

Interim Accountability Agreement

Institution: University of Waterloo

Preamble:

Reaching Higher, the McGuinty Government Plan for Postsecondary Education, outlines the government's commitment to begin a new era for postsecondary education in Ontario, with the cumulative investment of \$6.2 billion over the next five years in the province's postsecondary education system.

This government is committed to working with publicly funded colleges and universities to achieve results for taxpayer dollars. Achieving accountability for public funds in this context requires clear roles, responsibilities and expectations. Demonstrating success to the public requires reporting on meaningful and measurable results for the sector.

This is why the government will be developing bi-lateral Multi-Year Agreements that will outline the targets and results expected of the sector from the cumulative fiscal investment beginning in 2006-07. The government recognizes that 2005-06 is a bridging year from the current accountability arrangements to the new Multi-Year Agreements.

This document is the Interim Accountability Agreement for 2005-06. It is a one-year accountability agreement, to be superseded by the development of Multi-Year Agreements beginning in 2006-07. It is a companion to your institution-specific 2005-06 operating grant allocations, and confirms the commitments and results expected from each institution for this funding. These commitments include the provision of indicators from institutions related to student retention, average class size and Student : Faculty ratios. The government recognizes that there is no systematic approach to measuring these indicators in Ontario at this time, which precludes the ability to compare data on these indicators from one institution to another. The government is committed to working with institutions to develop more robust data sets for future use.

This agreement constitutes an integral and central component of the government's and sector's overall performance and accountability relationship in 2005-06. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment and reporting requirements, such as those associated with individual grant lines. The ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public.

This agreement should be signed and returned to the ministry as soon as possible, with the understanding that the Advancing Quality and Supporting Excellence allocation will be released to the institution when the agreement is signed.

1. Government Goals and Commitments for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget investments in postsecondary education, and outlines the 2005-06 government commitments designed to help the system meet these goals.

1.1 Access

As outlined in the 2005 Budget, the government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to pursue higher quality postsecondary education that is affordable and accessible.

In 2005-06, the government will undertake the following initiatives designed to help the postsecondary education system improve access:

- Establish enrolment targets - 2005-06 targets will assist the government to meet its public commitments to increase university and college full-time enrolment by 50,000, increase graduate enrolment by 14,000 by 2009-10, and increase medical enrolments by a further 15% over the next four years;
- Establish new advisory committees on Aboriginal and Francophone postsecondary issues and continue the work of the existing Postsecondary Advisory Committee on Disability Issues to provide the government with strategic advice on how to maximize the educational experiences of these students;
- Develop a strategy to enhance the participation and success of First Generation students who are the first in their families to access postsecondary education;
- Continue the tuition freeze for 2005-06, compensate institutions for that freeze, and consult with student, college and university representatives on a new tuition framework to be in place for 2006-07;
- Enhance OSAP – improve student financial assistance for 135,000 low and middle-income students, and reintroduce up-front grants for low income students; and
- Develop an international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

1.2 Quality

As outlined in the 2005 Budget, the government is committed to the highest standards in teaching, research, and the student learning experience.

The government also recognizes that each institution has existing areas of excellence. This excellence might be found in a differentiated mission, a specialized niche, program leadership, service leadership, enhanced services and/or accessibility to a specific group, or some other area.

In order to assist institutions in meeting both the government's and their own goals in quality, the government is committed to:

- Establish the Higher Education Quality Council of Ontario; and
- Provide funding to advance quality, support institutional excellence and fund change under a new Quality Improvement Fund in 2005-06.

1.3 Accountability

As outlined in the 2005 Budget, the government is committed to ensuring that postsecondary institutions be held accountable for accomplishing the goals and objectives established under Reaching Higher. In 2005-06 the government will undertake the following initiatives designed to help universities improve accountability:

- Implement and sign-back the 2005-06 Interim Accountability Agreements;
- Develop Multi-Year Agreements and a performance measurement framework for 2006-07; and
- Continue the ongoing review of institutional reporting requirements to streamline, consolidate and improve reporting requirements.

1.4 Funding

To support institutions' achievement of enhanced access, quality and accountability, the:

- University transfer payment budget will total \$2.63 billion in 2005-06. This is an increase of \$282 million from the 2004-05 levels of which \$124.2 million is the Quality Improvement Fund; and
- College transfer payment budget will total \$1.076 billion in 2005-06. This is an increase of \$133.5 million from the 2004-05 levels of which \$87.3 million is the Quality Improvement Fund.

Details regarding operating grant support for the postsecondary sector and for individual institutions can be found in the Minister's institution-specific 2005-06 allocation letter which you received on November 2, 2005.

2. Institution Commitments

This section outlines your institution's commitments for 2005-06.

2.1 Access

In 2005-06 your institution commits to:

- Comply with the tuition freeze as outlined in the *Guidelines for Colleges of Applied Arts and Technology and Publicly-Assisted Universities: Implementation*

2.2 Quality

In 2005-06 your institution commits to:

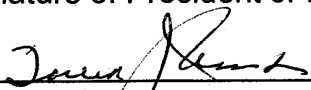
- Complete and return the attached Quality Improvement Fund (QIF) template (Appendix A) to the Ministry along with this document. The purpose of the QIF template is for institutions to provide information on how additional investments related to quality will be spent and the demonstrable improvements that will result from this spending. Your institution is eligible for **\$5,606,697** for advancing quality including a \$1,432,888 allocation related to per student funding, and **\$1,113,016** for supporting excellence. **The release of this funding is conditional on the commitment to quality and excellence improvements, as evidenced by the completion and sign-back of the attached template.**
- **The distribution of this funding does not set a precedent for next year's allocation.**
- In addition, your institution will be paid \$3,382,207 representing 50% of your 2005-06 Access to Opportunities Program (ATOP) slip year payment based on your 2004-05 preliminary enrolment. Of this amount, \$2,563,210 is from the Quality Improvement Fund and \$818,997 is from the existing 2005-06 ATOP envelope.

2.3 Accountability

In 2005-06 your institution commits to:

- Continuing with all existing reporting requirements for 2005-06; and
- Investing the Quality Improvement Fund in the manner described in Appendix A with the expected result of improving the student experience.

Signature of President or ~~Board Chair~~



Date: Jan 19/06

Signature of Minister

Date: _____

APPENDIX A: QUALITY IMPROVEMENT FUND TEMPLATE

PART 1: ADVANCING QUALITY

To ensure a quality postsecondary education, the ministry envisions a postsecondary education system that will be one that achieves the highest standards in teaching, research and the student learning experience, resulting in skills and innovation that will support economic growth.

The Advancing Quality portion of the 2005-06 Quality Improvement Fund is intended to address the adverse effects on quality produced by per student funding anomalies¹, and advance quality at all institutions.

When completed, Part 1 of this template will outline the activities and results anticipated by each institution with this funding. The ability to demonstrate improvements in quality will inform the decision making process with respect to the future distribution of quality funding and the development of Multi-Year Agreements.

The advancing quality and supporting excellence funding will be released conditional on the completion of this template and the signing of the agreement.

Measurable Outcome Indicators

It is recognized that postsecondary institutions and the ministry will work together to develop outcome indicators of quality for inclusion in the 2006-07 Multi-Year Agreements.

To indicate that the 2005-06 advancing quality funding is achieving its intended results, the ministry is requesting that institutions report on measurement indicators commonly used by other jurisdictions to assess quality: Student : Faculty ratio, class size, and retention rates. The ministry recognizes that there is no systematic approach to measuring and publicly reporting these indicators in Ontario at this time. However, most institutions do have their own methodology for measuring and tracking these indicators.

Please provide the ministry with your institution's definition and measurement methodologies for the following indicators:

¹ Defined as anomalies which have arisen through different levels of weighted enrolments over institutional corridor midpoints.

INDICATORS	DEFINITION AND METHODOLOGY
Student : Faculty Ratio	All students, UG and Grad FTE for fiscal year per tenure, tenure stream, and continuing faculty as of Apr 1 st of the year.
Average Class Size	All primary meets (courses to which the credit is assigned) of UG courses by year level of course, taught at UW and federated and affiliated institutions. Like Maclean's, we then take the average size of the student class experience. This is a new process, which is preliminary at this stage. Results may change.
Student Retention	By definition we are reporting progress. This is not a cohort analysis.

To establish, benchmark and track these results, the ministry is seeking this information from 2002-03 onward. Details on the rates for the 2002-03, 2003-04 and 2004-05 indicators should be returned with the signed agreement. The institution agrees to provide the ministry with details on the rates for the 2005-06 indicators by July 1, 2006.

INDICATORS	2002-2003	2003-2004	2004-2005	2005-2006
Student : Faculty Ratio*	25.6	26.1	25.5	NA
Average Class Size at the 1 st Year Level **	141	142	142	NA
Average Class Size at the 2 nd Year Level**	101	107	113	NA
Average Class Size at the 3 rd Year Level	78	77	81	NA
Average Class Size at the 4 th Year Level	54	63	66	NA
Student Retention Rate★ 1 st to 2 nd Year	88.2%	89.7%	NA	NA
Student Retention Rate 2 nd to 3 rd Year	83.9%	85.9%	NA	NA
Student Retention Rate 3 rd to 4 th Year	95.3%	87.9%	NA	NA

★2004-05, 2005-06 retention data are incomplete due to co-op streaming. 2004-05 retention data will be reported in July 2006. 2003-04 retention data may change as more recent data become available.

* For Student : Faculty Ratio please exclude, if possible, self-funded programs and continuing education programs not funded by the province.

**The ministry would prefer to receive information on the average class size at the 1st year level. If this is not possible, the ministry will accept average class size at the 1st and 2nd year level, and average class size at the 3rd and 4th year level.

***The ministry would prefer to receive information on the student retention rate from the 2nd to 3rd year and the rate from the 3rd to 4th year, but will accept the student retention rate after the 2nd year.

Human Resources:

A) Human Resources Definitions

The ministry recognizes that each institution may define the terms full time tenured, full time limited term and part time differently. Please provide the ministry with your institution's definition of the following terms:

TERMS	DEFINITION
Full Time Tenured	Head count of Regular, FT faculty with a tenure, tenure stream or continuing appointment. Excludes visiting and research.
Full Time Limited Term	Head count of Regular FT faculty with a definite term appointment. Excludes visiting and research.
Part Time (FTE)	Sum of total months taught by PT faculty divided by 12 months and then multiplied by .5 to estimate a PT FTE. Data are calendar 2005. Excludes visiting and research.

B) Please complete the following table to identify the number of hires, retires/departures and net new hires at your institution (not just those funded through the QIF):

2005-06**	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	43	11	95	21	2.1	22
Retires / Departures	24	10	NA	9	2	24
Net New Hires	19	1	NA	12	.1	(2)

★With the exception of part-time faculty FTE, data are as of November 30, 2005 and will likely change by the end of the fiscal year. Part-time Faculty FTE are calendar 2005.

* Please provide these details from your 2005-06 Academic Year.

** 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 funded 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.

Teaching & Learning Excellence

A) Advancing Quality Funding being allocated to Teaching & Learning Excellence: \$2.7M

B) Please identify and provide details of any 2005-06 investments related to teaching and learning excellence. Examples may include changes to class size, modes of instruction, program and curricular development and professional development initiatives for staff.

Pharmacy program development.
Mechatronics program development.
Nanotechnology program development.
Graduate studies quality and accountability review.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment.

Provide a pharmacy curriculum; increase enrolment in Pharmacy thereby building capacity in Ontario. Design and build the infrastructure to support the program.

Support Mechatronics program start-up in 2006/2007.
Increase enrolment in Canada's first 4 year Nanotechnology program.

Educational resources:

A) Advancing Quality Funding being allocated to educational resources: \$890K

B) Please identify and provide details of any 2005-06 investment related to educational resources. Examples of educational resources may include equipment and supplies (lab / classroom), library materials and resources, and IT Infrastructure.

Implement a state-of-the art security and inventory management system to provide security and inventory management for the print collections in the Dana Porter and Davis Libraries.

Provide "teacher" training for new faculty and graduate students to improve the learning experience.

Enhance/develop strategies for the web-based and online technologies.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment.

Improve library resources, services, and facilities for students and faculty.

Help faculty adopt technology mediated learning in their teaching. Better trained, more effective Teaching Assistants.

Increase the number of courses making use of web-based and online technologies.

Student Supports/Services:

A) Advancing Quality Funding being allocated to Student Supports/Services: \$1.9M

B) Please identify and provide details of any 2005-06 investment related to student support and services. Examples may include student remediation and retention strategies, general and/or academic counseling, special needs initiatives, and career planning and employment preparation.

Campus-wide focus to increase the number of front line staff serving students, particularly in the area of student awards to support UW's guarantee to meet OSAP unmet need.

Improvements to employment support programs and student information systems.

Provide incentives and access for undergraduate participation in research.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment.

Improve student services response time, particularly in student awards and recruitment.
Lower student:staff ratio.

Streamlined access to employment related services and information, improved response time when using online information services. Better service and accessibility.
Improved job placements for co-op students.

Increase the number of undergraduate students participating in university research with the increased likelihood they will be retained. Increase interest in undergraduate research opportunities.

Other Advancing Quality Initiatives:

\$1M

If applicable, please identify any other initiatives that your institution will undertake with your advancing quality funding. In your description, please identify the amount being allocated to this activity, your planned investment details, and any expected qualitative or quantitative outcomes generated by this additional investment.

Faculty hires.
Web Management/Collaboration project.
Benchmarking and accountability.

PART 2: SUPPORTING EXCELLENCE

This fund will be used to support excellence as your institution defines it. This excellence might be found in a differentiated mission, a specialized niche, program leadership, service leadership, enhanced services and/or accessibility to a specific group, or some other area.

Bilingual institutions may outline how their excellence funding will impact French-language programs and services offered at their institutions.

When completed, Part 2 of this template will outline the activities and results that will be achieved by each institution with this funding.

Investments

Identify the specific investments and activities that will be used to support excellence.

Institute for Quantum Computing.

Professional Development for Engineering Students.

Women in Science and Technology.

Nanotechnology.

Opportunities for Undergraduate Co-operative Research Internships.

Expected Outcomes

Identify the specific short and long-term results expected from this investment. Short-term results are results that can be measured or demonstrated by 2006-07. Results could include inputs, outputs or outcomes.

Launch an initiative that will demonstrate a vital public-private partnership; increase interest in, understanding of and appreciation for quantum computing in our world; generate income.

Better integration of UW's world-leading cooperative education program with the academic environment; increased training of co-op students.

Increase the number of women studying science and technology.

Support to Canada's first 4 year Nanotechnology program start-up.

Increase in number of co-op students participating in research.

Performance Indicators

Identify any performance indicators that will be used to demonstrate that the expected results have been achieved.

Number of students participating in research activities.
 Number of students participating in professional development for engineering students.
 Number of women studying in the fields of science and technology.
 Number of graduate students.

Special Client Groups

In addition to any initiatives specifically related to the \$10.2M access funding (not yet distributed), and in advance of recommendations that may arise from the Minister's Access Committees, please outline any access activities for special client groups supported by your excellence funding in the following table.

	Type of Initiative and Program Area
Aboriginal	Outreach programs to generate interest of aboriginal students in university education; capacity building to serve aboriginal students and support programming.
First generation	Two prong approach—first through cooperative education opportunities and second through high school outreach.
Persons with disabilities	Provide information, academic accommodation and support services for more than 1200 students.
Other	Particularly new Canadians, through programs such as International Optometric Bridging program and International Pharmacy Graduate program.

PART 3: OUTCOME INDICATORS OF QUALITY

It is recognized that universities and the ministry will work together to develop outcome indicators of quality for inclusion in the 2006-07 Multi-Year Agreements. In 2005-06, the ministry will seek universities' commitment to begin that process by participating in common measurement tools used by many jurisdictions to assess quality. Additional indicators may be developed in the future.

The following table outlines the measures identified by the Council of Ontario Universities, and key expectations and objectives to be achieved by each of these measures:

Measure	Actions for 2005-06	Expectation/Objective
<p><i>NSSE Survey Results in 2006 and future years:</i></p> <ul style="list-style-type: none"> (i) Level of academic challenge (ii) Active and collaborative learning (iii) Student-faculty interaction (iv) Enriching educational experience (v) Supportive campus environment 	<p>The institution shall participate in the 2006 NSSE survey and in the development of a protocol by MTCU and COU regarding the use of the data to establish a baseline from which to assess improvement in the quality of the undergraduate student experience.</p> <p>Date: to be discussed with CUPA</p>	<p>A significant improvement in the quality of the undergraduate student academic experience</p>
<p><i>Consortium on Student Retention Data Exchange (CSRDE)</i></p>	<p>The institution shall participate in the 2006 CSRDE and in the development of a protocol by MTCU and COU regarding the use of the data to establish a baseline from which to assess improvement of undergraduate student retention.</p> <p>Date: to be discussed with CUPA, <i>Feb 06</i></p>	<p>Retention and graduation rates that are among the best in North America</p>
<p><i>Graduate and Professional Student Survey</i></p> <p><i>(Designed and administered by MIT)</i></p>	<p>The institution shall participate in the 2007 GPSS (MIT survey) and in the development of a protocol by MTCU and COU regarding the use of the data to establish a baseline from which to assess improvement in the quality of the graduate student experience.</p> <p>Date: to be discussed with CUPA</p>	<p>A significant improvement in the quality of graduate student academic experience</p>

University of Waterloo Revised 1-Feb-2006 to remove reference: "CSRDE to establish benchmark for comparison to American and other Canadian jurisdictions." for CSRDE and GPSS.

Please identify any other indicator(s) or measure(s) currently used by your institution that should be considered for inclusion in the 2006-07 Multi-Year Agreements.

Time-to-completion and graduation rate analyses of graduate students; coop placement rates and student earnings; percent students participating in research, particularly undergraduate.