

Ministry of Training,
Colleges and Universities

Postsecondary Education Division

900 Bay Street
7th Floor, Mowat Block
Toronto ON M7A 1L2
Tel (416) 325-2116
Fax (416) 326-3256
e-mail: Janet.Mason@ontario.ca

Ministère de la Formation
et des Collèges et Universités

Division de l'éducation postsecondaire

900, rue Bay
7^e étage, édifice Mowat
Toronto ON M7A 1L2
Tél (416) 325-2116
Télééc (416) 326-3256
Internet: Janet.Mason@ontario.ca



MEMORANDUM TO:

Professor David Johnston
President
University of Waterloo

COPY TO:

Mr. Bob Truman
Council on University Planning and Analysis Representative

FROM:

Janet Mason
Assistant Deputy Minister
Postsecondary Education Division, MTCU

DATE:

May 5, 2008

SUBJECT:

Multi-Year Accountability Agreement Report-Back for 2006-07

As you know, the government has entered into three-year accountability agreements with colleges and universities to ensure that government funding is focused on the government's Reaching Higher goals for postsecondary education – quality, accessibility and accountability. The bilateral Multi-Year Accountability Agreements (MYAAs) for 2006-07 to 2008-09 include:

- A performance framework that commits colleges and universities to system-wide and institution specific outcomes for quality, access and accountability; and
- A commitment to provide funding allocations by institution by 2006-07 and preliminary funding allocations for 2007-08 and 2008-09.

The summer 2006 funding allocation memorandum announced the Ministry's move to a new interim three-year funding framework beginning in 2006-07. This was to ensure that funding provided to colleges and universities is predictable, stable and fairly distributed.

The MYAAs provide a performance framework to monitor the use of all operating and Reaching Higher funds against the Reaching Higher goals of access, quality and accountability. A component of these MYAAs is that colleges and universities complete MYAA Report Back Templates. The 2006-07 Report Back will enable the government to determine if your college/university is on track for meeting its 2006-07 MYAA commitments. The Report Backs provide you with an opportunity to report on progress in meeting your commitments and steps planned for the targets not met.

I would like to take this opportunity to thank the University of Waterloo for submitting its Report Back on its 2006-07 MYAA commitments. Your Report-Back and staff level discussions have confirmed that your institution is making progress and is on track for meeting its' 2006-07 commitments. As such, MTCU released \$5,989,051.17 to your institution on March 28, 2008.

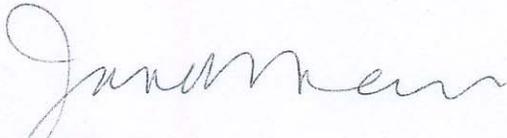
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The MYAA Report-Back constitutes part of the public record, so I am reminding you to please post the final version of your template on your institution's web site. I would also appreciate if you could forward an internet link of this posting to Nancy.Watkins@ontario.ca by May 31, 2008.

As articulated in the MYAA, the Higher Education Quality Council of Ontario will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the development of indicators for performance measurement and monitoring the Student Access Guarantee.

Furthermore, the MYAA preamble commits us to a partnership with respect to the continued development of a public and transparent agreement. Ministry staff will be in touch with you shortly to initiate a dialogue that will identify lessons learned from the 2006-07 MYAA Report-Back process, as well as barriers and best practices for achieving the Reaching Higher goals. The expectation is that the MYAAs will incorporate more strategic robust system measures as our experience grows.

I would like to thank you and your staff for the cooperation and good will you demonstrated throughout the 2006-07 MYAA Report-Back process.

A handwritten signature in cursive script, appearing to read "Janet Mason".

Janet Mason

2006-07 Multi-Year Accountability Agreement Report-Back for:**University of Waterloo**

As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative.

Pursuant to the MYAA, the release of the full amount of your 2007-08 and 2008-09 Accessibility to Higher Quality Education Fund¹ will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan. Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The information contained in this report-back template will also be used to inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements.

A. ACCESS**Increased Participation of Under-Represented Students — Measurement**

To assist with the ministry's continuing efforts to develop a system measure that will track the participation of students from under-represented groups (Aboriginal, First Generation, Students with Disabilities) the ministry is seeking new information with respect to the number of students who are self-identifying as under-represented pursuant to the methodologies currently in place to measure these students at your institution. Please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are

¹ Excluding your Per Student Funding portion of this fund.

able to do so, eliminate any double-counting in the column, “Total Number Self-Identifying as Member of Under-represented Group”.

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable ²
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
Aboriginal identification ¹ --Under development	25—250 (.6%—6% depending on method)	NA	NA	25—250	NA
Responses to NSSE indicating neither parent <i>attended</i> post-secondary education	NA	700 (nearly 20%)	NA	700	4015
Self identified at Office for Persons with Disabilities	NA	NA	About 1,400 (about 7%)	1400	NA

If you would like to provide any other comments, please do so in the following space:

1. Identification of aboriginal students is problematic. We have looked at several ways--NSSE self-identification, OUAC indicator and student financial records-- to measure/reflect this characteristic with each method producing inconsistent results. As a result, we have undertaken a new project to formally register Aboriginal students for Aboriginal services allowing us to better identify and track these students.
2. Here we have reported the number of students who responded to the question related to level of parents' education.

Increased Participation of Under-Represented Students — Programs/Strategies

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result Explain Variance between Proposed and Achieved Results (if applicable)
3. Improve access to barrier-free education	3.1 Waterloo financial guarantee.	Continue to meet the OSAP unmet financial needs of students.	Waterloo continues to meet the need the financial needs of our students—about a 10% increase in numbers receiving local student aide.
	3.2 Aboriginal student services.	While we know about 3% of our undergraduate student population self-identifies as Aboriginal, we intend to establish a baseline from which we can measure the number of students who use the	We have discovered issues and inconsistencies with the ways to identify Aboriginal students. As a result, we have undertaken a new project to formally register Aboriginal students for Aboriginal services allowing us to better identify and track these students. Our Aboriginal Counsellor position

		services available for aboriginal students, and evaluate the services offered and student satisfaction.	was vacant for a period of time so we have not made as much progress on this front as we had hoped. A new counsellor was in place in Spring 2007.
	3.3 Services for students with disabilities.	Further investigate a meaningful baseline from which we can measure change in the use of services for students with disabilities, including the kind of service used. We anticipate an increase of 5-10% in the number of students requiring support.	We continue to investigate the establishment of a meaningful baseline for this measure. The number of students requiring support increased by about 2% in 2006/07 over 2005/06.
	3.4 Tutoring in residence pilot project to offer additional academic support, particularly for those students who may be at higher risk for academic, social and cultural challenges.	When surveyed with regard to their experience in the 2005-06 Tutor in Residence pilot project, 100 percent of Engineering and Math students responded that they would use the centre again, followed by over 80 percent of Physics students and nearly 80 percent of Chemistry students. When asked how helpful having the tutoring program in residence was, 100 percent of Chemistry students and over 90 percent of Physics students believed that the program was very helpful. Given this positive feedback the program was offered again in 2006/07. We will track the number of students accessing the service, with a goal to maintaining service to those students who need it most.	Previous Tutoring in Residence program included Math, Chemistry, Physics, and Programming (Engineering). In 2006/07, the program was expanded to also offer regular tutoring for Accounting, English Language Proficiency Exam (ELPE) review appointments, and an academic writing help clinic. Also, midterm and exam prep sessions for Psychology were added. We saw an increase of 12%, in 06/07 over 05/06, in the number of visits/access of service. While our goal is not to have an ever increasing number of visits (since that would potentially strain the resources available and reduce the quality of service available) we are satisfied that we continue to meet the needs of students through this program and will continue to offer the tutoring in residence services again in 2007/08.
4. Provide alternatives to on-campus, in-class learning	4.1 Enhance Distance Education and web-delivered learning opportunities.	Distance education offerings as a percent of total UG courses-- spring 8%, fall 4%, winter 5%. Nearly 20% of our undergraduate student population self-identify as first generation in the 2004, 2006 National Survey of Student Engagement. Investigate a method to survey/identify students who make use of Distance Education and web-delivered learning opportunities who other wise may not have studied at the university.	Distance education offerings as a percent of total UG courses remains relatively constant--Spring 06 was 12%, Fall 06 was 5%, Winter 07 was 6%. We have formed an Advisory Committee on Distance/Online Education and it will be addressing matters of strategy related to distance/online learning. We have been working with the Office for Persons with Disabilities and have begun to map out a strategy to (1) change our development process so that the end product is accessible to persons with disabilities, and (2) convert all of our existing courses to a similar format.

If you would like to provide any other comments, please do so in the following space:

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Student Access Guarantee and Commitment

	<u>Yes</u>	<u>No</u>
The institution took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the <u>2006-2007 Student Access Guarantee Guidelines</u>	X	

If you have answered no, please explain:

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2007-08 Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Accountability Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid).

The detailed requirements for participation in the student access guarantee as outlined in the 2007-08 Student Access Guarantee Guidelines. Please complete the following table to update the strategies and programs that your institution will use in 2007-08 to participate in the Student Access Guarantee initiative.

<p>Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>a) Provided to those students who apply for institutional financial aid; or</p> <p>b) Automatically issued to students based on their OSAP information.</p>	<p>The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province.</p> <p>The University aspires to identify students in need and ensure that all eligible students admitted to full-time undergraduate programs have the financial assistance necessary to complete their studies.</p> <p>Students are required to seek financial support from all sources, including family, employment, government support programs and loans. Unmet need is calculated using OSAP allowable costs minus the student's expected/actual resources.</p> <p>Note: When other provincial jurisdictions include institutional bursaries as a resource, the University is not in a position to provide further bursary assistance to replace/repay loan overpayments.</p> <p>From: http://safa.uwaterloo.ca/bursaries/supportstatement.html</p>
<p>Identify whether your institution plans to provide loan assistance to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide.</p>	<p>We do not provide loan assistance. The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province for all eligible students admitted to full-time undergraduate programs.</p>

<p>If your institution has a process in place to collect statistics on the socio-economic accessibility of Professional programs that you offer, please describe the data that you collect.</p>	<p>Not applicable</p>
<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>Emergency Loans http://safa.uwaterloo.ca/loanprograms/uwemergency.html</p> <p>UW Entrance Bursary http://safa.uwaterloo.ca/bursaries/entrance.html</p> <p>UW Full-time UG Bursary http://safa.uwaterloo.ca/bursaries/ugbursaryft.html</p> <p>For complete list of bursaries available see: http://safa.uwaterloo.ca/bursaries/index.html</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>The Bursary Committee will process appeals on a first come, first served basis.</p> <p>http://safa.uwaterloo.ca/forms.html#bursaryforms</p>

If you would like to provide any other comments, please do so in the following space:

B. QUALITY

Quality of the Learning Environment

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result Explain Variance between Proposed and Achieved Results (if applicable)
<p>5. Enrich learning environment on campus through increased use of technology. Currently, about 70% of classrooms scheduled by the Office of Registrar have been converted.</p>	<p>5.1 Enhance the e-classroom technology—classrooms with dedicated podium computer, DVD, VCR, audio amplifier, speakers, network connections.</p>	<p>Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces.</p>	<p>In the period May 1st, 2006 to April 31st 2007 we converted 5.6% of our central classrooms. To date, for 2007/08 we have converted 7.5% of our central classrooms. In total, we now have 77% of our classrooms converted.</p>
	<p>5.2 Continue to implement UW-ACE, a web-based course management system.</p>	<p>More courses make use of UW-ACE, a web-based course management system. It is important to note that not all courses</p>	<p>In Spring 2006 21% (up from 8% in Spring 2005) of course offerings made use of UW-ACE. In Fall 2006 26% (up from 19% in Fall 2005) of</p>

		<p>will benefit from the UW-ACE technology /implementation—so we anticipate we will reach a saturation point after which our goal will be to maintain the quality of the services delivered through UW-ACE.</p>	<p>course offerings made use of UW-ACE.</p> <p>In Winter 2007 31% (up from 23% in Winter 2006) of course offerings made use of UW-ACE.</p> <p>In the 2007/08 year already we know that in Spring 2007 29% of course offerings made use of UW-ACE; and in Fall 2007 30% of course offerings made use of UW-ACE.</p>
<p>6. Increased opportunities for continuous professional development for faculty members, teachers, and staff.</p>	<p>6.1 Use of Centre for Learning and Teaching Through Technology (LT3) training opportunities.</p>	<p>Establish baseline against which to measure increased use of resources. Strategic allocation of limited resources to provide the best service to the most members.</p>	<p>UW's Teaching Resources office offers teaching-based workshops each term, one-on-one consultations for faculty members and most recently, orientation for new faculty members.</p> <p>The Centre's baseline is to offer at least one workshop each term.</p> <p>The following are highlights of the services offered:</p> <ul style="list-style-type: none"> • We have offered 5-6 teaching-based workshops each term, generally running from 90 minutes to 3 hours. <p>In addition, we have offered the following:</p> <ul style="list-style-type: none"> • Two welcoming events and one Lunch & Learn event each year for new faculty members. • Focus on Teaching—department-based retreats, 6 events offered since 2005. • Teaching Excellence Academy—a four day event for mid-career faculty members offered on an annual basis. • President's Colloquium on Teaching and Learning—an annual event that has grown from a one day event three years ago to a four day event called the Learning About Teaching Symposium. • Open Classroom Series—opportunity for faculty members to attend a class of one of our teaching award winners and engage in post-observation discussion, offered 6 times in 2006/07. <p>In 2006/07 nearly 880 faculty instructors participated in the various services, more than double the number participating in 2005/06.</p> <p>In May 2007, the three units serving teaching excellence—TRACE, LT3 and LRI—were</p>

			combined to better identify and serve the need of our UW community. The new Centre for Teaching Excellence will now provide leadership in this important area.
	6.2 Centralized approach to monitor the availability of professional development opportunities for faculty members, teachers and staff.	Policy change to recognize the importance of training and development in the work life of staff; establish a new unit on campus, the Office of Organizational & Human Development to provide leadership and develop training opportunities.	New unit established offering services for staff, students and faculty members in leadership training, successful supervision, and other critical skills for an effective workplace. Web space not yet developed.
7. Encourage innovative and responsive academic programs.	7.1 The design and development of innovative and responsive academic programs.	Increased enrolment in Nanotechnology.	The new Nanotechnology program registered 193 full-time students in Fall 2006.
8. Increase number of UGs participating in university research.	8.1 Undergraduate students engaged in university research.	Establish eligibility criteria for students to participate and establish targets.	<p>The Undergraduate Research Internship (UW-URI) is an academic milestone that an undergraduate student at the University of Waterloo may seek as an additional component to her/his undergraduate program of study. This milestone holds no credit value toward the completion of any undergraduate academic program; rather it is an additional component of experiential learning offered by the University of Waterloo.</p> <p>To participate, an undergraduate student must be registered in an academic program participating in the UW-URI Program. The student is required to complete at least two research modules and to prepare a "Research Portfolio." A research module is normally one term in duration, may be completed on either a part- or full-time basis at the University, and may be combined with a co-op work term. The research portfolio will demonstrate the acquisition of skills in various aspects of scholarly research, which may include the development of research methodologies, data collection, data analysis, critical analysis, proposal writing, and publications appropriate to the program in which the student is registered. Upon satisfactory completion of these requirements, the milestone Undergraduate Research Internship (UW-URI) will be noted on their academic record.</p> <p>Financial support is available on a competitive basis; students should consult with their Faculties for this information.</p>

<p>9. Ensure access to a strong and vibrant library.</p>	<p>9.1 High faculty, staff and student satisfaction with information resources, services and facilities.</p>	<p>Develop methodology for surveying users.</p>	<p>In 2006 and 2007, the Library coordinated two web surveys of faculty, students and staff to ascertain their satisfaction with the information resources, services and facilities: an in-house Library satisfaction survey and a national survey, using the LibQual tool, carried out by all Canadian research libraries.</p> <p>The Community Needs Assessment Committee (CNAC) at the University of Waterloo Library conducted a web survey to assess our patrons' level of satisfaction with our services, resources, and facilities.</p> <p>For one month, a random sample of University of Waterloo (UW) students, faculty and staff were invited by e-mail to complete the web-based survey, while other individuals from the campus community voluntarily completed the survey posted online and made available from the Library homepage. In all, 2,303 people completed the survey--1,414 from the random sample and 889 from outside of the random sample.</p> <p>The survey was representative in that it captured responses from patrons from all library locations, faculties, and types (students, faculty and staff).</p> <p>Overall, the majority of UW library patrons are satisfied, and find value in the services and resources provided at all locations. There is room however, for improvement in the general level of satisfaction.</p> <p>In response to this survey, the LibQual survey, and other input from users, the Library has:</p> <ul style="list-style-type: none"> • Ascertained that generally users are satisfied with most services but there are some concerns with the Library as "place" – e.g. noise and space. • Initiated a communications plan to let the user community know we are listening to and acting on their input. We will do this in a variety of manners e.g. through news@your library, special updates to the Daily Bulletin and on the web site, presentations to various groups, etc. • We will highlight among other initiatives the roll-out of new IBM PCs in all the public areas, the introduction of the state-of-the-art 3M RFID system, ongoing renovations to enhance the
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			user environment in the libraries, etc.
10. Ensure responsive and relevant co-operative education and career services. In Fall 2005, more than 11,500, or 55% of undergraduate students were registered in co-operative education programs. In 2005/06 Waterloo had 12, 419 students scheduled to work, earning \$124M. Waterloo maintains relationships with more than 3,000 employers.	10.1 Conduct in-depth review of co-operative education and career services.	Establish a review team with representatives from students, staff and faculty.	<p>The review was completed in August 2005. The review team's report, "Learning from Experience: Enhancing Co-operative Education and Career Services at the University of Waterloo" is available on the web at http://secretariat.uwaterloo.ca/OfficialDocuments/CECSReport.pdf</p> <p>Many of the recommendations of the review have been implemented, most notably the appointment of Associate Deans with responsibility for co-operative education in each of the 6 Faculties; the formation of a Co-operative Education Council (CEC) with representation from students, the 6 Associate Deans mentioned above, and 3 senior staff from the Department of Co-operative Education and Career Services; and the introduction of required, for-credit Professional Development courses for co-op students in all Faculties. Plans for implementing the remaining recommendations are underway, and progress is tracked at the CEC.</p>
	10.2 Complete an in-depth review of the JobMine system for co-operative education.	Engage reviewers to design and complete a review of co-operative education's JobMine system.	<p>The Employment Process Review was completed in Fall 2006, with the summary report published in May 2007 at http://www.cecs.uwaterloo.ca/pdfs/CECS%20employment%20process%20review%20public%20report.pdf The Review, conducted by Management Science faculty, covered all aspects of the core employment process, including but not limited to JobMine. One of the 7 major recommendations of the review was to replace JobMine with "an improved and comprehensive information technology solution". Development for the new system has begun with production targeted for Spring 2009.</p>
11. Increase support from alumni—financial and volunteer.	11.1 Campaign Waterloo Results.	Monitor the campaign goals.	As of April 2007, 89% of the revised campaign goal was achieved, of which 40% was from Alumni donations. Strategic planning was undertaken by all Faculties to assess needs and set new fundraising priorities. Established a Task Force review with KCI to make post campaign recommendations to achieve 6th decade plan goals.
	11.2 Participation of alumni in volunteer	Investigate how to establish a baseline from	According to data provided to MacLean's, nearly 19% of addressable UW alumni participate by

	activities.	which to measure participation of alumni in volunteer activities.	making donations, which is one surrogate measure of involvement. UW has identified the need for metrics to assess alumni engagement more broadly, including volunteerism. UW has researched best practices in measuring alumni engagement, and has recently formed a Working Group of the UW Alumni Council to study alumni engagement and measurement.
12. Increase international opportunities.	12.1 Opportunities for Waterloo students to study abroad or to participate in exchange programs.	Establish baseline from which to measure student participation in international activities.	We have completed our analysis and established a baseline of 200 students from which we intend to measure changes in student participation in international opportunities.
13. Enhance the learning environments	13.1 Implement the living-learning and learning community.	UW Residences have partnered up with the School of Accountancy for our first Living-Learning Community in September 2006.	<p>We partnered up with the School of Accountancy to form the first living-learning community. The community was offered to first-year students in one of UW's four accountancy programs (Biotechnology/Chartered Accountancy, Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Accountancy). 111 students joined this community.</p> <p>For more information on Living-learning communities see:</p> <p>http://www.housing.uwaterloo.ca/live_learn/clusters.html</p>
14. Monitor student retention—see Student Success section			
15. Monitor graduation rate—see Student Success section			
16. Improve competitiveness of our students for work term and graduate employment. Beginning in 2005, UW offered about 2000 course enrolments in professional development courses in Faculty of Engineering (PD-ENG). Other Faculties have been assessing how this model can be expanded and	16.1 Offer a series of courses on professional development for students in co-operative education programs.	Expand the PD-ENG model to other Faculties (PD-UW). Implement first PD-UW course(s). Establish methodology for assessing effectiveness. Increase of 50%.	<p>By 2008, all co-op students will be required to successfully complete workplace-related professional development courses that focus on “soft” skills not normally covered in the classroom, such as critical analysis, interpersonal communication, and professional ethics. These courses ensure that our students develop the skills and productivity valued by employers, and help students reflect on and absorb what they learn on their work terms.</p> <p>As of Winter 2007, Waterloo offered four levels of professional development for first-year students in the Faculty of Mathematics and Faculty of Arts, with more than 1,000 course registrations.</p> <p>For more information see:</p>

incorporated.			http://www.watpd.uwaterloo.ca/
17. Disseminate broadly our accountability instruments. Currently, Waterloo posts several accountability documents on its web space, including: KPIs, annual Performance Indicator reports, submission to MTCU (Graduate Expansion, IAA, MYAA, NSSE benchmarks and reports, Senate Finance Packages, Sixth Decade Plan, Faculty Plans).	17.1 Our accountability instruments will be easily accessible for our stakeholders.	Accountability instruments will be posted on the UW web space as appropriate. Develop an accountability web space for the institution.	In order to improve the dissemination and availability of its accountability instruments, the University of Waterloo is developing a website which will provide the common elements as described in the COU Accountability Website Project document.
18. Assess risk for Waterloo annually and manage.	18.1 Monitor the effectiveness of risk management activities.	Ensure appropriate procedures are in place to mitigate risk. Report annually to the Board of Governors.	Continue to ensure appropriate procedures are in place to mitigate risk. Report annually to the Board of Governors.
19. Complete annual performance indicators.	19.1 Reports will be completed with meaningful indicators of university performance.	Internal processes will permit the creation and production of indicators and annual report. Second annual report published and posted on Waterloo website.	Internal processes continue to permit the creation and production of indicators and annual report. Second annual report published and posted on Waterloo website.
20. Report regularly to the Board of Governors on corporate matters (e.g. finance, audit, governance, risk).	20.1 Regular reports to the Board of Governors.	Demonstrate accountability and effective management.	Continue to demonstrate accountability and effective management.

If you would like to provide any other comments, please do so in the following space:

Net New Hires

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2006-07. The ministry appreciates that accurate data on net new hires for 2007-08 may not be available until late fall. As such, please identify your planned net new hires for 2007-08.

Actual New Hires in 2006-07 Planned New Hires in 2007-08		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2006-07 ¹						
	Actual 2006-07	47	11	86.5	12	1.5	18
	Planned 2007-08	50	NA	NA	20	NA	10
Retires / Departures	Planned 2006-07						
	Actual 2006-07	31	32	NA	7	0	9
	Planned 2007-08 ²	25 ²	NA	NA	5 ²	NA	5 ²
Net New Hires	Planned 2006-07						
	Actual 2006-07	16	-21	NA	5	1.5	9
	Planned 2007-08	25 ²	NA	NA	15 ²	NA	5 ²

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2006-07 net new hires.

1. We had no articulated hiring plan for 06/07.
2. We do not plan departures and with the abolition of mandatory retirement, this is a difficult number to project or plan. While we have reviewed historical trends, given the unknown nature of this behaviour these are considered very soft numbers.

Student Success: Student Retention Rates

Pursuant to your approved Multi-Year Action Plan, please report on the retention target proposed by your institution for 2006-07, and your achieved rate.

	Proposed 2006-07 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable)
1 st to 2 nd Year	Not less than 90% (plus/minus 5 to 10% to account for error in methodology and anomalies in cohort populations)	88%	CSRDE retention of 2005 first year cohort. However, our co-operative education environment presents challenges in tracking student retention for instruments such as CSRDE which is designed primarily to capture the activity of “regular stream” four year institutions. We know for example, there was an implementation error in our 2006 CSRDE submission that is partly responsible for the decline in retention for the 2005 and 2004 cohorts.
2 nd to 3 rd Year	Not less than 85% (plus/minus 5 to 10% to account for error in methodology and anomalies in cohort populations)	82%	CSRDE retention of 2004 cohort to their second year. This is a dip from prior years which have been about 86—88% and warrants monitoring. However, our co-operative education environment presents challenges in tracking student retention for instruments such as CSRDE which is designed primarily to capture the activity of “regular stream” four year institutions. We know for example, there was an implementation error in our 2006 CSRDE submission that is partly responsible for the decline in retention for the 2005 and 2004 cohorts.
3 rd to 4 th Year (if applicable)			

If you would like to provide any other comments, please do so in the following space:

It is our intention to use CSRDE as the source for calculating 1st to 2nd and 2nd to 3rd year retention since it was anticipated to be an accountability tool recognized by MTCU as both valid and valuable. CSRDE does not produce 3rd to 4th year retention measures.

C. ACCOUNTABILITY

Please insert the current internet link to your posted Multi-Year Action Plan in the following space: http://www.adm.uwaterloo.ca/infoiap/docs/Accountability/MYAA_for_06-07_to_08-09.pdf

If the Action Plan is moved to another location on your web site, please provide the ministry with an updated link.

This report-back document constitutes part of the public record, and as such, should also be made available on your institution’s web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan.