

Interim Accountability Agreement

Institution: Ryerson 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 It is a one-year accountability agreement, to be superseded by the development of Multi-Year Agreements beginning in 2006-07.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 **\$7,465,119** for advancing quality including a \$4,032,995 allocation related to per student funding, and **\$915,233** for supporting excellence. **The release of this funding is conditional on the commitment to quality and excellence improvements, as evidenced by the completion and sign-back of the attached template.**
- **The distribution of this funding does not set a precedent for next year's allocation.**
- In addition, your institution will be paid \$296,637 representing 50% of your 2005-06 Access to Opportunities Program (ATOP) slip year payment based on your 2004-05 preliminary enrolment. Of this amount, \$224,807 is from the Quality Improvement Fund and \$71,830 is from the existing 2005-06 ATOP envelope.

2.3 Accountability

In 2005-06 your institution commits to:

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

Signature of President or Board Chair

Signature of Minister

Date: _____

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:

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

INDICATORS	DEFINITION AND METHODOLOGY
Student : Faculty Ratio	<p>The number of students is defined as the sum of: (a) undergraduate FFTE enrolment (excluding Continuing Education activity), and (b) non-annualized graduate FTE enrolment divided by two.</p> <p>The number of faculty is the sum of full-time tenure-stream faculty, full-time limited-term faculty, and full-time equivalent part-time faculty. The faculty count excludes the decanal and senior executive levels. Full-time equivalent part-time faculty is the sum of academic course hours for part-time and sessional contracts divided by 31. (A one-term course that meets for 3 hours each week generates 3 academic course hours and 1 FTE is equivalent to 31 academic course hours.)</p>
Average Class Size	<p>The sum of registered students from timetable and supplementary data for each undergraduate course meet in the fall term weighted by the duration of the course meets. The year level category (1st and 2nd, 3rd and 4th) of each course meet is determined by the best-fit year level category of the majority of students in the course meet.</p>
Student Retention	<p>The student retention rate from 1st to 2nd year is defined as the number of full-time (80% or higher course load) newly-admitted students registered in first-year level of full-time undergraduate programs in the fall term who returned and registered in the subsequent fall term. For example, the 2003-04 retention rate from 1st to 2nd year, calculated in Fall 2003, measures retention for the Fall 2002 cohort after one year of study. Those students successfully retained into 2nd year are then used as a cohort to measure 3rd year retention. For example, a student from the 2002 cohort is considered to be successfully retained into 3rd year only if they are present in both the fall 2003 and 2004 terms.</p>

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*	19.6	20.6	21.2	
Average Class Size at the 1 st Year Level**	50.6	51.8	51.9	
Average Class Size at 2 nd Year Level**	37.9	39.5	44.6	
Average Class Size at the 3 rd and 4 th Year Level	23.1	24.0	24.0	
Student Retention Rate 1 st to 2 nd Year	88.1%	88.6%	89.3%	
Student Retention Rate After 2 nd Year***	89.9%	92.2%	97.8%	

[^] Ryerson is currently implementing a new student information system in 2005-06 which may change the way in which information is collected, defined and organized. When completed, the new student information may necessitate restating indicator values for previous years in order to provide a consistent method of calculation in future years.

* 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 tenured and tenure-stream appointments.
Full Time Limited Term	A full-time appointment for a defined period of not less than one year and not more than a cumulative total of four years.
Part Time (FTE)	In the "Faculty/Academic" category, the sum of

academic course hours for part-time and sessional contracts divided by 31. A one-term course that meets for 3 hours each week generates 3 academic course hours and 1 FTE is equivalent to 31 academic course hours.

In the "Student Services Staff" category, includes employees working less than 24 hours a week. The number of contracted hours per week is divided by either 31 or 36.5 based on the respective weekly work hours norm of the bargaining group associated with each position.

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	61			3		38
Retires / Departures	33			1		21
Net New Hires	28	3	10.0	2	23.1	17

[^] The 2005-06 Academic Year is currently in progress and the figures in this table are estimates as at December 2005.

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

^{**} These counts include staff attached to non-academic departments that serve students directly and are paid from the operating budget. At Ryerson this includes staff attached to the following departments: Student Housing Centre, Career Centre, Centre for Student Development and Counselling, Access Centre, Athletic Centre, Student Financial Assistance Office, and the Health Centre. Those staff paid from the ancillary budget have been excluded from the counts. This is the same definition that is used by the Council of Financial Officers – Universities of Ontario (COFO-OU) of the Council of Ontario Universities to report on expenses in their annual financial report. Full time includes individuals hired as full-time career employees working over 24 hours per week. Part-time (FTE) includes employees working less than 24 hours a week. The number of contracted hours per week is divided by either 31 or 36.5 based on the respective weekly work hours norm of the bargaining group associated with each position. Excludes library 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. At Ryerson, this includes staff in either academic or administrative departments whose duties are primarily oriented to the administrative functions of the university. Full time includes individuals hired as full-time career employees working over 24 hours per week. Excludes library staff.

Teaching & Learning Excellence

A) Advancing Quality Funding being allocated to Teaching & Learning Excellence:
\$375,000

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.

In 2005-06, we are expanding Ryerson's complement of teaching assistants in order to have an immediate impact on students' interaction with academic staff. In addition, we are enhancing training for teaching assistants to ensure that they make the most effective contribution to students' learning. Training topics include presentation skills, skills for providing feedback to students, and policies and procedures. In future years, we will expand our complement of tenure-stream faculty.

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

- Improvement in the ability of teaching assistants to provide useful feedback to students
- Improvement in the ability of teaching assistants to discuss course materials with students
- Decreased ratio of students to teaching assistants

Educational resources:

A) Advancing Quality Funding being allocated to educational resources: **\$3,811,040**

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.

We are making an immediate investment in the Library by extending its hours of operation by 24.5 hours per week in order to make collections, learning support and study areas more accessible to students. In addition, we are responding to the needs of our large commuter student body by expanding and improving study space. Study spaces, both in the Library and in common areas across campus, will provide students with wireless internet access and increased opportunities for individual and group learning.

Improvements in Ryerson's information technology include expansion of wireless internet access across campus, expansion of email capacity, and enterprise systems to improve/expand access to information for students, staff and faculty. In addition, we are refurbishing and upgrading the University's 23 year-old central instructional and 24/7 computer labs, ensuring that students are able to use state-of-the-art computing technology on campus day and night, seven days per week.

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

- Increased student access to Library resources for completing assignments and conducting research
- Increased student access to study space for completing assignments, preparing for class, studying for tests/examinations, and working with other students
- More efficient use of information technology
- Improvement in the currency of computer resources
- Increased student satisfaction (as measured by surveys) with Library resources
- Increased student satisfaction (as measured by surveys) with computer resources/facilities

Student Supports/Services:

A) Advancing Quality Funding being allocated to Student Supports/Services: **\$2,688,960**

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.

In 2005-06, Ryerson will begin expansion of its innovative Tri-Mentoring program that provides new students with upper-year mentors who, in turn, are mentored by external business, industry and community mentors. The Tri-Mentoring Program addresses the needs of students who are first-generation Canadians and/or students who are first in the family to attend university.

In addition, we will house a wide variety of student services in one highly visible location that is easily accessible to students. Students will be able to find assistance with a wide range of issues in this location.

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

- Increased number of students with mentors
- Increased student access for help with a variety of issues
- Increased retention and graduation rates

Other Advancing Quality Initiatives: \$590,119

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.

In order to ensure that students' administrative issues are addressed expeditiously, we will expand our complement of front-line staff. In addition, we will implement strategies to increase student awareness of services/facilities available on campus. Anticipated outcomes of these investments include an improvement in student satisfaction with administrative services (as measured by surveys) and increased student awareness of services/facilities available on campus.

PART 2: SUPPORTING EXCELLENCE

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

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

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

Investments: \$915,233

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

Ryerson's distinctiveness lies in our mission to serve societal need through the provision of career-related university education. Our goal is to ensure that every student has a meaningful experiential learning opportunity. We are making investments in experiential learning opportunities for students through expanded internship and research assistantship programs. Internships and research assistantships are being created at the undergraduate level.

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.

Short term results:

Increased opportunities for experiential learning through increase in number of internships and increase in number of research assistantships

Long term results:

Increased opportunities for experiential learning; improved learning outcomes among students as a result of practical experience

Performance Indicators

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

Increased number of experiential learning opportunities on campus
Increased funds expended on on-campus experiential learning opportunities

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	Investments from the Quality Improvement Fund will facilitate continued improvement in Ryerson's services for Aboriginal students.
First generation	See reference to the Trimentoring Program in our plan for investments stemming from the Advancing Quality Fund.
Persons with disabilities	Investments from the Quality Improvement Fund will facilitate continued improvement in Ryerson's services for students with disabilities.
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
<p><i>NSSE Survey Results in 2006 and future years:</i></p> <ul style="list-style-type: none"> (i) Level of academic challenge (ii) Active and collaborative learning (iii) Student-faculty interaction (iv) Enriching educational experience (v) Supportive campus environment 	<p>The institution shall participate in the 2006 NSSE survey and in the development of a protocol 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.</p> <p>Date: to be discussed with CUPA</p>	<p>A significant improvement in the quality of the undergraduate student academic experience</p>
<p><i>Consortium on Student Retention Data Exchange (CSRDE)</i></p>	<p>The institution shall participate in the 2006 CSRDE and in the development of a protocol between MTCU and COU regarding the use of the data to establish a baseline from which to assess improvement of undergraduate student retention.</p> <p>Date: to be discussed with CUPA</p>	<p>Retention and graduation rates that are among the best in North America</p>
<p><i>Graduate and Professional Student Survey</i> <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>

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.

--