

Appendix B: 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 their 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 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 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:

UOIT is an innovative and market-oriented institution, pursuing inquiry, discovery and application through excellence in teaching and learning, value-added research and vibrant student life.

Our mission focuses on providing career-oriented undergraduate and graduate university programs, advancing the highest quality of research, learning, teaching and professional practice in a technologically enabled environment, contributing to the advancement of Ontario and Canada in the global context with particular focus on Durham Region and Northumberland County, fostering a fulfilling student experience and a rewarding educa-

tional environment and offering programs with a view to creating opportunities for college graduates to complete a university degree.

UOIT's mission includes a strong research agenda with the development of graduate degrees across all our core areas. In its short history, UOIT is already earning a reputation for research excellence and has attracted significant funding and awards. With our modern, state-of-the-art facilities and our highly qualified faculty UOIT is poised to make a significant contribution to the expansion of graduate education in Ontario.

Before we begin to address your request for an Action Plan to improve access, quality and accessibility it is important to draw attention to UOIT's situation regarding differences in per student funding. Our situation is the consequence of receiving an 85 per cent operating grant for operations and of having to divert the other 15 per cent to debt servicing costs. This means we have 15 per cent fewer operating grant dollars to devote to our students at a time when investments are urgently required for mission-critical priorities such as establishing and developing new programs, providing an adequate number of faculty, ensuring that physical space and facilities increase to meet the needs of our rising student population, and furthering our distinctive, technologically enhanced learning and teaching environment.

This fall we expect to serve more than 4,200 students, and by 2009-10, enrolment is projected to reach 6,500. If UOIT is to provide students with high-quality learning, we need to increase the number of classrooms, labs, lecture halls and study spaces. Government constraints forced us to defer two of the seven buildings in our plan and downsize another. We strongly urge your ministry to consider additional capital funding for UOIT, to help ensure that our campus facilities grow in proportion to our increasing student population.

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.

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):

UOIT participated in the National Survey of Student Engagement (NSSE) in 2005-06, surveying all of its first year students. The NSSE provides an opportunity to track aboriginal students and those who are first in their family to attend PSE by allowing students to self-identify. UOIT plans to participate in the NSSE again in 2007-08, surveying both first year and fourth year students.

An annual Student with Disabilities Accountability report and Interpreters report is submitted to the Ministry which identifies the number of students registered with our Centre for Students with Disabilities, the types of disabilities, the accommodations that are provided, the staffing and equipment costs. Surveys and focus groups are conducted to measure student satisfaction. The students with disabilities participation rate is determined by the number of students who are registered with our department. We realize there are other students with disabilities attending UOIT but we do not request this information as part of our registration process.

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:

UOIT is committed to analyzing the NSSE results and developing strategies and programs to support the increased participation of first generation and aboriginal students. There are a number of programs in place to support increased participation for students with disabilities.

- Presentations to Secondary School Boards, faculty and students
- Information sessions for new university faculty, academic advisors and admissions officers
- A three phase Secondary to UOIT summer transition program
- Orientation programs
- Online and print marketing and promotional support services
- Bursaries to support financial challenges
- Psycho-educational assessments that are required to provide accommodations and financial supports to cover the cost
- Learning strategist and adaptive technologists to provide professional support services
- Counseling and medical services

The under-represented students have access to all support services and programs that are available to all UOIT students.

In 2005-06, UOIT received a \$12,000 First Generations pilot funding grant. UOIT has pursued several initiatives in this area including the development of bridging programs, the development of a co-curricular transcript and the creation of a First-Year Experience Coordinator position. Given our location, we believe that we can make significant progress in attracting first generation students with the goal of having a higher than average participation rate for this group.

An excellent vehicle to attract first generation students is our distinctive bridging programs, which allow graduates of designated two-year college programs to apply to year three of a UOIT honours degree program in business or justice studies. The bridging programs enable students to attain a college diploma and university degree on the same campus, and more quickly than if they had to complete all four years of the university program. More than 100 students who completed a bridging program are now enrolled in our business or justice studies degree programs and there are currently more than 65 students currently taking bridging courses in our two programs. Without the bridging programs in place these students may not have pursued a university education and enriched their prospects for lifelong career and personal success.

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 |
|----------------------------|---|
| First Generation Students | Statistical reports on student participation rates, surveys and focus groups to determine student satisfaction and recommendations. |
| Students with Disabilities | Statistical reports on student participation rates, surveys and focus groups to determine student satisfaction and recommendations. |

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 | <ol style="list-style-type: none"> 1. Participation Rate for Students with Disabilities 2. Retention Rates for Students with Disabilities 3. Participation Rate for First Generation Students | <ol style="list-style-type: none"> 1. Participation rate of 2.6% in 2006-07. 2. UOIT is committed to determining the retention rates for students with disabilities. 3. Based on results from the National Survey of Student Engagement, the participation rate for first generation students in first year is 25%. |

| | | |
|----------------|--|--|
| | 4. Retention Rates for First Generation Students | 4. We anticipate the year 1 to year 2 retention rates for first generation students will be in line with the year 1 to year 2 retention rates for all our students. |
| 2007-08 | 1. Participation Rate for Students with Disabilities 2. Retention Rates for Students with Disabilities 4. Retention Rates for First Generation Students | 1. We anticipate the participation rate will increase to 2.7% in 2007-08. 2. UOIT is committed to monitoring and maintaining the established target retention rates for students with disabilities. 4. UOIT is committed to keeping the year 1 to year 2 retention rates for first generation students in line with the year 1 to year 2 retention rates for all our students. |
| 2008-09 | 1. Participation Rate for Students with Disabilities 2. Retention Rates for Students with Disabilities 3. Participation Rate for First Generation Students 4. Retention Rates for First Generation Students | 1. We anticipate the participation rate will increase to 2.8% in 2008-09. 2. UOIT is committed to monitoring and maintaining the established target retention rates for students with disabilities. 3. We anticipate the participation rate for first generation students in first year will increase to 26%, based on results from the National Survey of Student Engagement. 4. UOIT is committed to keeping the year 1 to year 2 retention rates for first generation students in line with the year 1 to year 2 retention rates for all our students. |

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.

UOIT endeavours to ensure that students in financial need are not denied access to our university. Students who are accepted into UOIT programs are counseled on alternative financing options if they are unable to cover their tuition and student fees. These options include OSAP, third party lenders, entrance scholarships and bursaries, in addition to a personalized debt repayment plan with the university. Students must repay their outstanding tuition and fees to register for the following year of their program.

On campus employment including but not limited to work/study is also a significant part of our financial aid strategy because it provides student jobs that are scheduled around academic programs while providing valuable work experience and the transferable skills required for a successful career after graduation.

The demand for financial assistance is measured by the number of students who have repayment plans with our university, students receiving OSAP, bursaries and participating in our work study and summer employment program.

Approximately 40% of the student population at UOIT relies on OSAP or other government financial assistance and an additional 15% of our population received institutional bursary funding. As a new institution with limited bursary funding and proportionately less tuition reinvestment, we have placed a strong emphasis on work/study programs to address student financial need. A total of \$540,000 in institutional aid, endowed funds and work/study programs was allocated to students in need during the 2005-2006 academic year.

This year, the Financial Aid department is launching a new service that provides a financial profile for students who have applied for financial aid. Each student will receive a report listing all the services and financial support they are entitled to during the current academic year. Budgeting seminars are offered throughout the year and an expansion of our online bursary services.

For 2007-08, the Ministry will consult with institutions on how to improve the coordination 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:

Several learning strategies helped to create a quality learning environment on-campus:

Faculty Orientation and Mentorship Program

All newly-hired faculty members participate in a mandatory year-long orientation and mentorship program. This program commences with faculty attending the one-week orientation to the University as well as to teaching and learning, the opportunities resulting from a technology enhanced learning environment, discussion about general learning strategies, the development of assessment strategies, how best to create student-faculty interaction -- both on and off-line as well as curriculum and course design and learning content development. Using a community of practice approach, UOIT faculty share insights into teaching and learning while exploring discipline traditions and interdisciplinary approaches to instruction. The faculty mentorship program is a year-long program which pairs new faculty members with the Associate Provost, Teaching and Learning who visits faculty members' classrooms to provide both formal and informal feedback. Monthly meetings between faculty members and the Associate Provost are another component of the mentorship program. In addition, faculty members meet together once a month to share insights into teaching at UOIT as well as participating in specific occasional workshops throughout their first year on campus.

Laptop Learning Program

UOIT is Ontario's first "laptop" University. All students and faculty at UOIT receive a laptop computer. Our mobile learning program enhances the quality of, and access to, a quality learning environment, both on and off campus. Student laptop computers are of a standard configuration which includes specific course/faculty software. Students use laptop computers to communicate with each other and with the professor on course projects and to collaboratively create group assignments and class projects.

To support a laptop program, the University has established a number of support services to assist students and faculty in utilizing the learning infrastructure. The UOIT information technology learning support system includes; a computer help desk, a laptop support and repair facility, online help, telephone support as well as a faculty develop-

ment Center, a network environment and an online infrastructure to support the ubiquitous computing environment.

Learning Infrastructure

UOIT benefits from its recent development by providing the latest learning technology to students and faculty. To support quality learning, the University infrastructure includes a learning management system (WebCT Vista) to enable faculty to share lecture notes, classroom notes, multimedia materials, while also facilitating online group discussions. The learning management system (LMS) enables faculty to receive digital assignments and to return those assignments without managing the onerous book-keeping resulting from paper-based submission and distribution. Individual grades are recorded in the LMS which students can access from anywhere at any time.

All lecture halls, tutorial rooms and some laboratories are equipped with "smart" podiums. Podium technology includes; connections to data projectors, access to the Internet, audio broadcast systems, document cameras and classroom lighting controls. In addition, students seating is designed to include both power and a network drop to enable students to use laptops during lectures.

Alternative Course Delivery

Currently, UOIT is exploring the development of hybrid or blended courses where the traditional contact time between student and faculty is redistributed to an online environment or to a combination of tutorials and online activities. The University is moving carefully in this direction and is actively engaged in research to ascertain the benefits and possible challenges to altering traditional teaching and learning patterns.

Course Evaluations

All courses, tutorials and labs are evaluated at UOIT. Course evaluations take place during the eleventh week of term and are administered online. All students complete evaluations during class and/or after class. Faculty members receive course evaluations from their respective Deans one month after they had been administered. The course evaluation instrument includes questions concerning course material, the instructor, course design as well as how instructional technologies are utilized in the course. Faculty members meet with their Dean to discuss course evaluations on a yearly basis or more frequently at the Deans request.

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 |
|--|---|
| Faculty Orientation And Mentorship Program | The percentage of new faculty participating in the Mentorship Program. |
| Laptop Learning Program | Results from the course evaluations. Students are asked if their course takes full advantage of the laptop hardware and software. |
| Course Evaluations | Reporting of course evaluations on a Faculty, and University level. |

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 | <ol style="list-style-type: none"> 1. The percentage of faculty participating in the Mentorship Program. 2. Results from specific question on course evaluation about laptops. 3. Reporting of course evaluations on a Faculty, and University level. | <ol style="list-style-type: none"> 1. At least 85% of new faculty to participate in some component of the Mentorship Program each year. 2. 70% of students to respond that they agree or strongly agree that their course takes full advantage of the laptop hardware and software. 3. Our target is to report the results to the Deans within four weeks of receiving the data. |
| 2007-08 | <ol style="list-style-type: none"> 1. The percentage of faculty participating in the Mentorship Program. 2. Results from specific question on course evaluation about laptops. 3. Reporting of course evaluations on a Faculty, and University level. | <ol style="list-style-type: none"> 1. Maintaining new faculty participation in some component of the Mentorship Program at 85%. 2. 71% of students to respond that they agree or strongly agree that their course takes full advantage of the laptop hardware and software. 3. Our target is to report the results to the Deans within four weeks of receiving the data. |
| 2008-09 | <ol style="list-style-type: none"> 1. The percentage of faculty participating in the Mentorship Program. 2. Results from specific question on course evaluation about laptops. 3. Reporting of course evaluations on a Faculty, and University level. | <ol style="list-style-type: none"> 1. Maintaining new faculty participation in some component of the Mentorship Program at 85%. 2. 72% of students to respond that they agree or strongly agree that their course takes full advantage of the laptop hardware and software. 3. Our target is to report the results to the Deans within four weeks of receiving the data. |

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

| 2006-07 | Faculty / Academic | | | Student Services Staff* | | Admin Staff** |
|----------------------|-------------------------------------|------------------------|-----------|-------------------------|-----------|---------------|
| | Full Time Tenured and Tenure-Stream | Full Time Limited Term | Part Time | Full Time | Part Time | Full Time |
| Hires | 26 | 10 | | 10 | | 12 |
| Retires/ Departures | 6 | 0 | | 4 | | 1 |
| Net New Hires | 20 | 10 | 208 | 6 | | 11 |

* 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.

Definitions:

Tenured Faculty: Continuing appointments with tenure within one or more Faculties, relinquished upon retirement or resignation. Data are as of October 1, 2006.

Tenure-Stream Faculty: Those Faculty which are appointed for an initial period of three years. This appointment is reviewed in the third year of appointment and may be renewed for one additional three-year term during which the candidate may be considered for tenure. Candidates at a more advanced stage of their careers may be considered for tenure within three years of the initial appointment. Data are as of October 1, 2006.

Limited-Term Faculty includes definite-term faculty appointments that carry no expectations of tenure or research. These candidates provide ancillary academic services. Data are as of October 1, 2006.

Part Time Faculty/Academic: The total number of teaching assistants and instructors between May 1, 2006 and December 31, 2006.

NOTE: UOIT has made substantial hires in areas such as academic support that are not included in the above table.

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.

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:

The CSRDE collects data for seven cohort years. The data looks at first year through seventh year retention for first-time full-time students as well as four-year, five-year and six-year graduation rates.

UOIT supports the CSRDE in principle and plans to participate in the data exchange when graduation data becomes available. The data presented below do not conform to CSRDE protocols.

Since UOIT is in a start up phase we are only beginning to establish base-line data. We are very pleased with these rates and our goal is maintain these levels during such a volatile period.

Student Retention Rates

| | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| 1 st to 2 nd Year | 81% | 81% | 81% |
| 2 nd to 3 rd Year* | 91% | 91% | 91% |
| 3 rd to 4 th Year* | 96% | 96% | 96% |

* 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.

UOIT graduated its first class of consecutive education students in 2004 and therefore will be participating in the MTCU Graduate Placement Survey for the first time in 2007. Beginning in 2009, UOIT's four year degree graduates will also begin to participate in the survey.

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:

A draft version of the Plan was circulated electronically to all faculty and staff for comment.

A draft version of the Plan was provided to the Student Association and senior members of the administration met with the Student Association Executive Committee to discuss it.

A draft version of the Plan was tabled for information and discussed at the September meetings of Academic Council and the Board of Governors.

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.