

Interim Accountability Agreement 2005-2006

January 16, 2006

Institution: Trent University

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 It is a one-year accountability agreement, to be superseded by the development of Multi-Year Agreements beginning in 2006-07.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 of the Tuition Fee Freeze*; and

- Report on institutional enrolment growth at the undergraduate and graduate level in keeping with established protocols, thereby contributing to the sector targets established by the government, and where applicable report on institutional targets agreed to for medical enrolments.

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 **\$1,404,868** for advancing quality including a \$394,352 allocation related to per student funding, and **\$269,471** 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.**

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

Signature of Minister

Original signed by Professor B.M. Patterson

Date: January 16, 2006

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 that will be achieved 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:

INDICATORS	DEFINITION AND METHODOLOGY
Student : Faculty Ratio	Faculty FTEs (Full time and part-time conversion) divided by student FTEs.
Average Class Size	Class headcounts divided by the number of classes offered by the University.
Student Retention	Tracks the flow-through of full-time students registered in each year of study into the next year of study (Yr-1 to Yr2, Yr-2 to Yr-3, and Yr-3

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

Student Retention (Con'd)

to Yr4) with full-time registration status. This excludes students who the University retained but changed student registration status to part-time and remained in the same year of study or advanced to year 2 of their study. Note for year-3 to year-4 retention rates do not exclude those students who graduated with a 3-year general degree (note next years report will exclude those graduates, hence retention rates will be restated based on new definition).

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*	21.7 to 1	20.7 to 1	19.3 to 1	
Average Class Size at the 1st Year Level **	83.7	85.3	75.4	
Average Class Size at the 2nd Year Level**	41.7	45.2	50.7	
Average Class Size at the 3rd Year Level	26.2	26.6	27.2	
Average Class Size at the 4th Year Level	11.7	13.3	14.8	
Student Retention Rate 1st to 2nd Year	84%	77%	78%	
Student Retention Rate 2nd to 3rd year.	58%	58%	51%	
Student Retention Rate 3rd to 4th year.	38%	46%	37%	

* 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	Includes full-time teaching as of Oct 1, 2005 and hold an academic rank as defined by Statistics Canada's UCASS file.
Full Time Limited Term	Includes full-time teachers hired for one year or more, with no formal commitment on the part of the University to renew the contract, although the contract may in fact be renewed.
Part Time (FTE)	Based on average faculty workload. For example, the average full-time faculty member teaches 5 courses per year and a part-time faculty member teaches 2 courses per year they represent 0.4 of a faculty FTE.

B) Please complete the following table to identify the number of hires, retirees/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	3.0	8.0	77.5	6.3	0	4.0
Retires / Departures	7.0	7.0	73.5	2.3	2.46	4.0
Net New Hires	(4.0)	1.0	4.0	4.0	-2.46	0.0

* 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 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: **\$973,285**

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.

Funding for \$973,285 will be used to support academic program investments:

1. Instructional Budget to support limited term faculty appointment and part-time faculty stipends.
2. Trent @ UOIT – Increased course offerings for Trent degree programs and the delivery of UOIT degree programs on UOIT's campus through Julian Blackburn College at Trent University.
3. Purchase of new science equipment to support lab instruction.
4. Start-up funds used to develop new curriculum for 4 on-line courses in Mathematics and Education programs.
5. Faculty start-up funds for 3 new appointments.
6. Professional development allowances for full and part-time faculty.
7. Year abroad program support to aid domestic student learning experiences.

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

In 2004-05 Trent University saw a 4.6% increase in class registrations. At the same time, the University's average student to faculty ratio decreased to 19.3 to 1 in 2004-05. By increasing its investment made in part time and limited appointments, Trent avoided an increase to the 2002/3 levels of 21.7 to 1. Since the Ministry's announcement of funding occurred late in the 2005-06 fiscal year the University could not make a commitment to hire tenure track faculty FTEs in 2005-06. For the 2006-07 academic year Trent University has approved the hiring of 24 tenure track appointments to support undergraduate and graduate program expansion. With 9 estimated retirements the net faculty FTE complement will increase by 15 FTEs or 6% year over year with the aim of reducing student to teaching ratios for 2006-07 academic year. In subsequent years of the Quality Funding the University will attempt to shift the percentage of its full-time complement to part-time complement from the existing ratio of 73% to 27%, respectively, to an 80% to 20% ratio. This implies that more full-time instructors can be hired by the University and improve the quality of instruction and research at Trent University. Trent intends on continuing with new instructional investment, while at the same time servicing a cumulated operating deficit of \$5.7 m, due to a small class teaching model not fully funded by its differentiation grant.

Educational resources:

A) Advancing Quality Funding being allocated to educational resources: \$231,583

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.

Funding for \$231,583 will be used to support the following educational resources:

1. Library acquisitions – Increased funding to purchase books, academic journals and electronic databases.
2. Library professional and support staff – Increased staffing to support work created by increased student numbers.
3. Academic computing – Purchase of new desk tops to replace old and out of date desk tops in classrooms and information commons.
4. Equipment purchased to support academic teaching and research conducted by full-time faculty complement.

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

Some qualitative / quantitative outcomes include:

1. The University library increased spending on acquisitions and electronic databases provided both students and faculty with more than 8,000 new catalogued monographs and access to 1,100 new electronic databases.
2. This investment provided faculty with new equipment in classrooms and boosted the number of wired classrooms to advance teaching and learning.

Student Supports/Services:

A) Advancing Quality Funding being allocated to Student Supports/Services: \$200,000

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.

Funding for \$200,000 was used to improve student services in the following areas:

1. Career Centre:
 - a. Through WebCT the careers office implemented workshops / seminars to assist students in choosing a major that is related to their future employment opportunities.
 - b. Offered an experiential education gateway workshop / seminar to assist students participating in practicum and volunteer learning opportunities with outside agencies.
2. Counselling Services: Group counselling options expanded.
3. Disability services: Enhanced services to support Trent@UOIT operation. Services included on-site support, counselling and improved exam coordination.

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

Some qualitative and quantitative outcomes:

1. Careers office held seminars for more than 300 students in the fall term. Winter workshops are anticipated to have close to 500 students accessing these services. With more awareness of the career centre on campus, the office saw an increase of 10% of students using their services (resume writing, cover letter writing, job interview preparation, and summer job search /research) during the fall term.
2. Counselling services assisted 75 new students in the fall term by providing counselling support and services for their specific needs.
3. Disability Services: Improved support for 42 students at Trent@UOIT campus. The office provided a wide range of learning disability support (see below) for over 420 students on its Peterborough campus in 2005-06. This is up from 2004-05 when the office assisted approximately 360 students.

Other Advancing Quality Initiatives: NOT APPLICABLE TO Trent University

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.

PART 2: SUPPORTING EXCELLENCE: \$269,471

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.

Improvements used to support excellence include:

1. Provided students with notebook computers access to “AirTrent” a new wireless network service designed to provide students with internet access in the Bata Library area of the Symons campus. AirTrent was developed in response to the increasing number of students requiring Trent information technology services while working in the Library. AirTrent offers students a browser -based on-campus connection to existing services such as WEBCT, TOPCAT, MyFiles, MyTrent, Netmail etc.
2. Classroom upgrades to enhance excellence in teaching. The University upgraded classroom furniture and equipment in the Bata Library Film Theatre and in the Science workshops and labs.
3. Campus safety – Implemented emergency phones on campus to create a safe on-campus environment.

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.

Some outcomes from the investments:

1. Improved student satisfaction – as measured by Trent’s annual survey of student satisfaction with on-campus services.
2. NSSE survey and development of a protocol between 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.

Performance Indicators

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

Some performance indicators documents include:

1. Trent University Student Satisfaction Survey will be used to measure student learning outcomes and their satisfaction with on and off-campus services offered by the University.
2. Trent University Key Performance indicators document has over 25 performance indicators which are used to reflect the University's statement of mission, goals and institutional objectives.
3. Globe and Mail University Report Card Survey – This is an independent survey that measures student opinion, derived from answers to the more than 100 questions.
4. Annual Maclean's rankings of Canadian Universities – This survey enables Trent to compare and rank itself against other Ontario primarily undergraduate universities in a number of key areas – Class Sizes, Student Retention Rates, Library, Financial aid expenditures, Operating Budget, Student Services, Faculty Research and Graduation Rates.

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	Services include: special high school liaison in schools with high aboriginal student population; development of a transition year program; counselling services; peer mentoring and tutoring; cultural activities; and employment and career assistance.
First generation	
Persons with disabilities	Services include: assistance with admission and/or registration, advocacy and counseling regarding disability issues, emails explaining the student's academic accommodations are sent to professors, note takers and readers are arranged, text and journal articles are produced on tape for the visually impaired, referrals for disability assessments, lending of adaptive equipment, library assistance such as research assistance and retrieval of books. A mentoring program for new students with disabilities was offered and special exam arrangements are made to accommodate disabilities.

	Some of the types of exam accommodations are: extended test time, taped exams and answers, exams in Braille, use of a computer with a spell check, distraction-reduced exam environment and readers.
Other	

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 will 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
<i>NSSE Survey Results in 2006 and future years:</i> (i) Level of academic challenge (ii) Active and collaborative learning (iii) Student-faculty interaction (iv) Enriching educational experience (v) Supportive campus environment	The institution shall participate in the 2006 NSSE survey and in the development of a protocol between 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. Date: to be discussed with CUPA	A significant improvement in the quality of the undergraduate student academic experience
<i>Consortium on Student Retention Data Exchange (CSRDE)</i>	The institution shall participate in the 2006 CSRDE and in the development of a protocol between MTCU and COU regarding the use of the data to establish a baseline from which to assess improvement of undergraduate student retention. Date: to be discussed with CUPA	Retention and graduation rates that are among the best in North America

<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 between 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>
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Current Practices

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.

<p>Current Practices:</p> <ol style="list-style-type: none"> 1. Trent University Key Performance indicators document – As part of its accountability process, the University presents a set of numerical measures to the Board and Senate each year that reflects the University's statement of mission, goals and institutional objectives. 2. Trent University Student Satisfaction Survey – This survey asks students over 35 questions regarding their classroom learning experiences, assessment of college life, and satisfaction with the University's on and off-campus services.
