

Multi-Year Agreement for Universities for 2006-07 to 2008-09

As part of the 2005 Ontario Budget, the government introduced “Reaching Higher: The McGuinty Government Plan for Postsecondary Education”, which will provide a cumulative investment of \$6.2B in Ontario’s post-secondary education and training system by 2009-10.

The government’s goal is to use the Reaching Higher investments to improve the access, quality and accountability of the post-secondary education system.

Traditionally, MTCU has allocated grants and institutions have reported on outcomes achieved with the funding on an annual basis. This practice was continued and strengthened in 2005-06 when the government introduced the Interim Accountability Agreement, a one-year agreement which confirmed the commitments and results expected by government and each institution for the first year of the new Reaching Higher investments.

The government recognizes that publicly-funded institutions will have a greater ability to develop plans that meet government goals for the sector and achieve results if there is funding stability and predictability. This is why the government is building on the groundwork established by Interim Accountability Agreements and introducing Multi-Year Agreements and funding allocations.

The Multi-Year Agreement (MYA) articulates the government’s goals for the system, and its roles and responsibilities in meeting those goals. This agreement confirms the commitments expected from each institution and the sector-wide indicators that will be used to report on results achieved.

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly funded PSE institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. 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 document constitutes part of the public record, and as such, should be made available on your institution’s web-site.

The Role of the Higher Education Quality Council of Ontario

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This council 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.

In partnership with institutions, the Ministry is committed to reviewing and revising this agreement as needed on an annual basis to ensure that colleges and universities remain focused on meeting the government goals for post-secondary education. Advice from and research undertaken by HEQCO will inform this process.

1. Government Goals and Responsibilities for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget through the Reaching Higher investments in postsecondary education, and outlines its role and responsibilities for meeting those system goals.

1.1 Access

The government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue higher quality postsecondary education that is affordable and accessible across Ontario including northern and remote, rural and urban areas.

The government will undertake the following initiatives designed to improve access in the postsecondary education system:

- Establish enrolment targets and policies that will ensure that the government meets its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10;
- Develop policies and provide funding to deliver services that will promote access and increase opportunities for Aboriginal Peoples, Francophones, persons with disabilities, and persons who are the first in their family to attend postsecondary education. The strategies will be informed by the committees established to provide advice to the Minister on how to maximize the educational experiences of these students. The First Generation Strategy offers an opportunity to target "at risk" and low-income communities and families and consider socio-economic factors;
- In partnership with institutions, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books, and mandatory fees;
- Continue enhancements of the Ontario Student Assistance Program. This includes extending access grant eligibility to students from low- and middle-income families, updating the book and supply allowance, continuing to limit students' annual repayable debt, and matching funds raised by institutions to establish endowments. In partnership with institutions, the government will also implement a website for 2007-08 that will allow students to identify costs and sources of financial aid;
- Work jointly with the Chair of HEQCO to establish a research agenda on participation and access to be carried out by the Council;
- Define the role and responsibilities of HEQCO in monitoring and making

recommendations relating to the implementation of the Student Access Guarantee;

- Develop system measures to track the participation of under-represented students with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive 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

The government's Reaching Higher Plan is committed to the highest standards in teaching, research, and the student learning experience, and will undertake the following initiatives designed to help the postsecondary education system improve quality:

- Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student engagement, satisfaction and success;
- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Comply with the MTCU-COU protocol regarding the use of data from the National Survey on Student Engagement (NSSE), the Consortium on Student Retention Data Exchange (CSRDE) and the Canadian Graduate and Professional Survey on Satisfaction (CGPSS) to establish benchmarks from which to assess improvements in quality;
- Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- Work with the Ministry of Research and Innovation to support the role of institutions in implementing the province's research, innovation and commercialization agenda;
- Co-operate and work with the College-University Consortium Council (CUCC) and institutions to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility; and,
- Receive advice from HEQCO and CUCC on the best way to measure increased collaboration.

1.3 Accountability

The government is committed to ensuring that it and postsecondary institutions be held accountable for accomplishing the goals and objectives established under the Reaching Higher Plan.

The government will undertake the following initiatives designed to help institutions improve accountability:

- Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in **Appendix A**;
- Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- Continue the ongoing review of institutional reporting requirements to streamline,

- consolidate and improve reporting requirements;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the institutions to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Participate in the annual review of the Multi-Year Action Plan located in **Appendix B** of the agreement. When completed, the Multi-Year Action Plan will establish the institution-specific strategies, indicators and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.

1.4 Funding

Recognizing the importance of stability and predictability of funding for institutional planning, and in order to increase the capacity of institutions to meet shared goals of quality and accessibility, the government will provide multi-year funding allocations for the three years covered by this agreement.

Preliminary allocations for 2006-07 and notional allocations for 2007-08 and 2008-09 will be provided based on best information available and are subject to change as updated information becomes available.

2. Institution Commitments

This section outlines the commitments and results expected from each institution.

2.1 Access

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve access:

- Participate in the Student Access Guarantee. In partnership with the government, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and mandatory fees;
- Provide the Ministry with the assistance needed to design and implement a website that will allow students to identify costs and sources of financial aid;
- Comply with the new Tuition Fee Framework;
- Provide HEQCO with the assistance needed to complete access related research;
- Provide the Ministry and HEQCO with the assistance needed to develop a system measure to track the participation of under-represented groups in a manner that is sensitive to privacy concerns. The First Generation Strategy is expected to develop measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students);

- Report on institutional enrolment growth at the undergraduate and graduate level in keeping with established protocols, or as requested by the Ministry, thereby contributing to the sector targets established by the government, and where applicable report on institutional targets agreed to for medical enrolments; and
- Provide the Ministry with institution-specific multi-year access strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement.

2.2 Quality

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve quality:

- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Participate in the National Survey of Student Engagement, the Consortium on Student Retention Exchange and the Canadian Graduate and Professional Student Survey (if applicable), and pursuant to the MTCU-COU protocol, submit results to MTCU;
- Provide HEQCO with the assistance needed to complete quality-related research;
- Provide the Ministry with institution specific multi-year quality strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement; and
- Co-operate and work with other postsecondary education institutions and the College-University Consortium Council (CUCC) to develop strategies and policies that will improve and increase collaboration between institutions and sectors in support of student success and mobility, and provide HEQCO and the CUCC with the assistance needed to develop advice on the best way to measure increased collaboration.

2.3 Accountability

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve accountability:

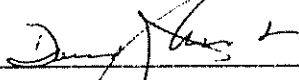
- Complete the Multi-Year Action Plan template attached in **Appendix B** which, when completed, will establish the institution specific strategies and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.
- Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- Continue all other reporting requirements linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund;
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any

- revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's web site.

Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.


For the subsequent years, the 2007-08 and 2008-09 the release of the full amount of your institution's allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

Signature of President or Board Chair



Date: October 5/06

Signature of Minister



Date: March 8/07

University of Waterloo Multi-Year Action Plan for Universities

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use its total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry's approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution's confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the Ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to best way to measure performance and ensure the accountability of colleges and universities.

University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

Excerpt From Waterloo's Sixth Decade Plan:

Overall Priority: Academic Excellence

Academic excellence is the cornerstone of Waterloo's mission. It is achieved by the commitment of the University community to the highest quality teaching, research, scholarship and services which support the academic enterprise. That commitment underlies admission and examination standards, hiring and promotion decisions, criteria for performance evaluation, and academic goals.

Teaching and research are mutually supportive activities, fulfilling equally important and complementary roles in the University. This complementarity is fostered and augmented through a diversity of scholarship and teaching styles. To continue to provide a high quality environment, UW aspires to achieve excellence in both teaching and research, and to make mutually beneficial connections between them.

The University of Waterloo will continue to strive to achieve academic excellence in all its activities through:

- Pursuit of new knowledge and scholarship through the vigorous promotion and encouragement of frontier and reflective research
- Recruitment of the best faculty through national and international searches; application of the highest standards in faculty recruitment, annual performance reviews, and tenure and promotion decisions; retention of top-performing faculty through tangible recognition of excellence in teaching, research / scholarship, and service
- Recruitment and retention of the highest quality academic support staff; acknowledgement of their contributions via a merit-based reward system; encouragement of staff, where appropriate, to become active participants in teaching and research initiatives
- Recruitment of students of the highest calibre, from Canada and abroad; provision of a stimulating, varied and challenging environment conducive to the successful completion of their programs
- External peer review of all academic programs
- Global leadership in co-operative education
- Planning measures (academic and administrative) in support of UW's goals and objectives; academic and budgetary decisions to support academic excellence
- Reserving resources to facilitate improvements and respond to opportunities, even in times of financial stringency

Relevance and Connectedness

The University of Waterloo will continue to strive to maximize its academic and societal relevance by:

- Recognizing that experiential learning through its co-op programs contributes to providing students with the best overall academic experience
- Working with partners in the public and private sectors to promote co-op education and knowledge transfer
- Enhancing institutional capacity to work collaboratively with all UW constituencies, including public and private sectors, and alumni
- Introducing new academic programs in response to long-term societal needs
- Providing service to society through cultural enrichment and knowledge transfer
- Encouraging and supporting innovation and accepting the collateral risk(s)

**University of Waterloo
Multi-Year Accountability Agreement
Details of Indicators and Outcomes**

MTCU Performance Measures 2006-07 to 2008-09	UW Performance Outcomes	UW Indicator	05/06 Data/Counts if Applicable	UW Result (2006/07)	UW Result (2007/08)	UW Result (2008/09)
Increased Enrolment	1. Growth in new and existing undergraduate and graduate programs.	1.1 Monitored via routine government reporting.				
	2. Strategic UG recruitment and enrolment.	2.1 Monitored via routine government reporting.				
Increased Participation	3. Improve access to barrier-free education.	3.1 UW financial guarantee.	In 2004/05, 1,829 undergraduate students received local student aid in the form of bursaries. In 2005/06, 3,763 undergraduate students received local student aid in the form of bursaries.	Continue to meet the financial needs of students. While we intend to increase the funds available we have not yet set targets for increases.	Continue to meet the financial needs of students. While we intend to increase the funds available we have not yet set targets for increases.	Continue to meet the financial needs of students. While we intend to increase the funds available we have not yet set targets for increases.
		3.2 Aboriginal student services.	About 3% of our undergraduate student population self-identify as aboriginal in the 2004, 2006 National Survey of Student Engagement. Aboriginal Services for the University of UW are offered through St. Paul's College.	Establish a baseline from which we can measure the number of students who use the services available for aboriginal students. Evaluate the services offered and student satisfaction.	Count the number of students who use the services available for aboriginal students. Evaluate the services offered and student satisfaction.	Continue to count the number of students who use the services available for aboriginal students. Evaluate the services offered and student satisfaction.
		3.3 Services for students with disabilities.	In 2005/06, UW had 1,395 students with disabilities (about 7% of our FT undergraduate student population).	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.	Continue to offer the necessary services to support academic success for our students with disabilities. We anticipate an increase of 5-10% in the number of students requiring support.	Continue to offer the necessary services to support academic success for our students with disabilities. We anticipate an increase of 5-10% in the number of students requiring support.
		3.4 Tutoring in residence pilot project to offer additional academic supports, 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 2005-6 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.	We will track, over time, the number of students accessing the service to assess the impact and utilization and determine if there is sufficient need to expand the service offerings.	Track participation and satisfaction. Expand program as appropriate.	Track participation and satisfaction. Expand program as appropriate.
	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.	Establish a baseline from which we can measure the number of students who make use of Distance Education and web-delivered learning opportunities who other wise may not have studied at the university.	Count the number of students who make use of Distance Education and web-delivered learning opportunities who other wise may not have studied at the university. Continue to evaluate offerings.

**University of Waterloo
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MTCU Performance Measures 2006-07 to 2008-09	UW Performance Outcomes	UW Indicator	05/06 Data/Counts if Applicable	UW Result (2006/07)	UW Result (2007/08)	UW Result (2008/09)
Quality Learning Environment	5. Enrich learning environment on campus through increased use of technology.	5.1 Enhance the e-classroom technology—classrooms with dedicated podium computer, DVD, VCR, audio amplifier, speakers, network connections.	70 % of classrooms managed by the Office of the Registrar are e-classrooms—which means they have a podium with dedicated computer, DVD, VCR, audio amplifier, speakers, and two network connections. Approximately 15% of classrooms will not be converted since they are small spaces.	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces.	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces.	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces.
	6. Increase opportunities for continuous professional development for faculty members, teachers, and staff.	6.1 Use of LT3 training resources.		Establish baseline against which to measure increased use of resources.	Monitor the use of Centre for Learning and Teaching Through Technology (LT3) resources.	Monitor the use of Centre for Learning and Teaching Through Technology (LT3) resources.
		6.2 Centralized approach to monitor availability of professional development opportunities for faculty members, teachers and staff.	Conducted a review of UW's human resource services and functions.	Policy change to recognize the importance of training and development in the work life of staff; establish a new unit on campus, Office of Organizational & Human Development to provide leadership and develop training opportunities.	Evaluate the progress of the Office of Organizational & Human Development to provide leadership and develop training opportunities.	Continue to evaluate the progress of the Office of Organizational & Human Development to provide leadership and develop training opportunities
	7. Encourage innovative and responsive academic programs.	7.1 The design and development of innovative and responsive academic programs.	UW has a reputation for innovation and introducing programs that meet societal needs and enhance research in areas of importance.	Increased enrolment in Nanotechnology.	120 undergraduate students registered in the School of Pharmacy.	First graduates of Mechatronics program offered by Faculty of Engineering.
	8. Increase number of UGs participating in university research.	8.1 Undergraduate students engaged in university research.	Not applicable since this is a new initiative.	Establish eligibility criteria for students to participate and establish targets.	Measure participation in undergraduate research opportunities. Evaluate student experience and effectiveness of this program.	Measure participation in undergraduate research opportunities. Evaluate student experience and effectiveness of this program.
	9. Ensure access to a strong and vibrant library.	9.1 High faculty, staff and student satisfaction with information resources, services and facilities.	UW's library has a goal to rank among top research libraries in Canada.	Develop methodology for surveying users.	Participate in community needs assessment.	Continue to monitor user feedback.
	10. Ensure responsive and relevant co-operative education and career services.	10.1 Conduct in-depth review of 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.	Establish a review team with representatives from students, staff and faculty.	Review and implement recommendations of the CECS review team.	Continue to review and implement recommendations of the CECS review team.
10.2 Complete an in-depth review of the JobMine system for co-operative education.		In 2005/06 UW had 12,419 students scheduled to work, earning \$124M. UW maintains relationships with more than 3,000 employers.	Engage reviewers to design and complete a review co-operative education's JobMine system.	Review and implement recommendations of the JobMine review team.	Continue to review and implement recommendations of the JobMine review team	
Student Engagement and Satisfaction	11. Increase support from alumni—financial and volunteer.	11.1 UW Campaign results	In April 2006, UW had achieved 89% of its current campaign goal and revised its goal from \$260M to \$350M for Campaign UW (2000--2007).	Monitor campaign goals.	Establish new goals	Monitor campaign goals.
		11.2 Participation of alumni in volunteer activities.	Currently, nearly 20% of UW alumni participate by making donations. UW would like to see this figure increase and encourage involvement in volunteer activities.	Investigate how to establish a baseline from which to measure participation of alumni in volunteer activities.	Track participation of alumni in volunteer activities.	Continue to track participation of alumni in volunteer activities.
	12. Increase international opportunities.	12.1 Opportunities for UW students to study abroad or to participate in exchange programs.	UW offers full-time students the opportunity to study abroad for credit at over 100 partner universities abroad. These programs permit students to live and study at partner universities for a term or two and have their academic credits count toward their University of UW degree.	Establish baseline from which to measure student participation in international activities.	Track the participation of students in available international activities. Evaluate student experience.	Continue to track the participation of students in available international opportunities. Evaluate student experience.
	13. Enhance the living-learning environments.	13.1 Implement the living-learning and learning communities models.	Living-Learning Communities are small groups or "clusters" of first year students who are enrolled in the same academic program, and share living space and friendships. This program is designed to help new students adjust to the challenges of university life and study.	UW Residences have partnered up with the School of Accountancy for our first Living-Learning Community in September 2006.	Evaluate the effectiveness/ student engagement as a result of the learning community.	Continue to evaluate the effectiveness/ student engagement as a result of the learning community.

**University of Waterloo
Multi-Year Accountability Agreement
Details of Indicators and Outcomes**

MTCU Performance Measures 2006-07 to 2008-09	UW Performance Outcomes	UW Indicator	05/06 Data/Counts if Applicable	UW Result (2006/07)	UW Result (2007/08)	UW Result (2008/09)
Student Success	14. Monitor student retention.	14.1 CSDRE	Recently, UW participated in the Consortium for Student Retention Data Exchange; our retention rate of year one to second year undergraduate students who started in Fall 2004 was 89%, well above the average of 80% for all public institutions participating.	Work with Ontario colleagues to develop methodology for Canadian institutions. Work with MTCU to develop protocols for sharing information.	Participate in CSRDE as agreed.	Participate in CSRDE as agreed.
	15. Monitor graduation rate.	15.1 MTCU KPIs	UW posts KPIs on its web site as required.	UW posts KPIs on its web site as required.	UW posts KPIs on its web site as required.	UW posts KPIs on its web site as required.
	16. Improve competitiveness of our students for work term and graduate employment.	16.1 Offer a series of courses on professional development for students in co-operative education programs.	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 incorporated.	Expand the PD-ENG model to other Faculties (PD-UW). Establish methodology for assessing effectiveness. Increase of 50%.	Implement additional PD-UW courses. Monitor and evaluate effectiveness. Increase of 50%.	Continue to assess effectiveness.
Stronger Accountability Framework	17. Disseminate broadly our accountability instruments (decade / strategic plans, performance indicators, departmental reviews, audited financial statements).	17.1 Our accountability instruments will be easily accessible for our stakeholders.	Currently, UW 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).	Accountability instruments will be posted on the UW web space as appropriate. Develop an accountability web space for the institution.	Identify improvements in the methods of dissemination and availability of accountability instruments.	Continue to identify improvements in the methods of dissemination and availability of accountability instruments.
	18. Assess risk for UW annually and manage.	18.1 Monitor the effectiveness of risk management activities.	UW continues to conduct risk management and assessment on an annual basis.	Ensure appropriate procedures are in place to mitigate risk. Report annually to the Board of Governors.	Ensure appropriate procedures are in place to mitigate risk. Report annually to the Board of Governors.	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.	First and second annual report published and posted on UW website.	Internal processes will permit the creation and production of indicators and annual report. Second annual report published and posted on UW website.	A permanent university working group will manage the production of indicators and report.	The report will be well-established, recognized, and used by internal and external audiences.
	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.	UW reports regularly to the Board of Governors on matters of finance, audit, governance, environment, risk, etc.)	Demonstrate accountability and effective management.	Demonstrate accountability and effective management.	Demonstrate accountability and effective management.

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- Enrolment growth at the undergraduate level
- Achievements of the growth targets agreed to for graduate expansion (if applicable)
- Targets agreed to for medical enrolments increases (if applicable)

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

Waterloo has, through the consultation process, identified two specific outcomes related to Access:

1. Growth in new and existing undergraduate and graduate programs.
2. Strategic UG recruitment and enrolment.

Increased Participation of Under-Represented Students

The Ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

Waterloo has no formal measures to track participation of under-represented students. We have discussed the possibility of conducting student surveys that allow for self-identification. At this point, we are waiting to review recommendations for a meaningful provincial plan.

In the interim we rely on the results from the national survey of student engagement, which shows:

- nearly 20% of UW students identify positively with characteristics associated with “first-generation” students;
- about 3% of UW students identify as Aboriginal, and;
- about 7% of UW students have some form of recognized disability.

Please provide a description of your institution’s strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution’s unique focus:

3. Improve access to barrier-free education.

3.1 The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province. 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.

Students are required to seek financial support from all sources, including family, employment, loans, and government support programs.

Unmet need is calculated using OSAP allowable costs minus the student's expected/actual resources.

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.

3.2 Aboriginal Services for the University of Waterloo are offered through St. Paul's College, affiliated with the University of Waterloo. Some of the services provided include:

- Social, academic and personal guidance.
- Acts as a link between students and services available at the University, as well as with Aboriginal service providers in the local community.
- Assists in vocational and scholarship exploration for Aboriginal students.
- Advises and assists faculty and staff on issues relating to Aboriginal peoples, Aboriginal culture and Aboriginal education.
- Assists the University in developing and implementing long-range Aboriginal recruitment strategies.
- Acts as an advocate for Aboriginal students on campus to promote understanding, respect, and consideration of their learning requirements, needs, and career objectives.
- Liaises with First Nations and other organizations and agencies serving Aboriginal people.
- Supports the growth and development of an Aboriginal Student Association and assists the Association in organizing social and cultural activities.
- Serves as a voting member on the Aboriginal Education Council and supports the development of Aboriginal education initiatives at the University of Waterloo.
- Develops orientation programs for prospective and new students to acquaint them with the University, its programs and resources.

3.3 Waterloo's office for persons with disabilities has a mission to "ensure an equitable opportunity for persons with disabilities at the University of Waterloo by promoting access to all programs, services and facilities in partnership with all university departments.

The OPD also provides information, acts as a resource and support to faculty, staff, and campus visitors with disabilities.

We also collaborate with community service agencies such as the Canadian National Institute for the Blind, the Canadian Mental Health Association, the Canadian Hearing Society, and the Independent Living Centre Waterloo Region to ensure that persons with disabilities have access to a comprehensive array of support services both on campus and in the surrounding community."

3.4 The Tutoring in Residence program is a collaborative program run by the Department of Housing and Residences and various faculties, with a goal of increasing the retention of all students, including first generation students. Each tutoring centre is staffed by tutors who are upper-year undergraduate or graduate students from the associated faculties. In addition to

regular tutoring hours, midterm and final exam prep session are also available. Tutoring centres are offered for Math, Engineering, Science, and Accounting and Financial Management.

Self-identification as a first generation student is not a pre-requisite for use of the tutoring services. The availability of this kind of service can only increase the sense of support a first generation student would expect or experience. As stated in our funding proposal, this program is an extremely successful tool for successfully integrating new students, including first generation students, into university life.

- 4. Provide alternatives to on-campus, in-class learning.
- 4.1 Enhance distance education and web-delivered learning opportunities that may provide an alternative to on-campus learning for under-represented groups.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
3. Improve access to barrier-free education.	3.1 Waterloo financial guarantee. In 2004/05, 1,829 undergraduate students received local student aid in the form of bursaries. In 2005/06, 3,763 undergraduate students received local student aid in the form of bursaries.
	3.2 Aboriginal student services. About 3% of UW students identify as Aboriginal.
	3.3 Services for students with disabilities. About 7% of UW students have some form of recognized disability.
	3.4 Tutoring in residence pilot project to offer additional academic supports, particularly for those students who may be at higher risk for academic, social and cultural challenges.
4. Provide alternatives to on-campus, in-class learning	4.1 Enhance Distance Education and web-delivered learning opportunities.

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	3.1 Waterloo financial guarantee.	Continue to meet the unmet financial needs of students.
2007-08	3.1 Waterloo financial guarantee.	Continue to meet the unmet financial needs of students.
2008-09	3.1 Waterloo financial guarantee.	Continue to meet the unmet financial needs of students.

Year	Indicator	Result
2006-07	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 services available for aboriginal students, and evaluate the services offered and student satisfaction.
2007-08	3.2 Aboriginal student services.	Count the number of students who use the services available for aboriginal students. Evaluate the services offered and student satisfaction.
2008-09	3.2 Aboriginal student services.	Continue to count the number of students who use the services available for aboriginal students. Evaluate the services offered and student satisfaction.

Year	Indicator	Result
2006-07	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.
2007-08	3.3 Services for students with disabilities.	Count the number of students who use the services for students with disabilities, including the kind of service used.
2008-09	3.3 Services for students with disabilities.	Continue to count the number of students who use the services for students with disabilities, including the kind of service used.

Year	Indicator	Result
2006-07	3.4 Tutoring in residence pilot project to offer additional academic supports, 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 2005-6 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. We will track, over time, the number of students accessing the service to assess the impact and utilization and determine if there is sufficient need to expand the service offerings.
2007-08	3.4 Tutoring in residence pilot project to offer additional academic supports, particularly for those students who may be	Track participation and satisfaction. Expand program as appropriate.

	at higher risk for academic, social and cultural challenges.	
2008-09	3.4 Tutoring in residence pilot project to offer additional academic supports, particularly for those students who may be at higher risk for academic, social and cultural challenges.	Track participation and satisfaction. Expand program as appropriate.

Year	Indicator	Result
2006-07	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.
2007-08	4.1 Enhance Distance Education and web-delivered learning opportunities.	If possible, establish a baseline from which we can measure the number of students who make use of Distance Education and web-delivered learning opportunities who other wise may not have studied at the university.
2008-09	4.1 Enhance Distance Education and web-delivered learning opportunities.	Count the number of students who make use of Distance Education and web-delivered learning opportunities who other wise may not have studied at the university. Continue to evaluate offerings.

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

The University guarantees to fund unmet need as defined by OSAP (Ontario Student Assistance Program) or a student assistance program from another Canadian province. 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.

Students are required to seek financial support from all sources, including family, employment, loans, and government support programs.

Unmet need is calculated using OSAP allowable costs minus the student's expected/actual resources.

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.

For 2007-08, the Ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plans may be required in future years.

As noted in Section 1.1 of the MYA, the Ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your undergraduate and graduate learning environment as appropriate to your institution's unique focus. In particular, the Ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

5. Enrich learning environment on campus through increased use of technology.
6. Increased opportunities for continuous professional development for faculty members, teachers, and staff.
7. Encourage innovative and responsive academic programs.
8. Increase number of UGs participating in university research.
9. Ensure access to a strong and vibrant library, a vital component of an excellent teaching and research intensive university.

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
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.	5.1 Enhance the e-classroom technology—classrooms with dedicated podium computer, DVD, VCR, audio amplifier, speakers, network connections. Currently, about 70% of classrooms scheduled by the Office of Registrar have been converted.
	5.2 Continue to implement UW-ACE, a web-based course management system.

Strategy / Program	Indicator
6. Increased opportunities for continuous professional development for faculty members, teachers, and staff.	6.1 Use of Centre for Learning and Teaching Through Technology (LT3) training opportunities. Currently, the teaching resource office offers 5-6 workshops per term for faculty members. In addition to general workshops, the office provides one-on-one consulting and most recently department-based teaching retreats. Participation in these events has increased 25-30% in each of the past two years (figures for 2006/07 are incomplete but preliminary counts show continued increase in participation.
	6.2 Centralized approach to monitor the availability of professional development opportunities for faculty members, teachers and staff.

Strategy / Program	Indicator
7. Encourage innovative and responsive academic programs.	7.1 The design and development of innovative and responsive academic programs.

Strategy / Program	Indicator
8. Increase number of UGs participating in university research.	8.1 Undergraduate students engaged in university research.

Strategy / Program	Indicator
9. Ensure access to a strong and vibrant library.	9.1 High faculty, staff and student satisfaction with information resources, services and facilities.

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	5.1 Enhance the e-classroom technology—classrooms with dedicated podium computer, DVD, VCR, audio amplifier, speakers, network connections.	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces.
2007-08	5.1 Enhance the e-classroom technology—classrooms with dedicated podium computer, DVD, VCR, audio amplifier, speakers, network connections.	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces.
2008-09	5.1 Enhance the e-classroom technology—classrooms with dedicated podium computer, DVD, VCR, audio amplifier, speakers, network connections.	Where appropriate, convert an additional 5-15% of the classrooms. Approximately 15% of the classrooms will not be converted since they are small spaces.

Year	Indicator	Result
2006-07	5.2 Continue to implement UW-ACE, a web-based course management system.	More courses make use of UW-ACE, a web-based course management system.
2007-08	5.2 Continue to implement UW-ACE, a web-based course management system.	More courses make use of UW-ACE, a web-based course management system.
2008-09	5.2 Continue to implement UW-ACE, a web-based course management system.	More courses make use of UW-ACE, a web-based course management system.

Year	Indicator	Result
2006-07	6.1 Use of Centre for Learning and Teaching Through Technology (LT3) training opportunities.	Establish baseline against which to measure increased use of resources. Strategic allocation of limited resources to provide the best service to the most members.
2007-08	6.1 Use of Centre for Learning and Teaching Through Technology (LT3) training opportunities.	Monitor the use of Centre for Learning and Teaching Through Technology (LT3) resources.
2008-09	6.1 Use of Centre for Learning and Teaching Through Technology (LT3) training opportunities.	Monitor the use of Centre for Learning and Teaching Through Technology (LT3) resources.

Year	Indicator	Result
2006-07	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, Office of Organizational & Human Development to provide leadership and develop training opportunities.

2007-08	6.2 Centralized approach to monitor the availability of professional development opportunities for faculty members, teachers and staff.	Evaluate the progress of the Office of Organizational & Human Development to provide leadership and develop training opportunities.
2008-09	6.2 Centralized approach to monitor the availability of professional development opportunities for faculty members, teachers and staff.	Continue to evaluate the progress of the Office of Organizational & Human Development to provide leadership and develop training opportunities.

Year	Indicator	Result
2006-07	7.1 The design and development of innovative and responsive academic programs.	Increased enrolment in Nanotechnology.
2007-08	7.1 The design and development of innovative and responsive academic programs.	120 undergraduate students registered in the School of Pharmacy.
2008-09	7.1 The design and development of innovative and responsive academic programs.	First graduates of Mechatronics program offered by Faculty of Engineering.

Year	Indicator	Result
2006-07	8.1 Undergraduate students engaged in university research.	Establish eligibility criteria for students to participate and establish targets.
2007-08	8.1 Undergraduate students engaged in university research.	Measure participation in undergraduate research opportunities. Evaluate student experience and effectiveness of this program.
2008-09	8.1 Undergraduate students engaged in university research.	Measure participation in undergraduate research opportunities. Evaluate student experience and effectiveness of this program.

Year	Indicator	Result
2006-07	9.1 High faculty, staff and student satisfaction with information resources, services and facilities.	Develop methodology for surveying users.
2007-08	9.1 High faculty, staff and student satisfaction with information resources, services and facilities.	Participate in community needs assessment.
2008-09	9.1 High faculty, staff and student satisfaction with information resources, services and facilities.	Continue to monitor user feedback.

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

Net New Hires (As of Sep, 28, 2006)

2006-07	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	47	11	86.5	12	1.5	18
Retires/ Departures	31	32	NA	7	0	9
Net New Hires	16	-21	NA	5	1.5	9

* 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.

The Ministry will be asking institutions to update this table as part of the annual review of the Action Plan.

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the National Student Survey of Student Engagement (NSSE) and if applicable, the Canadian Graduate and Professional Student Survey (CGPSS), and submit results from these surveys in accordance with the MTCU-COU protocol.

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Through the consultation process, Waterloo students, staff and faculty identified outcomes, other than NSSE and GPSS, related to student satisfaction and engagement. These items (outcomes 10 through 12) are included below.

Strategy / Program		Indicator
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.
		10.2 Complete an in-depth review of the JobMine system for co-operative education.
Year	Indicator	Result
2006-07	10.1 Conduct in-depth review of co-operative education and career services.	Establish a review team with representatives from students, staff and faculty.
2007-08	10.1 Conduct in-depth review of co-operative education and career services.	Review and implement recommendations of the CECS review team.
2008-09	10.1 Conduct in-depth review of co-operative education and career services.	Continue to review and implement recommendations of the CECS review team.

Year	Indicator	Result
2006-07	10.2 Complete an in-depth review of the JobMine system for co-operative education.	Engage reviewers to design and complete a review co-operative education's JobMine system.
2007-08	10.2 Complete an in-depth review of the JobMine system for co-operative education.	Review and implement recommendations of the JobMine review team.
2008-09	10.2 Complete an in-depth review of the JobMine system for co-operative education.	Continue to review and implement recommendations of the JobMine review team.

Strategy / Program		Indicator
11. Increase support from alumni—financial and volunteer.		11.1 Campaign Waterloo Results.
		11.2 Participation of alumni in volunteer activities.
Year	Indicator	Result
2006-07	11.1 Campaign Waterloo Results.	Monitor the campaign goals.
2007-08	11.1 Campaign Waterloo Results.	Establish new campaign goals.

2008-09	11.1 Campaign Waterloo Results.	Monitor the campaign goals.
Year	Indicator	Result
2006-07	11.2 Participation of alumni in volunteer activities.	Investigate how to establish a baseline from which to measure participation of alumni in volunteer activities.
2007-08	11.2 Participation of alumni in volunteer activities.	Track participation of alumni in volunteer activities.
2008-09	11.2 Participation of alumni in volunteer activities.	Continue to track participation of alumni in volunteer activities.

Strategy / Program		Indicator
12. Increase international opportunities.		12.1 Opportunities for Waterloo students to study abroad or to participate in exchange programs.
Year	Indicator	Result
2006-07	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.
2007-08	12.1 Opportunities for Waterloo students to study abroad or to participate in exchange programs.	Track the participation of students in available international activities. Evaluate student experience.
2008-09	12.1 Opportunities for Waterloo students to study abroad or to participate in exchange programs.	Continue to track the participation of students in available international opportunities. Evaluate student experience.

Strategy / Program		Indicator
13. Enhance the learning environments		13.1 Implement the living-learning and learning community models. Living-Learning Communities are small groups or "clusters" of first year students who are enrolled in the same academic program, and share living space and friendships. This program is designed to help new students adjust to the challenges of university life and study.
Year	Indicator	Result
2006-07	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.
2007-08	13.1 Implement the living-learning and learning community.	Evaluate the effectiveness/ student engagement as a result of the learning community.
2008-09	13.1 Implement the living-learning and learning community.	Continue to evaluate the effectiveness/ student engagement as a result of the learning community.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention.

Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

At Waterloo, our goal is to retain each student we register. We endeavour to admit students of the highest quality, to support them through their academic years and to counsel them appropriately on their academic choices. However, our target and our actual expectations are considerably different. There are many ways to measure retention; since CSRDE is an accountability tool that MTCU recognizes as both valid and valuable, we have decided to use the CSRDE methodology to help us set appropriate and more realistic projections for retention.

Note: CSRDE does not produce retention rates for third to fourth year.

Student Retention Rates

	2006-07	2007-08	2008-09
1 st to 2 nd Year	Not less than 90%	Not less than 90%	Not less than 90%
2 nd to 3 rd Year*	Not less than 85%	Not less than 85%	Not less than 85%

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

Graduation Rates

Pursuant to Section 2.1 of the MYA, your university will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

Through the consultation process, Waterloo students, staff and faculty identified an additional outcome, other than the monitoring of student retention (outcome 14) and the monitoring of graduation rates (outcome 15), related to student success. This item (outcome 16) is

Strategy / Program	Indicator
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 incorporated.	16.1 Offer a series of courses on professional development for students in co-operative education programs.

Year	Indicator	Result
2006-07	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%.
2007-08	16.1 Offer a series of courses on professional development for students in co-operative education programs.	Implement additional PD-UW courses. Monitor and evaluate effectiveness. Increase of 50%
2008-09	16.1 Offer a series of courses on professional development for students in co-operative education programs.	Continue to assess effectiveness.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

For the purposes of the multi-year accountability agreements, we consulted with senior administrative staff, academic deans, the managers in our Registrar's office, Senate Undergraduate Council, Senate Graduate and research Council, Senate Long-range Planning Committee, and Senate. Each of the Senate committees includes representatives from students, staff and faculty. See the following link for membership: (<http://www.adm.uwaterloo.ca/infosec/governance/senatemembership.htm>)

To guide discussions we crafted a one-page summary that tracked Waterloo's performance outcomes to the MTCU Reaching Objectives and performance measures. The final version, see attachment 1, reflects input from students, faculty and staff.

Through the consultation process, Waterloo students, staff and faculty identified additional outcomes, other than the consultation process, related to accountability. These items (outcomes 16 through 20) are included below.

Strategy / Program		Indicator
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.
Year	Indicator	Result
2006-07	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.
2007-08	17.1 Our accountability instruments will be easily accessible for our stakeholders.	Identify improvements in the methods of dissemination and availability of accountability instruments.
2008-09	17.1 Our accountability instruments will be easily accessible for our stakeholders.	Continue to identify improvements in the methods of dissemination and availability of accountability instruments.

Strategy / Program		Indicator
18. Assess risk for Waterloo annually and manage.		18.1 Monitor the effectiveness of risk management activities.
Year	Indicator	Result
2006-07	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.
2007-08	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.
2008-09	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.

Strategy / Program		Indicator
19. Complete annual performance indicators.		19.1 Reports will be completed with meaningful indicators of university performance.
Year	Indicator	Result
2006-07	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.
2007-08	19.1 Reports will be completed with meaningful indicators of university performance.	A permanent university working group will manage the production of indicators and report.
2008-09	19.1 Reports will be completed with meaningful indicators of university performance.	The report will be well-established, recognized, and used by internal and external audiences.

Strategy / Program		Indicator
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.
Year	Indicator	Result
2006-07	20.1 Regular reports to the Board of Governors.	Demonstrate accountability and effective management.
2007-08	20.1 Regular reports to the Board of Governors.	Demonstrate accountability and effective management.
2008-09	20.1 Regular reports to the Board of Governors.	Demonstrate accountability and effective management.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your 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 release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

University of Waterloo
 Draft Measurement and Results Schematic for
 Multi-Year Accountability Agreement
 (2006/07 to 2008/09)

