgram, 1963). The experimental variations themselves represent our attempt to probe that structure, by systematically changing it and noting the consequences for behavior. It is clear that some situations produce greater compliance with the experimenter's commands than others. However, this does not necessarily imply an increase or decrease in the strength of any single definable motive. Situations producing the greatest obedience could do so by triggering the most powerful, yet perhaps the most idiosyncratic, of motives in each subject confronted by the setting. Or they may simply recruit a greater number and variety of motives in their service. But whatever the motives involved—and it is far from certain that they can ever be known—action may be studied as a direct function of the situation in which it occurs. This has been the approach of the present study, where we sought to plot behavioral regularities against manipulated properties of the social field. Ultimately, social psychology would like to have a compelling *theory of situations* which will, first, present a language in terms of which situations can be defined; proceed to a typology of situations; and then point to the manner in which definable properties of situations are transformed into psychological forces in the individual.⁹

POSTSCRIPT

Almost a thousand adults were individually studied in the obedience research, and there were many specific conclusions regarding the variables that control obedience and disobedience to authority. Some of these have been discussed briefly in the preceding sections, and more detailed reports will be released subsequently.

There are now some other generalizations I should like to make, which do not derive in any strictly logical fashion from the experiments as carried out, but which, I feel, ought to be made. They are formulations of an intuitive sort that have been forced on me by observation of many subjects responding to the pressures of authority. The assertions represent a painful alteration in my own thinking; and since they were acquired only under the repeated impact of direct observation, I have no illusion that they will be generally accepted by persons who have not had the same experience.

With numbing regularity good people were seen to knuckle under the demands of authority and perform actions that were callous and severe. Men who are in everyday life responsible and decent were seduced by the trappings of authority, by the control of their perceptions, and by the uncritical acceptance of the experimenter's definition of the situation, into performing harsh acts.

What is the limit of such obedience? At many points we attempted to establish a boundary. Cries from the victim were inserted; not good enough. The victim claimed heart trouble; subjects still shocked him on command. The victim pleaded that he be let free, and his answers no longer registered on the signal box; subjects continued to shock him. At the outset we had not conceived that such drastic procedures would be needed to generate disobedience, and each step was added only as the ineffectiveness of the earlier techniques became clear. The final effort to establish a limit was the Touch-Proximity condition. But the very first subject in

9. My thanks to Professor Howard Leventhal of Yale for strengthening the writing in this paragraph.

this condition subdued the victim on command, and proceeded to the highest shock level. A quarter of the subjects in this condition performed similarly.

The results, as seen and felt in the laboratory, are to this author disturbing. They raise the possibility that human nature, or—more specifically—the kind of character produced in American democratic society, cannot be counted on to insulate its citizens from brutality and inhumane treatment at the direction of malevolent authority. A substantial proportion of people do what they are told to do, irrespective of the content of the act and without limitations of conscience, so long as they perceive that the command comes from a legitimate authority. If in this study an anonymous experimenter could successfully command adults to subdue a fifty-year-old man, and force on him painful electric shocks against his protests, one can only wonder what government, with its vastly greater authority and prestige, can command of its subjects. There is, of course, the extremely important question of whether malevolent political institutions could or would arise in American society. The present research contributes nothing to this issue.

In an article titled 'The Dangers of Obedience', Harold J. Laski wrote:

‘. . . civilization means, above all, an unwillingness to inflict unnecessary pain. Within the ambit of that definition, those of us who heedlessly accept the commands of authority cannot yet claim to be civilized men.

‘. . . Our business, if we desire to live a life, not utterly devoid of meaning and significance, is to accept nothing which contradicts our basic experience merely because it comes to us from tradition or convention or authority. It may well be that we shall be wrong; but our self-expression is thwarted at the root unless the certainties we are asked to accept coincide with the certainties we experience. That is why the condition of freedom in any state is always a widespread and consistent skepticism of the canons upon which power insists.’

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BIOGRAPHICAL NOTE

STANLEY MILGRAM conducted cross-national experiments in the Institute for Social Research, Oslo, and the Laboratoire de Psychologie Sociale, Sorbonne, in 1957-59. He spent a year at the Institute for Advanced Study, Princeton, and received a Ph.D. in Social Psychology from Harvard University in 1960. He completed the experiments described here while an assistant professor of psychology at Yale University. Subsequently, he joined the Department of Social Relations faculty at Harvard, where he teaches experimental social psychology.

The present paper was awarded the Socio-Psychological Prize of the American Association for the Advancement of Science in 1964.

Re: Notice of refusal to submit to the UW mandatory vaccination and testing policy

Edward Vrscay <ervrscay@uwaterloo.ca>

Sun 10/3/2021 7:11 PM

To: Mark Giesbrecht <mwg@uwaterloo.ca>

Cc: Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>

Dear Mark, with copy to Siv:

I'm finding it more and more difficult to write to you as a friend and colleague as opposed to an "employee" writing to his "employers". But I suppose that it would eventually have had to come to this.

Just to clarify the nature of that "scheduled component that was to be delivered in person (which you are prevented from delivering because of your choices around the vaccine mandate)": Mark, these were originally going to be "in person" office hours that I arranged in "good faith". I didn't have to do this at all - I could have simply arranged for online lectures, declaring that all office hours would be online, all of which would have been accepted by the Registrar's Office. After all, that is how many courses are being delivered this term - totally online. Of course, you simply could not resist inserting that "cheap shot" at the end of your sentence, i.e., "which you are prevented ... vaccine mandate", just to deflect the attention back to me, to make it look like my refusal is compromising the quality of the courses I am teaching.

I don't need to defend myself here but, given a recent e-mail from someone in my class - which I shall be forwarding to you and Siv - I would like to invite each of you, Mark and Siv, to consult with the students in both courses on how my online office hours are working. On MWF at 12:30 p.m. (and other times when necessary) I sit in front of my screen for over an hour with Teams running, waiting for people to "call" me. And not just about course material. I am getting a number of calls from students asking me about what they should/could do in their future, e.g., reading courses, suggestions for graduate work, graduate schools, etc.. I have also been available as a more general "mentor" and, yes, a kind of "person to whom a student can talk" - the word does get around. So if you, or perhaps more realistically, "those upstairs", wish to make any kind of case that the quality of my courses has been decreased because of my refusal to be vaccinated, I'm afraid that you won't find much to back it up. But keep trying if you wish. In fact, you and "they" must keep trying so that you can continue to enforce allegiance to the vaccination policy.

Mark, with all respect, you tell me that "it would honestly be premature to tell students, etc." when it was **you** who wrote to me in your original e-mail that there was a possibility that I would be removed from the courses come Oct. 17. Why would you write this if not to try to scare me? It can be interpreted as a threat - an attempt to intimidate. I suspect that those words came "from above" so I won't write any more. In any case, it is simply a very childish game on the part of the administration. Of course, you, or is it "they?", can use the excuse that it is your/"their" duty to warn people like us about the consequences of our actions.

I imagine that those "upstairs" have already planned out things and options, etc.. The most decent thing that they could do is to be honest and just let me know. But they persist in wanting to play a game - a childish one, in fact. Or perhaps they are afraid of what I would do if they played their cards too early. They are probably thinking that it's best for them/you to step in at the last minute with the announcement, "We regret to report that Prof. Vrscay is unable to continue teaching your course but assure you that the quality of your course will not be affected, etc.. We sincerely thank Prof. Vrscay for all his many contributions to the University of Waterloo over the past 35 years and trust that you join us in wishing him all the best in his future endeavours." As time goes on, more and more about the administration and its tactics is being revealed. And believe me, Mark, the outside world - and the inside as well - is taking notice.

Someone else in my position could well make the claim that the "uncertainty" that you communicated in your original e-mail about what to do with me - which can be interpreted as bullying or harassment - is causing her/him such stress that she/he are not able to function properly. Fortunately - for you and for me - that is not the case here. I have never enjoyed these two courses as much as I am this term, and the students know it as well. (The recent sabbatical helped - I've been able to add new material.) I also know that a good number are very much looking forward to topics that I have promised to cover later in the courses. Please ask my students, Mark. Better yet, I invite Siv (to whom this letter is copied) to ask them since, after all, these are Applied Math courses.

That all being said, Mark, I certainly do not wish you or "them" to think that I would be devastated if you took the courses away from me in mid-October. Far from it. If you or "they" wish to continue playing these childish games, then so be it. "Dicit ei Iesus, 'Quod facis fac citius'" (Joann. 13:27-28).

I shall wait a few more days. Perhaps by that time you, or "they who are upstairs", will summon enough courage and decency to be up front and honest. But nothing like that has been demonstrated up to this point, so I don't expect much in the future.

I do wish that we could have had a better communication - an honest and open one between two colleagues, as opposed to one between the loyal "vaccinated" who conform to policy and those dangerous "unvaccinated" - the new "lepers" - who must be avoided at all costs and, Heaven forbid, not even be allowed to be in online contact - no, sorry, that is a bad word - in online **communication** with people on campus. (To his credit, Siv contacted me via Teams so that we could have an informal chat. We are, of course, on opposite sides, but we at least had a frank discussion.) Sadly, Mark, I think that you do, i.e., wish for a better communication, as well. Deep down, I don't think that some of the things that you have written to me are really coming from you. But you have a job to do and "they" are expecting you to do it. I can only conclude with the words of Our Lord in Mark 8:36-37: "For what shall it profit a man, if he shall gain the whole world, and lose his soul? Or what shall a man give in exchange for his soul?" (As you will probably recall, they also happen to be the next-to-final words of Sir Thomas More at his trial in the film, "A Man For All Seasons".) These words apply to both you and me - and to "them" as well. God will be the final judge of each one of us and her/his own actions.

Sincerely yours

Ed

Edward R. Vrscaj
Department of Applied Mathematics
University of Waterloo
Waterloo, Ontario, Canada N2L 3G1

<https://www.math.uwaterloo.ca/~ervrscaj>

From: Mark Giesbrecht <mwg@uwaterloo.ca>
Sent: Saturday, October 2, 2021 4:49 PM
To: Edward Vrscaj <ervrscaj@uwaterloo.ca>
Cc: Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>
Subject: Re: Notice of refusal to submit to the UW mandatory vaccination and testing policy

Dear Ed,

I appreciate the concern for the students in your response. The students' best interests, and indeed those of the whole community, are why I support the University's position on the vaccine mandate. I now understand that you are currently teaching exclusively online even though your courses had a scheduled component that was to be delivered in person (which you are prevented from delivering because of your choices around the vaccine mandate).

Ed, it would honestly be premature at this time to tell students how they will be accommodated in your courses when no determination has been made how things will proceed. These students are all vaccinated, and are there for the course content. It would be in the interest of these students to hold off on any announcements until we can provide some clarity to them. In no case will these students be left without a reasonable path to completing their courses.

Thank you for your understanding.

Mark

Dr. Mark Giesbrecht
Dean, Faculty of Mathematics. Professor, David R. Cheriton School of Computer Science
University of Waterloo, Canada. Email: mwg@uwaterloo.ca URL: <https://cs.uwaterloo.ca/~mwg>

On Sep 30, 2021, at 9:25 PM, Edward Vrscaj <ervrscaj@uwaterloo.ca> wrote:

Dear Mark, with copy to Siv:

Further to my earlier e-mail to you: Please note that I could have simply sent your letter immediately to my classes. I certainly had the right to do so since the quality of their courses are being threatened - even the suggestion of disruption can be interpreted as a hostile act. I hope you understand that my decision not to do so was an act of good faith - an effort to re-establish some sanity in this discussion.

All the best
Ed

From: Edward Vrscaj <evrscaj@uwaterloo.ca>
Sent: Thursday, September 30, 2021 8:19 PM
To: Mark Giesbrecht <mwg@uwaterloo.ca>
Cc: Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>
Subject: Re: Notice of refusal to submit to the UW mandatory vaccination and testing policy

Dear Mark, with copy to Siv:

Thank you for your reply. I shall be brief, and may respond in more detail later.

First of all, Mark, I simply could not believe what I was reading. I understand that you have a Faculty of Mathematics to run, and "order" to keep but, please, Mark. You may be able to get away with such bullying tactics with younger faculty members but not with me. I really have nothing to lose, so I'll stand up for what is right.

For example, you write, "With respect to your courses this term, it is possible that you may not be able to continue teaching after October 17, and similarly for your assigned teaching in January. Of course, this teaching is an essential part of your professorial duties."

Do you honestly wish to terminate my teaching on October 17? I really don't care, Mark - you can terminate my teaching tomorrow if you wish. But do you really want to do this to the students? I received your e-mail while composing a letter to all Members of the Legislative Assembly of Ontario, copied to Karen Redman, Regional Chair of Waterloo Region, Dave Jaworsky, Mayor of Waterloo, Barry Vrbancic, Mayor of Waterloo, Liz Monteiro of the Waterloo Region Record, and a number of other people. I just could not resist adding the following P.S. to my letter to them:

"P.S. Just before sending this e-mail to you, I received a reply to my letter from Dean Giesbrecht - a somewhat "threatening" one, suggesting that I might not be able to continue teaching my two courses this term beyond the October 17 deadline of the vaccination mandate. I find it quite puzzling that an academic institution such as UW that praises itself so highly would do something so incredibly unwise. First of all, I am teaching these courses online - the fact that I am prohibited from setting foot on campus does not affect the delivery of these courses. I suppose that this is supposed to be punitive. Secondly, I developed these two Applied Mathematics courses and am the only person in my Department who has ever taught them. Nobody else could possibly come in and continue the course successfully at such short notice. Who is really being punished? Imagine the students' reactions on October 17!"

This is typical "Yosemite Sam shooting himself in the foot" behaviour, Mark - quite unbecoming of an academic institution that advertises itself as an internationally-recognized centre of scholarship. Very childish but, in reality, quite expected from an institution that has become more and more dictatorial.

Mark, I have two one-hour slots reserved for tutorials next Tuesday - one for my AMATH 343 course and the other for my AMATH 391 course. I have used them as "group meetings" on Teams. I now ask you for advice: Shall I arrange a Teams meeting with each of these classes to inform them that there is a possibility that I shall be removed from the course as of October 17, along with the information that I inserted in my P.S. above, i.e. that I developed these courses, I have been the only person who has taught these courses? I would send them a copy of your letter to me in advance, to prepare them for the meeting. If I do not hear back from you by 9:00 p.m. Saturday evening, October 2, 2021, I shall send them an e-mail with your letter along with a Teams invitation for group meetings on Tuesday. The students deserve to know what is happening since their education could be affected by these childish actions of the administration. And can you imagine their reaction upon hearing about such childish actions.

With regard to graduate student supervision, I think I made it clear in my letter that it would be most unwise for you to terminate my supervision of my Ph.D. student. There is nobody else in our Faculty who is qualified to help her to the end of her program. I do think that she would have adequate grounds for a lawsuit if her program were jeopardized. As for my other graduate student, who is beginning her M.Math. program, I would like to mention - especially for Siv's benefit - that this student came to our Department for the SOLE PURPOSE of working with me. I'm quite sure that she would be very disappointed if she were unable to continue her M.Math. program under my supervision. And if she were unable to do so, I'd

love to see a lawsuit - and one directed at particular people and not institutions.

At this point, I should mention that I have NEVER said anything to my AMATH 343 or AMATH 391 students about the vaccination mandate. This will be a total surprise for them. It will be very informative for them to learn what their institution thinks of them.

I am going to leave your comments regarding "unsolicited e-mails" alone for the time being - well almost: The use of the phrase "unsolicited e-mails" is inane, as it was in the "warning" from IST. Michael Palmer replied most appropriately when he asked, "What e-mails do we receive that are solicited?" My e-mails were concerned with academic matters - I won't even waste time trying to "justify" that statement to you.

I have decided to keep this e-mail between the three of us. Any future correspondence will be copied to the President of UW, the VPAP and possibly others.

You have a very difficult job, Mark, and despite what I have written above, I do wish you all the best. If it be of any help to you, there is a reason for everything that happens to each and every one of us. There is not one event that takes place in the universe without God's permission. I have drawn enormous consolation from that fact. Now, many - especially nonbelievers - will criticize that statement, i.e., "How could He permit evil acts?" (Just to clarify, He doesn't cause evil acts.) The answer, as you hopefully believe, is that He permits anything that can eventually lead to a greater good. Each one of us is confronted with difficulties, challenges and temptations - each of which will be an opportunity for our spiritual growth and, hopefully, conversion. God wants each one of us to grow and to know Him, which is to know Truth. I shall honestly keep you in my prayers, Mark. May God guide you and protect you. But all that being said, I shall continue to do what I do, since I believe that what I am doing is right. There is far more than a mandatory vaccination policy that is going on here, Mark. This is part of a much larger spiritual war. You may not believe this, which is certainly your choice.

And if there is any doubt on my sincerity, I request that this letter be put in my official record - both in the Faculty's records as well as in my Department's records.

Yours sincerely

Ed

Edward R. Vrscay
Department of Applied Mathematics
University of Waterloo
Waterloo, Ontario, Canada N2L 3G1

<https://www.math.uwaterloo.ca/~ervrscay>

From: Mark Giesbrecht <mwg@uwaterloo.ca>
Sent: Thursday, September 30, 2021 4:31 PM
To: Edward Vrscay <ervrscay@uwaterloo.ca>
Cc: Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>
Subject: Re: Notice of refusal to submit to the UW mandatory vaccination and testing policy

Dear Ed,

This email is to acknowledge receipt of your email.

As you have noted correctly, you are required to be in compliance with [UW's vaccine requirement](#) and could otherwise face disciplinary action in the near future. I really do encourage you to complete your vaccination and upload your proof of vaccination by October 17. I truly believe this to be essential for community health, and important for your own. I recognize that you may have differing opinions as outlined in your letter, but the university is unwavering in its commitment to our approach, and I am fully supportive.

I must make very clear that under no circumstance can you come on to campus until you have met the vaccine requirement (October 17 or after) or participate in the rapid testing program if you come to campus before that date. I believe that Siv has kindly offered support in arranging for delivery some of your office materials if that is your wish. COVID-19 [testing, rapid screening and vaccination](#) is available through Campus Wellness for all University of Waterloo employees.

I would also suggest that broad dissemination of unsolicited emails to UW email addresses is not in your or anyone's interests, and can be disrupting and disconcerting to some.

With respect to your courses this term, it is possible that you may not be able to continue teaching after October 17, and similarly for your assigned teaching in January. Of course, this teaching is an essential part of your professorial duties. Decisions and ramifications on a breach of compliance will be decided centrally and communicated directly to you. Siv will also communicate on how this interacts with your teaching, supervision, service activities if and when that time comes.

I would suggest that you also reach out to FAUW and the [Academic Freedom and Tenure Committee](#) for advice and representation.

I do recognize that this is a difficult issue and time for everyone, and truly wish you all the best. You have made many great contributions as a professor here for many years, and I hope for many more.

Respectfully yours,

Mark

Dr. Mark Giesbrecht
Dean, Faculty of Mathematics. Professor, David R. Cheriton School of Computer Science
University of Waterloo, Canada. Email: mwg@uwaterloo.ca URL: <https://cs.uwaterloo.ca/~mwg>

On Sep 27, 2021, at 11:24 AM, Edward Vrscaj <ervrscaj@uwaterloo.ca> wrote:

To: Mark Giesbrecht, Dean, Faculty of Mathematics, UW
Siv Sivaloganathan, Chair, Department of Applied Mathematics, UW

Cc: David McKinnon, Chair, Department of Pure Mathematics, UW
Brian Ingalls, Associate Chair, Graduate Studies, Department of Applied Mathematics, UW
Cindy Forbes, Chair, Board of Governors, UW
Vivek Goel, President, UW
James Rush, Vice President, Academic and Provost, UW
Dennis Huber, Vice President, Administration and Finance
Charmaine Dean, Vice President, Research and International
David DeVidi, Associate Vice President, Academic
Jeff Casello, Associate Vice President, Graduate Studies and Postdoctoral Affairs
Marilyn Thompson, Associate Provost, Human Resources
Chris Read, Associate Provost, Students
Karen Jack, University Secretary
Lori Curtis, FAUW President
Kathy Becker, UWSA President
Greg Macedo, CUPE President
Jean Becker, Interim Associate Vice President, Human Rights, Equity and Inclusion

Re: Notice of my refusal to submit to the UW mandatory vaccination and testing policy

Date: September 27, 2021

Dear Mark and Siv (with copies to David *et al.*):

I am writing to give you advance notice of my intention not to be vaccinated nor to submit myself to testing by the UW mandatory vaccination policy deadline date of October 17 or beyond. Even though this will require my absence from campus, I do not foresee any disruption in any of my academic activities during the Fall 2021 term – unless, of course, the University decides to terminate my employment during this term. In that case, I shall leave it for the University to make reparations with those directly affected, i.e., students in the courses I am currently teaching as well as my current graduate students. If I am permitted to continue, then the Winter 2022 term may be of concern - I shall address this later in this letter.

Before continuing with the more professional aspects of my situation, communicating to you as my “line managers”, I would like to make some comments of a more personal nature. After all, we are human beings and colleagues, and I have known you, Siv and Mark, for some time now - especially you, Siv, whom I have known for all the years that you have been at UW (and even beforehand, as you have often reminded me). You, Siv, have been more than a colleague - you have been a very close and dear friend. Over the years, you and I joined forces on a number of occasions to “fight the good fight” in our dedication to the “academic ethic”. I can well imagine that

you, and perhaps the others, are wondering why I would take a stand which may not only cast me as a pariah among my colleagues but which may well affect my employment situation in the not-too-distant future. I shall address these questions below, if only briefly. Let me also mention that I am copying this letter to members of the senior level of UW's administration to reaffirm my opposition to its mandatory vaccination and testing policy and to protest its treatment of those who, for valid reasons, refuse to comply. I am also copying to administrators whose portfolios are concerned with the welfare of students, staff and faculty members at UW.

Let me repeat my statement that I respect the decisions of those who have chosen to be vaccinated. I sincerely wish everyone not only good health but excellent health. That being said, I shall in no way attempt to defend my decision to refuse to abide by the policy. Indeed, if I were even to try, I would be acknowledging its validity - which I emphatically do not, since I consider the policy to be unlawful, unethical and medically unsound as discussed in my open letter with Michael Palmer (Chemistry, UW), Richard Mann (Computer Science, UW) and (originally) 29 other signatories - staff, students and parents of students (the list has grown to well over 100) - and independently in the open letter by Prof. Dan Smilek (Psychology, UW) and his three colleagues from Laurier. From the viewpoint of personal freedom to choose, the policy violates federal and provincial law. It infringes the *Charter of Rights and Freedoms*, in particular Sections 2, 7 and 15. It violates the *Canadian Human Rights Act* and the *Ontario Human Rights Code*. (Of course, I have seen the recent statement of the Ontario Human Rights Commission on vaccine mandates. What do you expect it to have written?) Although I could continue along this legalistic train of thought, I shall not do so because, in fact, my own personal decision is based on a **Higher Law**. As a Roman Catholic, I subscribe to the teaching of the Church that personal conscience - a gift from God Who created each one of us in His own image - is **sacred and inviolable and must be respected in political society**. (Of course, the notion of "personal conscience" guided by Absolute Truth is rather foreign in today's society and even, I am sad to write, in the minds of many Catholics. What can one expect in a society led by institutions - academic, political and, yes, even religious! - that have allowed the very notion of truth to disappear? "Dicit ei Pilatus: 'Quid est veritas?'" Joann. 18:38.)

In its "Note on the morality of using some anti-COVID-19 vaccines", namely those "that have been developed from cell lines derived from tissues obtained from two fetuses that were not spontaneously aborted," the Congregation for the Doctrine of the Faith (December 21, 2020) states that "practical reason makes evident that vaccination is not, as a rule, a moral obligation and that, therefore, it must be voluntary". It continues with, "Those who, however, for reasons of conscience, refuse vaccines produced with cell lines from aborted fetuses," - a group to which I belong unequivocally - "must do their utmost to avoid, by other prophylactic means and appropriate behavior, becoming vehicles for the transmission of the infectious agent" - no problems there. (That being said, it must be understood that the Church can make authoritative pronouncements only on moral matters and not on the scientific aspects of COVID-19 and vaccines, which lie beyond its expertise and hence "jurisdiction".) Furthermore, with regard to the "exemptions" and "accommodations" of the mandate policy, I shall quote a faculty member, friend, and fellow Catholic at St. Jerome's University who, in writing to his administration, pointed out so aptly that since the mandatory vaccination policy is unlawful, then so is the policy of granting exemptions and accommodations: "It is nonsensical for someone to be requesting an exemption from an unlawful activity."

As for the testing requirement - the other "escape route" - I judge it to be discriminatory in light of recent results which show that vaccinated people can become infected as often as unvaccinated people. This would seem to imply that the former can transmit the disease as effectively as the latter -- see, for example, Brown *et al.* Morbidity and Mortality Weekly Report, CDC, August 6, 2021, 70(31); 1059-1062:

https://www.cdc.gov/mmwr/volumes/70/wr/mm7031e2.htm?s_cid=mm7031e2_w

Why, then, shouldn't both vaccinated as well as unvaccinated people be required to undergo testing? There is actually much more embarrassing information in this document - somewhat disguised because it is issued by the CDC - but I shall not take the time to comment on it: Let those with eyes see (cf. Isaiah 6:10). I am also taking the liberty of attaching a very important letter recently sent by Prof. Byram Bridle, an internationally recognized viral immunologist and vaccinologist from the University of Guelph, to the President of the University of Guelph. (You will recall that I mentioned Prof. Bridle in my original cover letter. I asked our administrators to look for "Dr. Bridles" on this campus and if they found any, to listen to them. Unfortunately, there was no response, to the detriment of the "Facts about COVID-19" article and video presented by the UW Daily Bulletin on Friday, September 10, 2021.) The letter can also be downloaded from here:

<https://childrenshealthdefense.ca/wp-content/uploads/2021-09-17-Open-letter-to-the-president-of-the-U-of-G-BBridle.pdf>

Let me now return to the practical aspects of my mandated absence from campus this Fall 2021 term. I am currently teaching two courses online, AMATH 343, "Discrete Models in Applied Mathematics" and AMATH 391, "From Fourier to Wavelets". At the time that we were asked - back in Spring 2021, I believe - how we would like to deliver our courses for Fall 2021, I chose the online option for both, but with the plan that I would hold a one-hour "in person office hour" for each course each week, to take place in a suitably large classroom for purposes of "distancing". The Registrar's Office did schedule rooms and times. Unfortunately, for obvious reasons, I am unable to meet personally with my students. On Tuesday, September 14, I met with each class on Teams - a first "getting to know you" group session which was quite successful. Otherwise, I am recording the lectures for each course, posting them on LEARN along with copies of my lecture notes. I also have three one-hour online "office hours" on Teams each week. Based upon feedback from my students in both courses, things appear to be going quite well.

As you well know, Siv, I am currently supervising two graduate students, a PhD student who is in the final stages of her program and an M.Math. student who has just begun her program. (I am withholding their names because of my intention to make this letter

public.) Of course, my PhD student and I were interacting online during the entire COVID-19 pandemic and its shutdowns, etc., with no problem, and continue to do so. She is planning to defend her thesis around April 2022. I have discussed the matter of my refusal to submit to the mandatory vaccination policy with each student separately, letting each know that I would respect her decision to change supervisors with absolutely no ill feeling. Both students have expressed their desire to continue to work under my supervision. I do think - and I trust that you would agree - that it would be most unwise for the University to terminate my position before the end of the Winter 2022 term, thereby disrupting my PhD student's thesis defense – something for which she has worked with exceptional perseverance and diligence.

I also continue, of course, to collaborate with my research colleagues online as, of course, everyone has been doing during the pandemic. I especially thank my “fractalator” colleagues for their very kind gesture toward me recently, in the form of a special issue:

<https://www.sciencedirect.com/science/article/abs/pii/S1007570421001179>

I now wish to address other possible concerns with the Winter 2022 term. As Siv and David know, I am scheduled to teach PMATH 370, “Chaos and Fractals”, during that term. I taught the course for the past three offerings, i.e., W16, W18 and W20 - quite successfully, I think - and did not foresee teaching it again until asked by David if I would be able/willing to teach it in Winter 2022 - to which I replied in the affirmative. (I have enjoyed teaching this course immensely.) If UW's mandatory vaccination policy extends into the Winter 2022 term, then I would naturally have to teach PMATH 370 online - something which I am quite prepared to do. Of course, this is predicated upon whether the Pure Mathematics Department would be willing to (1) have the course taught online and (2) taught by myself. During the early stages of writing of this letter, I was under the impression that it was quite possible that we would not be returning to full “in person” teaching in Winter 2022. The September 20 memo from the VPAP dealing with a possible return to complete in-person teaching, as well as subsequent memos from various sources, indicate otherwise. In any case, I leave this matter in David's hands - which is why I have copied this letter to him.

There is one final aspect of my duties which will require attention - service. I trust that Siv and I shall be able to arrive at a mutually agreeable assignment of my service duties while I am away from campus.

Finally, the following matter will require your attention. Very soon - in fact, as soon as possible - I shall need to visit my office in MC 6326 at least once and most probably a few more times to bring some things home. Top on my list are my written solutions to problem sets and examinations for my AMATH 343, AMATH 391 and PMATH 370 courses. I also need to retrieve some books as well as a number of personal possessions. My question to you: Would I be able to obtain special permission to visit my office at times when others are most likely not present, e.g., late nights? Of course, I would expect some conditions, e.g., to “sign in”, wear a mask. I trust that you would inform me of what is required and hope that you would do so at your earliest convenience.

Siv and Mark, and indeed others, I consider myself extremely fortunate to be able to continue most, if not all of, my duties while being away from campus, as is the case for many, perhaps almost all, faculty in Mathematics. I am also confident that I can continue my teaching vocation in a manner that - with great thanks and appreciation - was recognized by the Faculty of Mathematics in 2019 in the form of an “Award for Distinction in Teaching”. The ability to continue one's duties while absent from campus is also possible for many, perhaps almost all as well, staff members in our Faculty with whom we work. It is not the case, however, for many other staff members who must be physically present on campus in order to perform their duties (e.g., Plant Operations, Central Stores). My conscience does not allow me to end this letter without expressing my deepest concern and sympathy for those staff members who, for valid personal reasons, will not submit themselves to vaccination or testing, thereby jeopardizing their employment at UW. (I know of one person from Plant Operations who was asked to leave campus on September 8 – the future of his employment at UW is uncertain at this time.) Since the time that our Open Letter was sent to the UW community, I have heard from many people who are suffering greatly, with gut-wrenching stories of fear, anguish, hopelessness and, yes, even hostility from colleagues and superiors. To add salt to the wounds, the utter insensitivity of the University administration, with its heartless (army-like?) messages such as, “Action required: You are not permitted on campus,” simply astounds me. For an institution that prides itself on a supposed sensitivity and dedication to its community members, what would it have cost for its administrators to have added a few lines of sensitivity and compassion such as, “We understand that many of you may be having great difficulty, for reasons known only to you, in making the decision whether or not to be vaccinated.” Why is our University, which is supposed to be so “innovative”, unable – or perhaps unwilling? – to accommodate these people? Is it perhaps because they are considered second-class members of this community? (If so, then I humbly join this courageous group of people, proclaiming my second-class status. They have much more to lose than I do, cf. Mark 12:41-44.) As I mentioned in my cover letters to the UW administration and faculty/staff-at-large, the mandatory vaccination policy has created two “castes” on our campus – the “vaccinated” and the “unvaccinated”. The latter, thanks to the media and our administrators, have become the outcasts, and “Action required” dictates do not help the situation - in fact, they fan the flames. I'm quite sure that if any other recognized minority group on campus were treated in the same insensitive manner, an enormous outcry would follow. Some consolation lies in the following: “Blessed are those who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven” (Matt. 5:10) and “All who exalt themselves will be humbled and all who humble themselves shall be exalted” (Matt. 23:12). That being said, I lament at the damage done in the meantime, namely, jobs unnecessarily lost and lives unnecessarily shattered. I have compiled some stories and would be willing to share them with anyone interested (identities of their authors withheld, of course). You may find one - the man from Plant Operations - at the website,

https://links.uwaterloo.ca/Repeal_UW_Mandatory_Vaccination_Policy/

Of course, there is possibly another consolation for people who will lose their jobs and/or suffer undue distress: **lawsuits**. I have personally offered - and shall continue to do so - to help with some of the legal costs incurred by these people.

I completely understand, Mark and Siv, that the University's cruel - perhaps arrogant? - treatment of employees who refuse to comply with the unlawful, unethical and medically unsound mandatory vaccination policy is beyond your jurisdiction. This is a matter which warrants attention from higher levels of administration. Unfortunately, it appears that there is no such interest at these levels. I raised this matter in my original cover letter to President Goel and VPAP Rush but their reply, unfortunately, made no effort whatsoever to address or even acknowledge the issue. It is understandable that our senior administrators think - or at least wish - that the problem will eventually disappear. After all, there seems to be only a tiny minority of people (certainly in the case of faculty members) who reject the policy at this time. But what about when boosters will be required? And additional boosters (which will necessitate additional “Action required” dictates from the top)? And what if vaccines do not work as hoped? There are many researchers throughout the world, including our own local medical expert, Michael Palmer (MD) from Chemistry, UW, who are raising alarms about the possible adverse effects of repetitive booster injection, e.g., increasing amounts of synthetic lipids with cytotoxic properties which the body has trouble eliminating and ever more intense and destructive immune reactions to cells expressing the spike

protein. (Unfortunately, UW doesn't seem to recognize - or want to acknowledge - Prof. Palmer's expertise. I suggested to the President and VPAP of UW that this institution could take the lead by having a serious panel discussion involving Prof. Palmer and the local experts featured in the September 10 Daily Bulletin "Facts about COVID-19" feature. No reply.) Perhaps as more people become aware of these adverse effects and if, unfortunately, more and more vaccine-induced tragedies occur (assuming, of course, that they are reported honestly - I know personally of a few), there will be an increasing resistance to a "mandatory booster vaccination policy".

At this point, you may well be thinking the following: "You care so much about those who refuse to be vaccinated. What about those who have had COVID-19? What about those who have died? Don't you care about them?" Of course, I do. I care about them deeply. This is a terrible disease and I do not wish in any way to deny this. Two of my relatives - a cousin and her son - suffered greatly and, most thankfully, recovered. I pray daily for the repose of the souls of those who have died, for the recovery of those who are seriously ill, for doctors, nurses, and caregivers and, of course, for the many people near and dear to COVID-19 patients. I also pray for more effective strategies to deal with COVID-19 - strategies that, in fact, have been advocated consistently from the beginning of this pandemic by many experts worldwide - with others such as Dr. Bridle joining them later - but which, for whatever reasons, have been suppressed.

I also do not wish to be accused of downplaying the extremely difficult situation in which institutions such as UW find themselves. In my first cover letter, I asked our administrators to seek, with the help of our local experts, innovative solutions that could accommodate both vaccinated as well as unvaccinated people - an opportunity to establish UW as a leader. Unfortunately, it does not appear that this will happen. Total vaccination has become the official panacea. I fear greatly for the damage - physical, mental, emotional and spiritual - that this panacea could produce in this and future generations.

With regard to "this and future generations," I cannot close this letter without mentioning, with great respect and admiration, our students - our most precious resource. These are the people who, in the long run, will be most affected by the mandatory vaccination policy. Many students have had to turn down their acceptance for admission to UW because of their refusal to submit to the policy - I know a few of these young people personally. Some students have deferred their studies with the hope that they will be able to resume their studies, hopefully in the not-too-distant future. Others have gone into the workforce. My best wishes and prayers go out to **all** students, regardless of their decision to be or not to be vaccinated. However, I join Dr. Byram Bridle in a special salute to those courageous students who have made sacrifices by standing up to the principles that they hold. These students, as Dr. Bridle has so beautifully discussed in interviews, are the very students whom we should desire to have on our campuses, and we hope to see them again.

I have loved this institution - and the many people within - very dearly over the past 35 years - indeed, 50 years if you go back to my undergraduate years! I pray daily that wisdom will be allowed to guide all members of the UW community both academically as well as spiritually. I also wish each and every one of you health, happiness, safety, peace of mind and, above all, Love and Wisdom.

Sincerely yours,

Edward R. Vrscaj

Department of Applied Mathematics
Faculty of Mathematics
University of Waterloo

<https://www.math.uwaterloo.ca/~ervrscaj>

https://links.uwaterloo.ca/Repeal_UW_Mandatory_Vaccination_Policy/

<Vrscaj to Dean Chair refusal vaccination policy Sept 27 2021.pdf><2021-09-17-Open-letter-to-the-president-of-the-U-of-G-BBridle.pdf>

To: Mark Giesbrecht, Dean, Faculty of Mathematics
Siv Sivaloganathan, Chair, Department of Applied Mathematics

Cc: Vivek Goel, President, University of Waterloo
James Rush, Vice President Academic and Provost
Cindy Forbes, Chair, Board of Governors
Karen Jack, University Secretary
Marilyn Thompson, Associate Provost, Human Resources
Charmaine Dean, Vice President, Research and International
David DeVidi, Associate Vice President Academic
Jeff Casello, Associate Vice President, Graduate Studies and Postdoctoral Affairs
Jean Becker, Interim Associate Vice President, Human Rights, Equity and Inclusion
Matt Erickson, Director, Conflict Management and Human Rights
Lori Curtis, President, FAUW
Erin Windibank, Executive Manager, FAUW
Roydon Fraser, Jasmin Habib and Jean-Paul Lam,
Academic Freedom & Tenure Committee, FAUW
Kathy Becker, UWSA President
Greg Macedo, CUPE President
Sheila Ager, Dean of Arts
Mary Wells, Dean of Engineering
Jean Andrey, Dean of Environment
Lili Liu, Dean of Health
Bob Lemieux, Dean of Science
Bill Power, Chair, Department of Chemistry
Raouf Boutaba, Chair, David Cheriton School of Computer Science

Re: Attention required: What shall we do with a noncompliant senior faculty member? (to be sung to the tune, "What shall we do with a drunken sailor?" English traditional sea shanty)

Date: November 15, 2021

Dear Mark and Siv, as well as others who might be interested to learn that the UW administration's "Employee Discipline Process" violates the Memorandum of Agreement:

I find it necessary to continue our correspondence and ask a few more questions which now require an immediate response. These questions concern actions that may be taken against me in the not-too-distant future, perhaps as early as the beginning of the Winter 2022 term. The actions will probably follow the "Employee Discipline Process" described in the October 8, 2021 memo entitled, "Consequences for noncompliance to the vaccine mandates" (copy attached):

(i) a 3-day paid suspension followed by (ii) a 42-day unpaid suspension with benefits and then, possibly, (iii) termination of pay and benefits at the end of the suspension (which presumably means that the University wishes to force me into retirement). Of course, I shall not be teaching during the Winter 2022 term: the PMATH 370 course, “Chaos and Fractals”, that I was originally scheduled to teach will probably be taught by someone else “in person”. Siv has also told me informally – but only informally – that my teaching duties for next term could be moved to the Spring 2022 term, which can help to delay the question of “work arrangements”.

As you both know, I am currently supervising two graduate students. In three separate letters to you (September 26, 2021, October 16, 2021 and October 29, 2021), I have raised questions and concerns about the effects that any disciplinary actions might have on my students. To date, the only replies that I have received from you in this regard are your acknowledgements that I am committed to my students and interested in their welfare.

It must be emphasized that each of my students will be entering a most crucial period in her respective program in the Winter 2022 term. My Ph.D. student will be starting to write her thesis. Naturally, it is important that I be able to provide feedback during the writing of the thesis. (As I have written in previous e-mails, I am the only person on campus that could provide such feedback given the nature of the research.) There is also some collaborative research work that needs to be completed during this time. (She and I are currently writing a research paper with an end-of-January deadline for submission.) Winter 2022 will be the second term of my M.Math. student, which is usually the period in which I work with my students to develop a preliminary framework for their thesis research – obviously an important step. As I wrote in a previous e-mail, my M.Math. student’s choice to come to Applied Mathematics was based on her desire to work with myself, and no one else but myself, as research supervisor. (I state this as a fact and not out of pride.)

My first question to you, Mark, and possibly Siv (and others who may have to work with UW’s disciplinary policy): What happens if I am disciplined with the 42-day unpaid suspension next term? In particular, how will it affect my students? (We’ll deal with the question of termination later.) 42 days is a long time. Who will be there for them? Are they expected to continue on their own, during my “exile”? Now you – or perhaps the UW senior administrators – may well respond as follows: “Wouldn’t you continue to provide supervision out of good faith, the goodness of your heart or, if nothing else, your dedication to your academic vocation? After all, you can continue to supervise them while suspended. Do you really need to be paid and “unsuspended” to do this? Would you let such a petty concern as salary destroy the bond of trust that you have developed with your students? Would you really do this to them?”

You were probably raising your eyebrows and smirking while reading the above, thinking to yourselves, “That does it! Ed has really lost it this time!” My question to you: What other response than “shifting the blame” would one expect from a University that is more interested in (or obsessed with?) making a faculty member bend (break?) and comply to a policy that he judges to be immoral, unlawful, medically unsound and discriminatory (cf. my letter to you of September 26, 2021) than in the welfare of his students? Especially when everything could be

left alone and allowed to proceed normally and quite successfully, as has been the case since the pandemic came to our campus?

This matter is of supreme importance and requires your attention as soon as possible. In the case of my M.Math. student, it may be necessary to discuss a change of supervisor (or possibly a change in university). My Ph.D. student needs to be assured that she will be able to finish her thesis and defend it with proper supervision. There also remains the question of how I could continue to provide any further financial support from my NSERC Discovery Grant if I am suspended. Mark, in your November 1, 2021 e-mail reply to my e-mail of October 29, 2021, you suggested that such support could “be continued through an Adjunct Professorship.” Such a strategy would, of course, have to be verified with NSERC. (I have a feeling that this will not be acceptable to NSERC so I shall write to them.) That being said, there also remains the question of whether I would be willing to submit to a rather insulting procedure, i.e., essentially being “fired” and then given permission to participate once again in University activities.

I am planning to meet with my students in a week or so to discuss this matter – the second such meeting concerning my possible suspension – and ask that you do all that you can to help them by providing all necessary answers to the questions posed above. Perhaps our senior administrators were hoping – or perhaps have decided – that nothing would be said about this matter until the day that my suspension would be declared. (After all, they do seem to like shock tactics, e.g., a proliferation of “Action required: You are not permitted on campus” memos.) And perhaps you are thinking the same. I, however, shall continue to strive not to let that happen. As you will recall, I have been the one who has been consistently taking the initiative to ask you relevant questions at each step of this process, often receiving very few, if any, answers. From my own experiences as well as those of the many other “refuseniks” on this campus, the enforcement of this entire vaccination mandate has been plagued with uncertainties, threats and conflicting messages from “line managers”, “HR partners” and the like. (Staff members, in particular, have also had to endure silence, misinformation, rejection and even bullying.) And all of this in the name of “wellness”!

I presume that you, Mark and Siv, will have the responsibility of dealing directly with me when the time for suspensions comes. Let me make some recommendations in advance so that the mistakes made in dealing with Richard Mann (Computer Science) will not be repeated. I’m doing this to save time and frustration for both myself as you (e.g., a possible grievance). My recommendations are based on the “Employee Discipline Process” – which I shall refer to as “EDP” – which was outlined in the October 8 memo mentioned earlier.

1. First, I ask you to follow Point No. 1 of the EDP, that “in consultation with the individual”, i.e., myself, “develop a plan for alternative work options if they are available”. To the best of my knowledge, this was not done with Richard. Had there been any serious consultation, Richard would not have been suspended since it could have been easily established that no “alternative work options” were necessary: (1) he is not teaching this term and (2) he can continue to pursue his research at home. (One naturally wonders if there may be grounds for a grievance in Richard’s case.) As such, I

shall expect an exchange of e-mails – not simply a single “line manager-to-employee” e-mail from Mark (or perhaps Siv) – which will comprise a *bona fide* “consultation” so that a “plan” can be developed if, indeed, a plan is even necessary (see 2. below).

2. Regarding Point No. 2 of the EDP, I shall most certainly agree to being classified as “non-compliant”. I shall, however, dispute any judgement that “no alternative work options are available” since I can easily continue my research and supervision of my graduate students while away from campus – as I have been doing since the original lockdown. In my opinion, therefore, an imposition of the 3-day paid suspension contradicts the very EDP that you will be trying to enforce.
3. Everything written in 2. above will apply to Point No. 3 of the EDP since the matter of “no alternative work options are available” will not be applicable: I can easily continue my research and supervision of my graduate students while away from campus during the Winter 2022 term. Once again, an imposition of the 42-day unpaid suspension will contradict the EDP. But that being said, you/“they” may well decide, for whatever reasons you wish to concoct – reasons that I insist be stated in writing – that the “no alternative work options are available” phrase does apply, in which case I shall be removed as supervisor of my students – temporarily, I assume, with the idea of permanent removal. If this be the case, then I assume that you will inform my graduate students and provide the names of their new supervisors.
4. We now come to a point which could, in fact, nullify 3. above. Unless the UW administration has other ideas, **all disciplinary actions by the University – EDP or otherwise (if the EDP applies only until January 4, 2022) – should be performed in accordance with the *Memorandum of Agreement (MOA) between UW and the Faculty Association of UW – see, in particular, Article 8, Discipline.*** In fact, Article 8 raises a number of rather serious questions regarding the EDP.
5. According to Section 8.4(b), “Suspension is the act of relieving a Member, without her/his consent, of some or all university duties and/or privileges.” As such, you must explicitly state all duties and privileges from which I shall be relieved. (I don’t think that this was done for Richard Mann.) For example, shall I be relieved of my graduate student supervisory duties? If so, then we’re back to 3. above, in which case you must definitely inform my graduate students. If not, then why would you suspend me?
6. Perhaps the most serious question of the EDP is in regard to its Point No. 4: “If the individual remains non-compliant 14 days before the end of the 42-day suspension, they will receive a letter indicating that their pay and benefits will cease as at the end of the suspension.” Is this to be considered a “dismissal”? If so, then there are potential problems. According to Section 8.4(c), “For Members with tenure or continuing lecturer appointments, dismissal means termination of appointment without the Member’s consent.” Sections 8.6-8.18 then describe the “disciplinary process.” Here I shall simply mention a couple of points: (i) According to Section 8.11, “The Dean shall convene a meeting within twenty-five working days of the date of notice to afford the Member an opportunity to make oral and/or written submissions before any disciplinary measures are imposed. The Member shall be given at least seven working days notice of the time and place of the meeting.” Clearly, the EDP makes no provision for such a meeting. (ii) According to Section 8.15, where the disciplinary action is dismissal for cause,

suspension with reduced pay or a fine in lieu thereof, the Member shall retain full salary and benefits ... until the time limit for filing a grievance under Article 9 has expired. If the disciplinary action is grieved, the Member shall retain full salary and benefits for a period of one year from the date of the disciplinary decision in 8.12, or until the grievance and arbitration procedures set out in Article 9 have been completed, whichever is earlier.” Clearly, none of this is discussed in the EDP, most probably because the UW administration, in its “noncompliance memo”, wanted to issue a stern “one size fits all” warning to all employees of UW. Unfortunately, one size does **not** fit all since faculty members are represented by the Memorandum of Agreement. It seems that the EDP was drafted in haste, with insufficient thought devoted to proper procedure according to the MOA. (With regard to staff members, let us hope that they have a proper avenue for grievance, e.g., Policy 33, *Ethical Behaviour*.)

From the final point above, it seems to me - and I’m speaking as a non-expert as far as legalities are concerned - that **the EDP – at least its Point No. 4 – violates the Memorandum of Agreement between UW and the FAUW**. Frankly, I am surprised that nobody else – in particular, the FAUW itself - noticed this after the EDP was announced on October 8, 2021. (Given the fact that the “unvaccinated” – both on- and off-campus – are considered to be modern-day “lepers”, however, I am not surprised.) I have discussed this matter with a member of the FAUW Academic Freedom and Tenure Committee who, I understand, will be bringing it to the attention of the FAUW Board of Directors. Let us see what happens, especially since one faculty member, i.e., Richard Mann, is directly affected at this time.

Speaking of academic freedom and tenure, I recommend Prof. Janice Flamingo’s excellent article, “How COVID-19 Killed Academic Tenure”. UW is the focus of this insightful piece (copy attached):

<https://the-pipeline.org/covid-killed-academic-tenure/#>

Regarding the question of whether or not “natural law” still exists on this campus, I do believe that the very basis of the UW mandatory vaccination and testing policy has never been communicated to its community members. I find this surprising since the policy has clearly affected our campus in a monumental fashion. Indeed, it may well turn out to be responsible for the dismissal of several (many?) faculty and staff members as well as the termination of programs of students who refuse to comply. (When asked, I recommend students to apply to universities which have chosen NOT to impose such mandates.) But even more disturbing is permanent scar that it has left in our community with regard to the two castes that it created, i.e., the vaccinated and the unvaccinated or, more accurately, the “unwanted”. To the best of my knowledge, the vaccine mandate was never discussed or passed in UW’s Senate or by its Board of Governors. Is UW’s President acting according to guidelines provided by the *UW Emergency Response Plan* (January 2020)? Was there an advisory body, composed of medical and other experts, to help in the development of the mandate? And if so, have the names of its members ever been communicated to the public? I find myself asking the same questions as Dr. Philip Britz-McKibbon in his powerful letter to the VP of Research at McMaster University –

copy attached for your information. Perhaps one of the most important questions is why the UW administration chose to go above and beyond the recommendations of the Chief Medical Officer of Health of Ontario (copy attached):

<https://ontariosuniversities.ca/wp-content/uploads/2021/09/CMOH-Instructions-EN.pdf>

I have copied this e-mail to other administrators because they, and indeed many more, need to be aware of what is happening on our campus as a result of the administration's attempts to enforce the vaccine mandate. I sincerely believe that each of you, and many others, all the way up to President Goel, should be receiving ALL of the e-mails of frustration, anxiety, sadness and despair from faculty, staff and students. **These are not problems that can be simply filed away and ignored, or conveniently passed to some “black box” called coronavirus@uwaterloo.ca.**

I have also copied this e-mail to the Deans of all other Faculties at UW (as well as a couple of Chairs of Departments) since some of them may have to deal with their own “mandate resisters”. Indeed, I have had the sincere pleasure of getting to know some of these critical thinkers – there are more than you may wish to believe. And what a fine and diverse group they are. Some may be able to obtain exemptions and do penance here. Others will leave, either voluntarily or by force. Let us hope that some of these people will join the new and rapidly growing movement of independent-thinking scholars who are planning the establishment of new centers of learning and research. These “rejects” of our stagnating academic institutions, who think and question too much for their own good, will hopefully attract the many critical-minded students who have decided to delay their education in the hope that the “vaccine mania” will eventually disappear – a mania destined to be recorded as another unfortunate episode in the history of humanity as well as the history of UW.

I also think that it is important for Deans to know that the EDP may well be violating the MOA. If I were a Dean, I know that I would be very concerned! After all, I would have to be prepared to deal with bullets from “above” as well as bullets from “below”.

My own frustrating encounters with my “line managers” and “HR partner” are but a tiny drop in an ocean of confusion, frustration, fear, anxiety and depression being felt on this campus – by faculty, staff and students – as the administration tries to enforce its vaccination mandate. As I mentioned in previous letters, I have heard accounts, especially from staff members, that make my heart mourn and weep. I have seen letters from HR to faculty and staff treating them like pinballs. More recently, I saw a message from an academic advisor to students with regard to academic success – most probably directed toward those who are facing difficulties. The message began on a negative note, almost accusatory, ending with a “people are here to help you”. The advisor most certainly meant well but after reading the message I couldn’t help but feel that if students weren’t depressed before reading the message, they certainly would be afterwards. (My reaction was confirmed shortly thereafter by the following message from a student: “I wonder what kind of response I would receive if I responded to this e-mail and told them what’s *really” going on. These kinds of e-mails are upsetting.”)

Is UW truly the caring community that our fancy websites and e-publications promote – a community that is interested in the wellness of each and every member? I fear not, which is why I sincerely ask you, dear people, to do what you can to see that what is being preached is actually being practised! Of course, this may mean that you will have to overcome your fear of thinking and acting “outside the mob”! For many, that will be too much of a price to pay. That being said, I know that at least one of the recipients of this letter (an administrator) has spent much time and effort listening to the cries of a number of people (mostly staff) who have been marginalized because of the mandate. I also know, from a number of e-mails, that this person has made a significant impression on these unfortunate people, making all efforts to listen to them and understand what they are going through and why, as well as giving them hope that humane solutions can be found – even though this person has little or no power to change things on “their” own. I salute this unique and charitable individual and can only hope and pray such a warm and caring – yes, Christian – attitude will “diffuse” to others, including those at the top of the administrative chain.

That being said, I fear that if this “vaccine imbroglio” is but an initial glimpse of where and how this administration wishes to lead our institution, especially with its dedication to the “great reset” [1,2], then “this kind does not go out except by prayer and fasting” (Matthew 17:21). Those familiar with the Bible will know the message contained in this quote. Others may wish to do a little “digging”. Those not at all interested, however, can simply continue to be silent, enjoy the ride on the good ship *SS UWaterloo* and faithfully support the UW administration without question in its relentless drive for coerced compliance. The penalty for noncompliance is exclusion (interestingly, a product of colonialism [1]) but you can rest assured that “everyone feels a sense of belonging at this institution, and can achieve their full potential” [1].

[1] UW President Vivek Goel’s Installation Address,

<https://uwaterloo.ca/news/university-president/president-goels-installation-address>

[2] *COVID-19: The Great Reset*, by Klaus Schwab and Thierry Malleret. World Economic Forum Publishing (2020). Is this the unofficial “textbook” being adopted by government, NGOs and universities, including our own? Copy attached for your convenience.

Edward R. Vrscay
Department of Applied Mathematics

<https://www.math.uwaterloo.ca/~ervrscay>

https://links.uwaterloo.ca/Repeal_UW_Mandatory_Vaccination_Policy/

“Schrodinger's Bat”: COVID vaccine mandates are necessary because the protected need to be protected from the unprotected by forcing the unprotected to use the protection that didn't protect the protected.

Re: The UW administration has "changed its goalposts" which leads to the question, "Will I be on 3-day paid, and then 42-day unpaid, suspension starting next week?"

Edward Vrscaj <ervrscaj@uwaterloo.ca>

Sat 10/16/2021 12:10 PM

To: Mark Giesbrecht <mwg@uwaterloo.ca>

Cc: Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>

Bcc: Michael Palmer <mpalmer@uwaterloo.ca>

Dear Mark:

Thank you for your e-mail clarifying the situation, at least for the time being, i.e., until the end of this Fall 2021 term. I am indeed pleased that the students in my courses will have the benefit of receiving the courses without any undue disruption.

As I was just about to write to Ms. Heystee of HR, however, I find the entire set of correspondences - the ultimata from the President and VPAP with "changing goalposts", the uncertainties in your previous e-mails to me along with provocations - not only to be unsatisfactory but bordering on harassment. As such, I am now considering launching a formal grievance on the grounds of harassment.

With regard to your comment on working with Siv regarding "proper provisions for your grad students in 2022", let me please provide a couple of important pieces of information for your deliberations:

1. As I have mentioned on a number of occasions, my Ph.D. student, Alison Cheeseman, was planning to defend her Ph.D. thesis in April 2022. That being said, she is also exploring possibilities of acquiring additional teaching experience before she completes her Ph.D. program. She and I discussed this yesterday and she plans to contact Siv about this. Alison has had to face a number of "challenges" during her Ph.D. program (including having to change secondary research supervisors) and I have helped her in every way that I can to get where she is right now. I do think that she would be willing to attest to this. I can also state quite confidently that I am the only person on campus who could serve as her primary Ph.D. research supervisor up to her thesis defense, in particular because of the research that she has undertaken over the past 1.5-2 years (fractal-based methods in image analysis). She is very close to completion and is now putting things together in order to be able to start writing her thesis later this term as well as a paper co-authored with myself for submission to a special issue on fractal analysis. In a conversation that I had with her last Thursday, she asked me, "Do you think that I will have to look for another supervisor?" I replied, "Hopefully not. I think it would be extremely unwise for them to do this to you, and I would actually find it to be grounds for a lawsuit." What complicates the matter even further is that Alison has recently had to face another set of unexpected and extremely unfortunate situations involving her immediate family. In my conversation with her last Thursday, I suggested that she consider taking a leave if she felt it necessary. In short, anything that would be done to disrupt Alison's Ph.D. program would be nothing short of disastrous.
2. With regard to my other student, Amelia Kunze, who has just begun her M.Math. program under my supervision: As I told Siv in our informal conversation a week or so ago, the only reason that Amelia came to our Department was to work with me, and only with me. A year or so ago, it was my plan that Alison would be my final graduate student and that I would retire in the not-too-distant future after her thesis defense. Then Amelia, whom I have known for many years, asked me if I would be willing to act as her M.Math. thesis research supervisor. She knew about my plans to retire but she, well, kept asking and asking. As such, I am doing this as a kind of special favor. This is another case in which a disruption would be most unfortunate, if not careless. I have the research funds to support Amelia for the entirety of her program.

I would appreciate if you took these points into consideration.

Sincerely

Ed

From: Mark Giesbrecht <mwg@uwaterloo.ca>

Sent: Saturday, October 16, 2021 11:37 AM

To: Edward Vrscaj <ervrscaj@uwaterloo.ca>

Cc: Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>

Subject: Re: The UW administration has "changed its goalposts" which leads to the question, "Will I be on 3-day paid, and then 42-day unpaid, suspension starting next week?"

Dear Ed,

I have conferred with our Associate Provost HR. The letter you received on October 15, 2021 is to be considered the final word. In particular, "you are authorized to perform the duties and responsibilities of your position without being in-person".

For people in your circumstance, the deadline for full compliance, both educational LEARN module and vaccine, is by January 4th. You are not permitted to be on campus until you are compliant.

For completeness I am stating here, as per your request: you are permitted to teach online until the end of term (AMATH 343 and AMATH 391).

I will work with Siv on proper provisions for your grad students in 2022. I do appreciate your concerns for your students, graduate and undergraduate.

Best,

Mark

Dr. Mark Giesbrecht
Dean, Faculty of Mathematics. Professor, David R. Cheriton School of Computer Science
University of Waterloo, Canada. Email: mwg@uwaterloo.ca URL: <https://cs.uwaterloo.ca/~mwg>

On Oct 16, 2021, at 10:00, Edward Vrscaj <ervrscaj@uwaterloo.ca> wrote:

Dear Mark:

Thanks for your reply - I look forward to hearing from you. Yesterday, I did receive an e-mail from HR that I have copied below. There is a particular paragraph:

In the specific circumstances of your position, the University has determined that you are authorized to perform the duties and responsibilities of your position without being in-person. You are expected to complete the LEARN module "[COVID-19 Vaccine: Make an Informed Decision \(SO2034\)](#)".

Perhaps this is an answer to my question, but I want to be sure. As such I am once again going to request that you and/or Siv provide an answer to my question, i.e., will I be permitted to teach until the end of term, **in writing**.

And while we are on the subject of my position, it would be a bad idea if you could provide, once again in writing, what you consider to be proper provisions for my graduate students, to ensure that they are able to complete their programs.

Sincerely

Ed

October 15, 2021

BY EMAIL

Edward Vrscay
57 Strathcona Crescent
Kitchener, Ontario N2B2W8

Dear Edward:

Re: Non-Compliance with the University of Waterloo's COVID-19 Vaccination Requirement

As you are aware, the University has established a [Vaccination requirement](#) (the "requirement") for mandatory proof of COVID-19 vaccination pursuant to the Instructions of the Office of the Chief Medical Officer of Health issued on August 30, 2021 and the recommendations of the [Council of Ontario Medical Officers of Health](#). The University is statutorily required to ensure compliance with this requirement.

Pursuant to this requirement, you are required to submit by no later than end of day on **October 17, 2021** proof that you are either: (a) fully vaccinated within the meaning of the requirement; or (b) have obtained a permitted exemption to being fully vaccinated. To date, you have failed to submit proof of either of the foregoing.

If you are receiving this letter and you are compliant with the requirement, please contact your Human Resources (HR) Partner as soon as possible.

In the specific circumstances of your position, the University has determined that you are authorized to perform the duties and responsibilities of your position without being in-person. You are expected to complete the LEARN module "[COVID-19 Vaccine: Make an Informed Decision \(SO2034\)](#)".

This is to confirm that you are required to be compliant with the University's [vaccination requirement](#) on or before January 4, 2022.

Should you have any questions please contact me.

Sincerely,

Chelsey Heystee | Human Resources Partner
Human Resources | 200 University Avenue West | Waterloo, Ontario | N2L 3G1
<https://uwaterloo.ca/human-resources/>

From: Mark Giesbrecht <mwg@uwaterloo.ca>

Sent: Saturday, October 16, 2021 9:49 AM

To: Edward Vrscay <ervrscay@uwaterloo.ca>

Cc: Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>

Subject: Re: The UW administration has "changed its goalposts" which leads to the question, "Will I be on 3-day paid, and then 42-day unpaid, suspension starting next week?"

Dear Ed,

Thank you bringing this to our attention. I have brought this to the attention of appropriate senior administrators and will get back to you when I have any information.

Yours truly,

Mark

Dr. Mark Giesbrecht
Dean, Faculty of Mathematics. Professor, David R. Cheriton School of Computer Science
University of Waterloo, Canada. Email: mwg@uwaterloo.ca URL: <https://cs.uwaterloo.ca/~mwg>

On Oct 16, 2021, at 00:43, Edward Vrscay <ervrscay@uwaterloo.ca> wrote:

Dear Mark and Siv:

It appears that the UW administration has changed its "goalposts" regarding the mandatory vaccination policy. In the October 8, 2021 memo from President Goel and Vice President Rush entitled, "Consequences for non-compliance with vaccine mandates," the **Employee Discipline process** was presented as follows:

1. Supervisors will evaluate non-compliant individual circumstances in light of academic and operational circumstances and in consultation with the individual and develop a plan for alternative work options, if they are available. Employees who are not in compliance must complete an educational module in LEARN on vaccines.
2. Employees determined to be non-compliant and for whom no alternative work options are available will be placed on a three-day paid suspension. The mandatory educational module must be completed before the end of the three-day suspension.
3. Individuals who remain non-compliant and for whom no alternative work options are available will be subject to a 42-day unpaid suspension with benefits.
4. If the individual remains non-compliant 14 days before the end of the 42-day suspension, they will receive a letter indicating that their pay and benefits will cease as at the end of the suspension.

In the October 14, 2021 memo from President Goel and Vice President Rush entitled, "Action required: You are not permitted on campus without proof of vaccination, the **progressive remedial action** for non-complaint employees was defined as follows:

1. As of Tuesday, October 12, the University began informing managers, supervisors, and department heads about their direct reports who are not in compliance with the University's vaccination policy so that they can plan how to enact progressive discipline activity in their areas.
2. If you are not in compliance, you will receive a letter on Monday, October 18 outlining that you will not be permitted on campus and that you have been placed on a three-day paid suspension while you attend a mandatory training module and schedule your first dose of vaccine.
3. If you do not attend the webinar and don't meet the dose schedule requirement, you will be subject to a 42-day unpaid suspension with benefits.
4. If your vaccine status is not updated by November 15, you will receive a letter indicating that your pay and benefits will cease as of November 30.

May I draw your attention to the fact that the phrase, "for whom no alternative work options are available," which appears in Points No. 2 and 3 of the October 8 memo is absent from Points No. 2 and 3 of the October 14 memo.

After my informal Teams conversation with Siv last week, I was under the impression that my situation was settled, at least for this term, i.e., that I would be teaching my two courses, AMATH 343 and AMATH 391, for the remainder of the term. But from the October 14, 2021 memo, this is no longer clear - there is no provision for "alternative work options". Since I shall definitely not be in compliance, i.e., I shall not be vaccinated or tested, and will most definitely not sit in on the "mandatory training module", my question to you is as follows: Will I be put on the 3-day suspension followed by the 42-day unpaid suspension? If so, then I shall definitely not be able - nor would I be willing - to continue teaching my courses. **Please note that I would not have written this memo to you if I had not received the October 14 memo.**

On Sunday early afternoon, I shall be sending out invitations to each of my classes for a Teams meeting to be scheduled during the Tuesday tutorial hours - 11:30 a.m. for AMATH 343 and 4:00 p.m. for AMATH 391 on Tuesday, October 19. In my invitations, I shall state that I intend to make some "important announcements regarding your course". I shall also send invitations to both of you for each Teams meeting and inform the students about this and that you will be available for questions. I had been planning these meeting for some time now since one of the "important announcements" is with regard to the midterm exam for each course. But if I do not hear otherwise from you before Sunday morning, I shall assume that I shall be suspended next week and will therefore inform my students of my impending suspension and my inability to teach the courses for the remainder of the term.

Please also note that I do not wish to communicate with either of you about this matter over Teams or any other online device. **I request your response in writing. To be clear, I ask you to let me know in writing - before Sunday, October 17, noon - whether or not I shall be able to teach my courses to the end of this term.**

Sincerely

Ed

Edward R. Vrscay
Department of Applied Mathematics

University of Waterloo
Waterloo, Ontario, Canada N2L 3G1

<https://www.math.uwaterloo.ca/~ervrscay>

A modest proposal for an alternative "disciplinary process for noncompliant faculty"

Edward Vrscaj <ervrscaj@uwaterloo.ca>

Thu 12/2/2021 12:20 PM

To: Vice Pres Academic Provost <provost@uwaterloo.ca>

Cc: Lori Curtis <ljcurtis@uwaterloo.ca>; Erin Windibank <erin.windibank@uwaterloo.ca>; Roydon Fraser <rafraser@uwaterloo.ca>; Jean-Paul Lam <jplam@uwaterloo.ca>; Jasmin Habib <jasmin.habib@uwaterloo.ca>; Mark Giesbrecht <mwg@uwaterloo.ca>; Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>

To: James Rush, Vice President Academic and Provost, University of Waterloo

Cc: Lori Curtis, President, FAUW
Erin Windibank, Executive Manager, FAUW
Roydon Fraser, Jasmin Habib and Jean-Paul Lam,
Academic Freedom & Tenure Committee, FAUW
Mark Giesbrecht, Dean, Faculty of Mathematics
Siv Sivaloganathan, Chair, Department of Applied Mathematics

From: Edward R. Vrscaj, Department of Applied Mathematics

Re: A modest proposal for an alternative "disciplinary process for noncompliant faculty"

Date: December 2, 2021

Dear Professor Rush:

My greetings and good wishes to you, hoping that you are in good health and spirits. I am writing at this rather late date – and admittedly rather quickly – to ask if you have ever considered, or are perhaps willing to consider, alternative disciplinary measures for faculty members who remain noncompliant with the University's current mandatory vaccination and testing policy. If, by any chance, you have discussed such measures with the Faculty Association of the University of Waterloo (FAUW), then perhaps this memo is unnecessary. Nevertheless, please allow me to elaborate – albeit very briefly – on this idea since such alternative measures, which may be viewed as more "tolerant" of those who wish to remain noncompliant, are being adopted at other universities, notably one which is situated not too far from us, i.e., the University of Guelph (UG).

I am in regular correspondence with a Professor at UG (a former student of mine) who has been very active, at a high level, with the UG Faculty Association (as well as CAUT) for a good number of years. According to him, the UGFA and the UG Administration were in communication about noncompliant faculty right from the start – something that does not seem to have been the case at UW. (Of course, if I am mistaken here, I stand to be corrected.) The UGFA raised a number of issues – the same issues that I raised in my letters to you, e.g., What happens to graduate students? What happens to funding? The UGFA and UG Administration have, for the moment, agreed upon a financial penalty imposed on noncompliant faculty, possibly deducting from the faculty member's salary the amount of \$8K needed to hire a sessional/overload instructor for any assigned courses that the faculty member will not teach face-to-face. My friend has also stated that the UGFA "will continue to fight and take to arbitration any attempt to terminate a member."

Needless to say, from the perspective of those of us at UW who do not wish to be vaccinated, the situation at UG seems much more "enlightened" than what is happening on our campus. Perhaps it

is due not only to a Faculty Association which is willing to defend the rights of the noncompliant (being unionized may help, but I have always been opposed to unionization) but also to an Administration which may be more willing to admit that there are uncertainties associated with the vaccines themselves. For example, some time ago, in an interview with the *Guelph Mercury*, the UG President admitted, among other things, that vaccinated individuals can spread the virus. (It may also help that UG has internationally-recognized scientists such as Byrum Bridle and Bonnie Mallard who have been quite vocal about the questionable efficacy, as well as potential dangers, of the mRNA vaccines.)

It is for these reasons that I am writing to you, Professor Rush. Instead of suspending a faculty member with the idea of terminating her/his employment – especially one who is heavily involved with graduate student supervision – why not simply allow such a member to continue with her/his supervisory work and deduct an appropriate amount from her/his salary if she/he cannot be on campus at this time to teach courses in person? This would avoid the enormous – and, frankly, uncalled for – disruption of not only the faculty member’s research program but, more importantly, of the lives of her/his graduate students.

I am thinking not so much of myself, Professor Rush, but of people such as Professor Dan Smilek of the Psychology Department at UW. Dan was denied a religious exemption, a medical exemption, and an expedited (but long overdue) sabbatical request. I understand that discussions were under way to assign new primary supervisors to his seven graduate students and to plan who will have signing authority on his large NSERC grants – essentially a dismantling of his research laboratory and prolific research program. The first word that comes to mind is “brutal”. But it is beyond brutal – it is barbaric and unbecoming of an academic institution. The immense stress caused by this process has exacerbated Dan’s underlying medical condition, such that his medical team suggested he take medical leave, for which he is now applying. If it has not already been doing so, the FAUW should definitely investigate Dan’s case. I do think that what is being done to Dan and others is contrary to what was envisaged as “disciplinary measures” in the Memorandum of Agreement between UW and the FAUW. By the way, I had the pleasure of serving on the three-person team of FAUW representatives which negotiated the M of A with the UW Administration back in 1997-98. In no way do I claim to have made any significant contributions to the development of the M of A. Its development was primarily due, most thankfully, to a rather small number of very wise and forward-thinking architects, including then-FAUW President John Wilson (Political Science, UW) RIP. But even these people could not have been expected to foresee the horrors that would be taking place at our institution a little over 20 years later: injustices to which the FAUW itself – except for one outstanding individual who has consistently demonstrated a dedication to truth and fairness – appears to wish to turn its back.

I thank you in advance, Professor Rush, for your consideration of the idea proposed in this memo and look forward to hearing from you. Let me state that I would be most willing to meet online with you to discuss this matter and, if you deem it suitable and/or necessary, to help in any way that I can, not just as a "faculty member" but rather as a member of an institution which I have served to the best of my abilities over the past 35 years. I do this sincerely with the wish to help both my colleagues on this campus as well as the University of Waterloo in general. It may seem to be a rather unorthodox request on my part, but I am desperately seeking solutions to problems that our own Faculty Association seems reluctant to acknowledge.

Sincerely yours

Edward R. Vrscaj
Department of Applied Mathematics

P.S. My good friend, and brother-in-Christ (and fellow Canadian of Slovene descent), Nikolaj Zunic of St. Jerome's University, has informed me that you, too, Professor Rush, are a Roman Catholic. I send you and yours my sincerest wishes for a Blessed Advent and the upcoming Feast of the Immaculate Conception of the Blessed Virgin Mary, December 8. (Is it a coincidence that the deadline for compliance falls on that very day?) Let us pray for the triumphs of the Immaculate Heart of Mary and the Sacred Heart of Jesus, so that all be done according to God's Divine Will.

Yours in Christ
ERV

Re: Open letter to UW officials: Repeal COVID-19 vaccination and testing mandates - A request for a panel discussion to be broadcast on the Daily Bulletin

Edward Vrscaj <ervrscaj@uwaterloo.ca>

Wed 9/15/2021 11:18 AM

To: President University of Waterloo <president@uwaterloo.ca>; Cindy Forbes <cindy.forbes@uwaterloo.ca>; UW President <uw.president@uwaterloo.ca>; ProvostV <ProvostV@uwaterloo.ca>; Dennis Huber <dhuber@uwaterloo.ca>; VPRI Executive Director <or-vpred@uwaterloo.ca>; Sandra Banks <sandra.banks@uwaterloo.ca>; Marilyn Thompson <marilyn.thompson@uwaterloo.ca>; Chris Read <chris.read@uwaterloo.ca>; Vice Pres Academic Provost <provost@uwaterloo.ca>; Vice-President Research and International <vpri@uwaterloo.ca>

Cc: Karen Jack <kjjack@uwaterloo.ca>; Sheila Ager <sager@uwaterloo.ca>; Dean Engineering <dean.engineering@uwaterloo.ca>; Jean Andrey <jandrey@uwaterloo.ca>; Dean of Math <deanmath@uwaterloo.ca>; Bob Lemieux <rplemieux@uwaterloo.ca>; Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>; Bill Power <bill.power@uwaterloo.ca>; Raouf Boutaba <rboutaba@uwaterloo.ca>; Benjamin Easton <benjamin.easton@uwaterloo.ca>; vpsl <vpsl@wusa.ca>; vped@wusa.ca <vped@wusa.ca>; GSA-UW President <gsa-president@uwaterloo.ca>; GSA Council Chair <gsacounc@uwaterloo.ca>; Faculty Association President <fauwpres@uwaterloo.ca>; UWSA President <uwsa.president@uwaterloo.ca>; Dave McDougall <dave.mcdougall@uwaterloo.ca>; Cupe Local793 <cupe793@uwaterloo.ca>; Jean Becker <j2becker@uwaterloo.ca>; David DeVidi <david.devidi@uwaterloo.ca>; Jeff Casello <jcasello@uwaterloo.ca>; Catherine Newell Kelly <cnkelly@uwaterloo.ca>; bruce.campell@uwaterloo.ca <bruce.campell@uwaterloo.ca>; Glen Wepler <glen.wepler@uwaterloo.ca>; Kate Windsor <kwindsor@uwaterloo.ca>; Kathy Winter <kwinter@uwaterloo.ca>; Laura McDonald <laura.mcdonald@uwaterloo.ca>; Gail Spencer <gspencer@uwaterloo.ca>; Catherine Bolger <lbolger@uwaterloo.ca>; Clark Baldwin <clark.baldwin@uwaterloo.ca>; Nickola Voegelin <nickola.voegelin@uwaterloo.ca>; Nick Manning <nick.manning@uwaterloo.ca>; Daily Bulletin <bulletin@uwaterloo.ca>; Lili Liu <lili.liu@uwaterloo.ca>; Zahid Butt <zahid.butt@uwaterloo.ca>; Kelly Grindrod <kelly.grindrod@uwaterloo.ca>; Roderick Slavcev <roderick.slavcev@uwaterloo.ca>; Emmett Macfarlane <emacfarlane@uwaterloo.ca>; Michael Palmer <mpalmer@uwaterloo.ca>; Richard Mann <mannr@uwaterloo.ca>; Dan Smilek <dsmilek@uwaterloo.ca>

Bcc: UW@MAIL.D4CE.ORG <UW@MAIL.D4CE.ORG>

Dear President Goel and Vice President, Academic and Provost Rush:

Thank you for your letter of September 2, 2021, written in response to our open letter requesting a repeal of the mandatory vaccination policy imposed at UW. We – that is, Prof. Palmer, Prof. Mann and I – agree wholeheartedly that there will always be “legitimate points of scholarly debate that are best addressed in academic fora with peers”. We – specifically Prof. Palmer, the medical expert in our group - have, in fact, engaged in some discussion and debate with members of the UW community who wrote to us in response to our open letter. Unfortunately, we have not had an opportunity to “engage with academic colleagues in the scholarly community who have been examining the overwhelming evidence regarding the safety and effectiveness of the COVID vaccines” as you have urged in your letter. This is, in fact, why I am writing to you. UW may well have created an opportunity for some serious analysis and debate.

On Friday, September 10, the headline story of the UW Daily Bulletin was “The facts about vaccines and COVID-19”. In this story, several “leading Waterloo experts” were asked to “help sort through some common misinformation and myths on the pandemic and give us the latest facts”. This was a very important and necessary undertaking by the Daily Bulletin since members of the UW community need to be informed. It is fortunate, indeed, that we have experts who can help us.

We did wonder, however, why Prof. Palmer, an acknowledged expert in the areas of biochemistry and medical microbiology, was not invited to participate in this headline story. Perhaps it was because some of his views differ from those of the other experts, as clearly indicated in our open letter to the university. Given that there is a substantial amount of evidence supporting his views, we think that it

would be in the best interests of the UW community that Prof. Palmer be invited to engage in a panel discussion with some – or even all – of the medical experts consulted in the September 10 Bulletin feature. There are a number of points which Prof. Palmer would like to see addressed, e.g., the role of ivermectin (rather unprofessionally dismissed in the interview with Dr. Butt, we think), as well as the efficacy and the adverse effects of the mRNA COVID-19 vaccines. Perhaps the person who interviewed Dr. Butt could be asked to moderate this discussion. As you will note, I am copying this letter to Brandon Sweet, Editor of the Daily Bulletin.

We think that this would be an extraordinary opportunity for UW to demonstrate its commitment to the search for truth, in concert with its motto, “Concordia cum Veritate”, thereby showing the world (as well as its own community of faculty, staff and students) that it is true to its mission. To the best of our knowledge, no other academic institution has been willing to engage in an honest and open debate about the COVID-19 vaccines. Frankly, the communication from “upstairs” in most academic institutions appears to be quite one-sided – much like the information provided in the September 10 edition of the Daily Bulletin.

I look forward to hearing from you on this matter.

Sincerely yours

Edward R. Vrscay
Department of Applied Mathematics
University of Waterloo
Waterloo, Ontario, Canada N2L 3G1

<https://www.math.uwaterloo.ca/~ervrscay>

From: President University of Waterloo <president@uwaterloo.ca>

Sent: Thursday, September 2, 2021 4:20 PM

To: Edward Vrscay <ervrscay@uwaterloo.ca>; Cindy Forbes <cindy.forbes@uwaterloo.ca>; UW President <uw.president@uwaterloo.ca>; ProvostV <ProvostV@uwaterloo.ca>; Dennis Huber <dhuber@uwaterloo.ca>; VPRI Executive Director <or-vpred@uwaterloo.ca>; Sandra Banks <sandra.banks@uwaterloo.ca>; Marilyn Thompson <marilyn.thompson@uwaterloo.ca>; Chris Read <chris.read@uwaterloo.ca>; Vice Pres Academic Provost <provost@uwaterloo.ca>; Vice-President Research and International <vpri@uwaterloo.ca>

Cc: Karen Jack <kjjack@uwaterloo.ca>; Sheila Ager <sager@uwaterloo.ca>; Dean Engineering <dean.engineering@uwaterloo.ca>; Jean Andrey <jandrey@uwaterloo.ca>; Dean of Math <deanmath@uwaterloo.ca>; Bob Lemieux <rplemieux@uwaterloo.ca>; Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>; Bill Power <bill.power@uwaterloo.ca>; Raouf Boutaba <rboutaba@uwaterloo.ca>; Benjamin Easton <benjamin.easton@uwaterloo.ca>; vpsl <vpsl@wusa.ca>; vped@wusa.ca <vped@wusa.ca>; GSA-UW President <gsa-president@uwaterloo.ca>; GSA Council Chair <gsacounc@uwaterloo.ca>; Faculty Association President <fauwpres@uwaterloo.ca>; UWSA President <uwsa.president@uwaterloo.ca>; Dave McDougall <dave.mcdougall@uwaterloo.ca>; Cupe Local793 <cupe793@uwaterloo.ca>; Jean Becker <j2becker@uwaterloo.ca>; David DeVidi <david.devidi@uwaterloo.ca>; Jeff Casello <jcasello@uwaterloo.ca>; Catherine Newell Kelly <cnkelly@uwaterloo.ca>; bruce.campell@uwaterloo.ca <bruce.campell@uwaterloo.ca>; Glen Weppler <glen.weppler@uwaterloo.ca>; Kate Windsor <kwindsor@uwaterloo.ca>; Kathy Winter <kwinter@uwaterloo.ca>; Laura McDonald <laura.mcdonald@uwaterloo.ca>; Gail Spencer <gspencer@uwaterloo.ca>; Catherine Bolger <lbolger@uwaterloo.ca>; Clark Baldwin <clark.baldwin@uwaterloo.ca>; Nickola Voegelin <nickola.voegelin@uwaterloo.ca>; Nick Manning <nick.manning@uwaterloo.ca>; Daily Bulletin <bulletin@uwaterloo.ca>; Lili Liu <lili.liu@uwaterloo.ca>

Subject: RE: Open letter to UW officials: Repeal COVID-19 vaccination and testing mandates

Please find attached a letter from President Vivek Goel and Vice-President, Academic & Provost, James W.E. Rush, in response to your e-mail letter dated August 26, 2021.

Thank you.

Office of the President

University of Waterloo
200 University Avenue West
Waterloo, Ontario N2L 3G1
519-888-4400



From: Edward Vrscaj <ervrscaj@uwaterloo.ca>

Sent: Thursday, August 26, 2021 2:49 PM

To: Cindy Forbes <cindy.forbes@uwaterloo.ca>; UW President <uw.president@uwaterloo.ca>; ProvostV <ProvostV@uwaterloo.ca>; Dennis Huber <dhuber@uwaterloo.ca>; VPRI Executive Director <orvpred@uwaterloo.ca>; Sandra Banks <sandra.banks@uwaterloo.ca>; Marilyn Thompson <marilyn.thompson@uwaterloo.ca>; Chris Read <chris.read@uwaterloo.ca>; President University of Waterloo <president@uwaterloo.ca>; Vice Pres Academic Provost <provost@uwaterloo.ca>; Vice-President Research and International <vpri@uwaterloo.ca>

Cc: Karen Jack <kjjack@uwaterloo.ca>; Sheila Ager <sager@uwaterloo.ca>; Dean Engineering <dean.engineering@uwaterloo.ca>; Jean Andrey <jandrey@uwaterloo.ca>; Dean of Math <deanmath@uwaterloo.ca>; Bob Lemieux <rplemieux@uwaterloo.ca>; Siv Sivaloganathan <ssivaloganathan@uwaterloo.ca>; Bill Power <bill.power@uwaterloo.ca>; Raouf Boutaba <rboutaba@uwaterloo.ca>; Benjamin Easton <benjamin.easton@uwaterloo.ca>; vpsl <vpsl@wusa.ca>; vped@wusa.ca; GSA-UW President <gsa-president@uwaterloo.ca>; GSA Council Chair <gsacounc@uwaterloo.ca>; Faculty Association President <fauwpres@uwaterloo.ca>; UWSA President <uwsa.president@uwaterloo.ca>; Dave McDougall <dave.mcdougall@uwaterloo.ca>; Cupe Local793 <cupe793@uwaterloo.ca>; Jean Becker <j2becker@uwaterloo.ca>; David DeVidi <david.devidi@uwaterloo.ca>; Jeff Casello <jcasello@uwaterloo.ca>; Catherine Newell Kelly <cnkelly@uwaterloo.ca>; bruce.campell@uwaterloo.ca; Glen Weppler <glen.weppler@uwaterloo.ca>; Kate Windsor <kwindsor@uwaterloo.ca>; Kathy Winter <kwinter@uwaterloo.ca>; Laura McDonald <laura.mcdonald@uwaterloo.ca>; Gail Spencer <gspencer@uwaterloo.ca>; Catherine Bolger <lbolger@uwaterloo.ca>; Clark Baldwin <clark.baldwin@uwaterloo.ca>; Nickola Voegelin <nickola.voegelin@uwaterloo.ca>; Nick Manning <nick.manning@uwaterloo.ca>; Daily Bulletin <bulletin@uwaterloo.ca>; Lili Liu <lili.liu@uwaterloo.ca>

Subject: Open letter to UW officials: Repeal COVID-19 vaccination and testing mandates

To: Cindy Forbes, chair of the Board of Governors
Vivek Goel, president and vice-chancellor
James Rush, vice-president, academic & provost
Dennis Huber, vice-president, administration & finance
Charmaine Dean, vice-president, research & international
Sandra Banks, vice-president, university relations
Marilyn Thompson, associate provost, human resources
Chris Read, associate provost, students

CC: See below

From: The undersigned concerned faculty, staff, students, and parents

Date: Thursday, August 26, 2021

Subject: Open letter to repeal COVID-19 vaccination and testing mandates

Note: This letter is for information and action

In response to the decision by the University of Waterloo Administration to impose mandatory vaccination on campus (e-mail entitled, “Mandatory vaccination and attestation,” dated August 16, 2021; e-mail entitled, “Proof of vaccination now required for campus access,” dated August 24, 2021), please find attached an open letter signed by concerned faculty, staff, students and parents of students requesting the Administration to repeal these mandates. Note that the list of concerned campus members grows daily, and the letter will be updated regularly to reflect this.

The above paragraph was written on behalf of the signatories of the open letter. I would now like to take the liberty of concluding this memo with some personal comments, writing to you as a faculty member of 35+ years on this campus. Of course, I assume full responsibility for the comments that follow.

Dear members of the UW community, **my first challenge to you:** I sincerely beg all of you to look for other solutions to the “COVID-19 problem”, i.e., to reject the top-down, bureaucratic method of “vaccine mandates” being employed by virtually all other institutions (and which has not worked to date) and to come up, through **open discussion and reasoned academic debate within the entire UW community**, with a unique, innovative and person-centered approach, as opposed to an institution-centered one, which is more characteristic of the “Spirit of Waterloo”. I am certain that the very action of seeking “bottom-up” solutions in an open and transparent manner would contribute to the mental, as well as physical, wellbeing of our community - students in particular. This is an opportunity for UW to become a leader instead of a follower. (It will also be an opportunity for UW to avoid the lawsuits that may be coming its way should it persist with its vaccine mandate.)

During the time that I was involved with others in preparing this open letter, I became aware of not only a few, but many, people – faculty, staff and students - on our campus who are extremely distressed as a result of the vaccine mandate policy. Many of these people – perhaps most – are too scared to express their opinions. Do you not think that their mental health suffers? Indeed, if this institution is so concerned about diversity, equity and inclusivity, then why would it not be interested in hearing from this supposed “minority group” (although it might not be as “minor” as you think or wish) – a group of outcasts, the so-called “unvaccinated”, which owes its very existence to the new UW vaccine policy?

Here is my second challenge to you: Please read the other letter which I have attached to this e-mail – a letter written by a member of the “unvaccinated” – and then tell me that you are not willing to listen to the stories of others in this group of outcasts. If you are still hesitant, then please read the following text from the writer after she sent me her letter:

“You know, I was thinking today when -- honestly, I was feeling sad. I was thinking, in all my life

being a visible minority, I have never felt judged or discriminated against in Canada. I have always felt loved and welcomed as a Muslim female of South Asian background. I came to (department name withheld) when it was unpopular for girls, and definitely Pakistani girls. I was one of the only non-Caucasian girls in my residence - Notre Dame by St. Jerome's. (This is where I met all my friends.) I was loved and welcomed as a Muslim girl in an all-Catholic residence and it was amazing. The friends I made are my life-long friends.

So, I felt sad because, really truly in all my life, this is the first time I have ever felt marginalized, treated as part of a minority group, having my basic privileges taken away. And for no fault of my own - just a personal choice for freedom, i.e., to remain unvaccinated.”

Please note, respected colleagues, that I am **not** asking you to disregard the opinions and concerns about those who have been vaccinated. I am simply asking you to **listen to the “other group” – the group that has, up to now, been marginalized by government, mainstream media and institutions, including UW.**

If I am not involved directly in health-related matters, and hear so many stories, then what about Dr. Byram Bridle, internationally recognized viral immunologist and vaccinologist from the University of Guelph? As he shares in the video interview referenced below, he has interacted with hundreds, if not thousands, of students from around the world. Among his conclusions: students are demoralized – they feel isolated and depressed. All that they have to look forward to is to be dictated how to behave, including the pressure to be vaccinated. In fact, people at all levels are demoralized. And so on and so on. I am so incredibly impressed with Dr. Bridle. He obviously cares for students – he is passionate about them, not only his students but **all** students. He respects the decisions of those who choose to be vaccinated as well as those who choose to remain unvaccinated. He is also a remarkably honest individual, admitting that he “got it wrong” at the beginning, shunning other non-vaccine methods of treating COVID-19 patients (which have been shown to be effective) as well as his later “bombshell” revelations about the dangers of spike-proteins in the vaccines.

Here is my third challenge to you: Please listen to the interview of Dr. Bridle and then tell me that “UW has it right”. (That being said, I don’t think that his own university is listening to him.)

<https://rumble.com/vlh6gn-dr-byram-bridle-voices-his-concerns-over-vaccine-mandates-at-universities-.html>



[Dr. Byram Bridle Voices His Concerns Over Vaccine Mandates at Universities And Colleges](https://rumble.com/vlh6gn-dr-byram-bridle-voices-his-concerns-over-vaccine-mandates-at-universities-.html)

Dr. Byram Bridle voices his concerns about the new vaccine mandates at colleges and

universities for the upcoming school year. He
also gives students great advice on how to

rumble.com

My question to you: Do we have any “Dr. Bridles” on this campus? If so, then find them and listen to them! Dear colleagues, please consult the entire UW community – openly not secretly – with the goal of devising a dramatically different COVID-19 strategy that will be the envy of all other institutions – a strategy that will moralize people instead of demoralizing them and a strategy that will attract new students instead of repelling them.

Sincerely yours,

Edward R. Vrscaj
Department of Applied Mathematics
Faculty of Mathematics
University of Waterloo

<https://www.math.uwaterloo.ca/~ervrscaj>

CC:

Karen Jack, university secretary

Sheila Ager, dean of Arts

Mary Wells, dean of Engineering

Jean Andrey, dean of Environment

Lili Liu, dean of Health

Mark Giesbrecht, Mathematics, dean of Mathematics

Bob Lemieux, Science, dean of Science

Sivabal Sivaloganathan, chair, Department of Applied Mathematics

William Power, chair, Department of Chemistry

Raouf Boutaba, chair, David Cheriton School of Computer Science

Benjamin Easton, WUSA president

Catherine Dong, WUSA vice-president, student life

Stephanie Ye-Mowe, WUSA vice-president, education

David Billedeau, GSA president

GSA Council chair

Lori Curtis, FAUW president
Kathy Becker, UWSA president
Dave McDougall, UWSA president-elect
Greg Macedo, CUPE president

Jean Becker, interim associate vice-president, human rights, equity & inclusion
David DeVidi, associate vice-president, academic
Jeff Casello, associate vice-president, graduate studies and postdoctoral affairs
Cathy Newell Kelly, registrar
Bruce Campbell, chief information officer
Glen Weppler, director of campus housing
Kate Windsor, director of the Safety Office
Kathy Winter, assistant university secretary and privacy officer
Laura McDonald, FAUW communications officer
Gail Spencer, UWSA executive manager
Cathy Bolger, UWSA communications and administrative coordinator
Dr. Clark Baldwin, Campus Wellness medical director
Nickola Voegelin, senior legal counsel
Nick Manning, associate vice-president, communications
Brandon Sweet, Daily Bulletin editor

RE: Question regarding eligibility of NSERC Discovery Grant holder after possible suspension, termination of employment, and re-appointment [SRQ614152]

Copeland-Ladouceur, Anne-Marie <Anne-Marie.Copeland-Ladouceur@NSERC-CRSNG.GC.CA>

Thu 1/6/2022 7:47 AM

To: Edward Vrscaj <ervrscaj@uwaterloo.ca>

Cc: Z-GrantsAdministration <grantsadministration@nserc-crsng.gc.ca>; Copeland-Ladouceur, Anne-Marie <Anne-Marie.Copeland-Ladouceur@NSERC-CRSNG.GC.CA>

Dear Dr. Vrscaj:

NSERC is aware that administering organizations are putting in place for employees (and others within the organization) a range of measures related to individual COVID-19 vaccination status. Based on the information you have provided below, your institution's decision as a result of its policies may affect your eligibility to hold agency awards and/or conduct the agency-funded activities.

NSERC appreciates the sensitivity of this issue, the importance of respecting individuals' privacy and personal information, and the potential impact of changing eligibility status on those who are paid from grant funds (e.g. students). The agency's role in this matter is to ensure that grant recipients continue to meet the eligibility requirements for their awards. In the case of a Discovery Grant, NSERC's [Eligibility Criteria for Faculty](#) apply, and the institution and the individual must inform NSERC of a change in eligibility status as soon as it takes effect. This obligation is described in the "Ongoing Eligibility" section of the [Tri-Agency Guide on Financial Administration](#), in the [Agreement on the Administration of Agency Grants and Awards by Research Institutions](#), and in the terms and conditions of the grant. If a decision made by your administering institution/employer affects your eligibility, and you obtain a different appointment that would maintain an eligible status, this would be acceptable to NSERC.

Changes in eligibility status should be reported by the administering institution and the recipient to the agency using a [Grant Amendment Form](#). It is not necessary to include detailed information on the reason for this change (for example, that it is a result of a specific institutional/employer policy).

Kind regards,

Anne-Marie Copeland-Ladouceur

Award Administration Coordinator | Coordonnatrice de l'administration des octrois

Finance and Awards Administration Division | Division des finances et de l'administration des octrois

Natural Sciences and Engineering Research Council of Canada | Conseil de recherches en sciences naturelles et en génie du Canada

E | C anne-marie.copeland-ladouceur@nserc-crsh.gc.ca

T 343-552-9119

Please feel free to reply in the official language of your choice. / N'hésitez pas à me répondre dans la langue officielle de votre choix.

***The Awards Administration team recently upgraded their Service Manager ticketing system. Please note that there may be some minor delays as we iron out some unanticipated issues. Thank you for your patience. / L'équipe d'administration des octrois a récemment effectué une mise à niveau du système Service Manager. Veuillez noter qu'il pourrait y avoir quelques retards pendant que nous réglons certains problèmes imprévus. Merci pour votre patience.*

From: Edward Vrscaj <ervrscaj@uwaterloo.ca>

Sent: January 4, 2022 6:41 AM

To: Copeland-Ladouceur, Anne-Marie <Anne-Marie.Copeland-Ladouceur@NSERC-CRSNG.GC.CA>

Cc: Edward Vrscaj <ervrscaj@uwaterloo.ca>

Subject: Re: Question regarding eligibility of NSERC Discovery Grant holder after possible suspension, termination of employment, and re-appointment [SRQ614152]

Dear Anne-Marie:

My greetings and good wishes to you and yours for the New Year 2022. I hope that you had a pleasant holiday with some rest and relaxation.

I'm sure that you have many things to do, but I wanted to check to see if anyone has been able to look into my situation. I suspect that I am not the only person who may be affected in the way that I am.

With thanks and best regards

Edward Vrscay

Edward R. Vrscay
Department of Applied Mathematics
University of Waterloo
Waterloo, Ontario, Canada N2L 3G1

<https://www.math.uwaterloo.ca/~ervrscay>

From: Edward Vrscay <ervrscay@uwaterloo.ca>

Sent: Tuesday, December 7, 2021 12:42 PM

To: Copeland-Ladouceur, Anne-Marie <Anne-Marie.Copeland-Ladouceur@NSERC-CRSNG.GC.CA>

Subject: Re: Question regarding eligibility of NSERC Discovery Grant holder after possible suspension, termination of employment, and re-appointment [SRQ614152]

Dear Anne-Marie:

Thank you very much for your message. I am looking forward to hearing from you. There are other people at my institution (University of Waterloo) who may have the same questions. I know of another researcher at UW (but I am not sure if he is being funded by NSERC) who, in my opinion, has been treated brutally by the administration. For example, his graduate students have been reassigned to other supervisors! I don't know if NSERC is concerned with such matters or if it would even have any jurisdiction over them.

Once again, I welcome any information that you could provide. I have not been able to obtain any information from people at my institution.

With thanks and best regards

Edward Vrscay

Edward R. Vrscay
Department of Applied Mathematics
University of Waterloo
Waterloo, Ontario, Canada N2L 3G1

<https://www.math.uwaterloo.ca/~ervrscay>

From: Copeland-Ladouceur, Anne-Marie <Anne-Marie.Copeland-Ladouceur@NSERC-CRSNG.GC.CA>
Sent: Tuesday, December 7, 2021 11:59 AM
To: Edward Vrscay <ervrscay@uwaterloo.ca>; Z-N-ELIGIBILITY-ADMISSIBILITE <ELIGIBILITY@NSERC-CRSNG.GC.CA>; Z-GrantsAdministration <grantsadministration@nserc-crsng.gc.ca>
Cc: Copeland-Ladouceur, Anne-Marie <Anne-Marie.Copeland-Ladouceur@NSERC-CRSNG.GC.CA>
Subject: RE: Question regarding eligibility of NSERC Discovery Grant holder after possible suspension, termination of employment, and re-appointment [SRQ614152]

Good afternoon,

The following is to confirm receipt of your recent inquiry below. Please note that we are presently looking in to your situation and will contact you with a response as soon as possible.

Cordially,

Anne-Marie Copeland-Ladouceur

Award Administration Coordinator | Coordonnatrice de l'administration des octrois
Finance and Awards Administration Division | Division des finances et de l'administration des octrois
Natural Sciences and Engineering Research Council of Canada | Conseil de recherches en sciences naturelles et en génie du Canada

E | C anne-marie.copeland-ladouceur@nserc-crsh.gc.ca

T 343-552-9119

Please feel free to reply in the official language of your choice. / N'hésitez pas à me répondre dans la langue officielle de votre choix.
***The Awards Administration team recently upgraded their Service Manager ticketing system. Please note that there may be some minor delays as we iron out some unanticipated issues. Thank you for your patience. / L'équipe d'administration des octrois a récemment effectué une mise à niveau du système Service Manager. Veuillez noter qu'il pourrait y avoir quelques retards pendant que nous réglons certains problèmes imprévus. Merci pour votre patience.*

From: Edward Vrscay <ervrscay@uwaterloo.ca>
Sent: December 4, 2021 4:57 PM
To: eligibility@nserc-crsng.gc.ca; grantsadministration@nserc-crsng.gc.ca
Cc: Edward Vrscay <ervrscay@uwaterloo.ca>
Subject: Question regarding eligibility of NSERC Discovery Grant holder after possible suspension, termination of employment, and re-appointment

To whom it will concern:

Since I am unsure exactly to whom this letter and questions should be addressed, I am sending it to a couple of departments, namely, "Eligibility" and "Grants Administration", hoping that if they cannot help, then my e-mail would be forwarded to the appropriate person(s), with apologies for all inconvenience caused. I do hope that my questions can be answered - I have been asking these questions at my own institution and have not received a satisfactory reply. In a nutshell: I am a Discovery Grant holder and risk losing my professorial position because of my refusal to submit to my institution's COVID-19 vaccination and testing mandate. Because I am currently supervising two graduate students and - for reasons that will be made clear below - there is no possibility of finding another supervisor for them, my Chair has told me that I could be appointed as an Adjunct, and even Emeritus, Professor to my former Department so that I could continue to supervise them. But there still remains the unanswered question of whether or not I would have access to my NSERC Discovery Grant, which is needed to provide partial financial support to these students.

And now, a little more detail: I have had the privilege of holding NSERC Discovery Grants (DG) as well as other grants - with sincere thanks and appreciation - for my entire 35+ years as a faculty member in the Department of Applied Mathematics, University of Waterloo. My current DG ends on March 2021 but I have graciously been granted an additional year of support thanks to NSERC's COVID-19 Extension of Funds Policy. That being said, the status of my employment at UW is now in question since I, along with several other faculty members, declared my refusal to submit to our University's mandatory COVID-19 vaccination and testing policy. On October 8, 2021 the UW administration announced an "Employee Discipline Process" that it would apply to noncompliant employees: A three-day suspension with pay followed by a 42-day suspension without pay. If the employee remains noncompliant, then there is a termination of pay and benefits. To the best of my knowledge, this has already been applied to a number of staff members at UW. The situation with faculty is different since any disciplinary measures, including termination, must be performed in accordance with our Memorandum of Agreement. (The administration did impose a suspension on one faculty member at the end of October. After the faculty member filed a grievance, the administration withdrew the suspension and reimbursed the faculty member for all salary that was withheld, admitting in writing that its actions were not in accordance with the M of A.)

The administration has now informed us that if we remain noncompliant as of December 8, 2021, it will initiate a disciplinary process, most likely at the beginning of next academic term (January 4, 2022) that is in accordance with our Memorandum of Agreement. We do not yet know the details of this "process", but we suspect that it will involve suspensions followed by some kind of "termination process". At this time, we also do not know if we shall have the ability to appeal any such disciplinary processes.

In a number of letters to my Dean and Chair, some copied to a number of UW's senior administrators, I have asked about the effects of suspensions and terminations on our graduate students. For example, if suspended, am I expected to continue supervising them without pay? Do I have access to my grant if money is needed for research or support? I emphasized in a couple of these letters that the Winter 2022 term is a most crucial period for each of my students. My Ph.D. student will be starting to write her thesis - it is obviously important that I be available for feedback. There is nobody on campus who could replace me as the supervisor of this student's research. My other student has just begun a Master's program. It will be her second term - the time that I usually spend with my students in developing a plan for future research. This student has also told me that if I

could not serve as her supervisor, she would move to another university. I have received no reply to these questions and concerns.

The Chair of my Department has told me informally that in the case that my position is terminated, he would have no problem in appointing me as an Adjunct Professor so that I could continue to supervise my graduate students. According to the NSERC website,

https://www.nserc-crsng.gc.ca/NSERC-CRSNG/eligibility-admissibilite/faculty-corpsprof_eng.asp

it would appear that I would also need to have a "lifetime emeritus" appointment to my Department. My Chair told me that he would be willing to grant such an appointment to me. (That being said, it is not clear whether the University would support such an appointment.) I have asked our University's Office of Research if these two appointments would be sufficient for me to continue to hold my NSERC grant. Prof. Charmaine Dean, UW's Vice President of Research and International, replied that she would have someone look into the matter, but I have not yet received any information, which is why I am writing to you.

I apologize for the length of this e-mail but I thought it best to provide as complete a picture of the situation that I am facing.

With thanks in advance for any assistance that you can provide,

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On COVID vaccines: why they cannot work, and irrefutable evidence of their causative role in deaths after vaccination

Sucharit Bhakdi, MD and Arne Burkhardt, MD

This text is a written summary of Dr. Bhakdi's and Dr. Burkhardt's presentations at the Doctors for COVID Ethics symposium that was live-streamed by [UKColumn](#) on December 10th, 2021. The two presentations can be viewed at the very beginning of [the video recording](#) of the symposium.

The authors

Dr. Bhakdi has spent his life practicing, teaching and researching medical microbiology and infectious diseases. He chaired the Institute of Medical Microbiology and Hygiene at the Johannes Gutenberg University of Mainz, Germany, from 1990 until his retirement in 2012. He has published over 300 research articles in the fields of immunology, bacteriology, virology and parasitology, and served from 1990 to 2012 as Editor-in-Chief of Medical Microbiology and Immunology, one of the first scientific journals of this field that was founded by Robert Koch in 1887.

Dr. Arne Burkhardt is a pathologist who has taught at the Universities of Hamburg, Berne and Tübingen. He was invited for visiting professorships/study visits in Japan (Nihon University), the United States (Brookhaven National Institute), Korea, Sweden, Malaysia and Turkey. He headed the Institute of Pathology in Reutlingen for 18 years. Subsequently, he worked as an independent practicing pathologist with consulting contracts with laboratories in the US. Burkhardt has published more than 150 scientific articles in German and international scientific journals as well as contributions to handbooks in German, English and Japanese. Over many years he has audited and certified institutes of pathology in Germany.

The evidence

We herewith present scientific evidence that calls for an immediate stop of the use of gene-based COVID-19 vaccines. We first lay out why the agents cannot protect against viral infection. While no positive effects can be expected, we show that the vaccines can trigger self-destructive processes that lead to debilitating illness and death.

Why the vaccines cannot protect against infection

A fundamental mistake underlying the development of the COVID-19 vaccines was to neglect the functional distinction between the two major categories of antibodies which the body produces in order to protect itself from pathogenic microbes.

The first category (secretory IgA) is produced by immune cells (lymphocytes) which are located directly underneath the mucous membranes that line the respiratory and intestinal tract. The antibodies produced by these lymphocytes are secreted through and to the surface of the mucous membranes.

These antibodies are thus on site to meet air-borne viruses, and they may be able to prevent viral binding and infection of the cells.

The second category of antibodies (IgG and circulating IgA) occur in the bloodstream. These antibodies protect the internal organs of the body from infectious agents that try to spread via the bloodstream.

Vaccines that are injected into the muscle – i.e., the interior of the body – will only induce IgG and circulating IgA, not secretory IgA. Such antibodies cannot and will not effectively protect the mucous membranes from infection by SARS-CoV-2. Thus, the currently observed “breakthrough infections” among vaccinated individuals merely confirm the fundamental design flaws of the vaccines. Measurements of antibodies in the blood can never yield any information on the true status of immunity against infection of the respiratory tract.

The inability of vaccine-induced antibodies to prevent coronavirus infections has been reported in recent scientific publications.

The vaccines can trigger self-destruction

A natural infection with SARS-CoV-2 (coronavirus) will in most individuals remain localized to the respiratory tract. In contrast, the vaccines cause cells deep inside our body to express the viral spike protein, which they were never meant to do by nature. Any cell which expresses this foreign antigen will come under attack by the immune system, which will involve both IgG antibodies and cytotoxic T-lymphocytes. This may occur in any organ. We are seeing now that the heart is affected in many young people, leading to myocarditis or even sudden cardiac arrest and death. How and why such tragedies might causally be linked to vaccination has remained a matter of conjecture because scientific evidence has been lacking. This situation has now been rectified.

Histopathologic studies: the patients

Histopathologic analyses have been performed on the organs of 15 persons who died after vaccination. The age, gender, vaccination record, and time of death after injection of each patient are listed in the table on the next page. The following points are of utmost importance:

- Prior to death, only 4 of the 15 patients had been treated in the ICU for more than 2 days. The majority were never hospitalized and died at home (5), on the street (1), at work (1), in the car (1), or in home-care facilities (1). Therefore, in most cases, therapeutic intervention is unlikely to have significantly influenced the post-mortem findings.
- Not a single death was brought into any possible association with the vaccination by the coroner or the public prosecutor; this association was only established by our autopsy findings.
- The initially performed conventional post-mortems also uncovered no obvious hints to a possible role of vaccination, since the macroscopic appearance of the organs was overall unremarkable. In most cases, “rhythmogenic heart failure” was postulated as the cause of death.

But our subsequent histopathological analyses then brought about a complete turnaround. A summary of the fundamental findings follows.

Case #	Gender	Age (years)	Vaccine (injections)	Time of death after last injection
1	female	82	Moderna (1. and 2.)	37 days
2	male	72	Pfizer (1.)	31 days
3	female	95	Moderna (1. and 2.)	68 days
4	female	73	Pfizer (1.)	unknown
5	male	54	Janssen (1.)	65 days
6	female	55	Pfizer (1. and 2.)	11 days
7	male	56	Pfizer (1. and 2.)	8 days
8	male	80	Pfizer (1. and 2.)	37 days
9	female	89	Unknown (1. and 2.)	6 months
10	female	81	Unknown (1. and 2.)	unknown
11	male	64	AstraZeneca (1. and 2.)	7 days
12	female	71	Pfizer (1. and 2.)	20 days
13	male	28	AstraZeneca (1.), Pfizer (2.)	4 weeks
14	male	78	Pfizer (1. and 2.)	65 days
15	female	60	Pfizer (1.)	23 days

Histopathologic studies: findings

Histopathologic findings of a similar nature were detected in organs of 14 of the 15 deceased. Most frequently afflicted were the heart (14 of 15 cases) and the lung (13 of 15 cases). Pathologic alterations were furthermore observed in the liver (2 cases), thyroid gland (Hashimoto's thyroiditis, 2 cases), salivary glands (Sjögren's Syndrome; 2 cases) and brain (2 cases).

A number of salient aspects dominated in all affected tissues of all cases:

1. inflammatory events in small blood vessels (endothelitis), characterized by an abundance of T-lymphocytes and sequestered, dead endothelial cells within the vessel lumen;

2. the extensive perivascular accumulation of T-lymphocytes;
3. a massive lymphocytic infiltration of surrounding non-lymphatic organs or tissue with T-lymphocytes.

Lymphocytic infiltration occasionally occurred in combination with intense lymphocytic activation and follicle formation. Where these were present, they were usually accompanied by tissue destruction.

This combination of multifocal, T-lymphocyte-dominated pathology that clearly reflects the process of immunological self-attack is without precedent. Because vaccination was the single common denominator between all cases, there can be no doubt that it was the trigger of self-destruction in these deceased individuals.

Conclusion

Histopathologic analysis show clear evidence of vaccine-induced autoimmune-like pathology in multiple organs. That myriad adverse events deriving from such auto-attack processes must be expected to very frequently occur in all individuals, particularly following booster injections, is self-evident.

Beyond any doubt, injection of gene-based COVID-19 vaccines places lives under threat of illness and death. We note that both mRNA and vector-based vaccines are represented among these cases, as are all four major manufacturers.