Interim Accountability Agreement

Institution: Queen’s 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 It is a one-year accountability agreement, to be superseded by the development of Multi-Year Agreements beginning in 2006-07.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 $4,116,250 for advancing quality including a $563,680 allocation related to per student funding, and $947,352 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 $1,487,575 representing 50% of your 2005-06 Access to Opportunities Program (ATOP) slip year payment based on your 2004-05 preliminary enrolment. Of this amount, $1,127,360 is from the Quality Improvement Fund and $360,214 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 on hard copy original

Date: January 9, 2006

Signature of Minister

Date: ________________
APPENDIX A: QUALITY IMPROVEMENT FUND TEMPLATE

PART 1: ADVANCING QUALITY

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

The Advancing Quality portion of the 2005-06 Quality Improvement Fund is intended to address the adverse effects on quality produced by per student funding anomalies\(^1\), 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:

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\(^1\) Defined as anomalies which have arisen through different levels of weighted enrolments over institutional corridor midpoints.
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>DEFINITION AND METHODOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student : Faculty Ratio</td>
<td>Faculty: Fiscal-year budgeted equivalent full-time (EFT) faculty holding full-time limited-term appointments of one year or more, and tenure-track and tenured appointments. Excludes continuing adjuncts, sessional adjuncts, and term adjuncts, and clinical faculty in the School of Medicine. This is the S:F ratio historically used at Queen’s for internal planning and budgeting purposes. However, it will understate ratio improvements during periods of EFT faculty growth. As a result, commencing 2006/07, Queen’s will develop an alternative ratio for use in multi-year plans that captures occupied faculty position changes with greater accuracy.</td>
</tr>
<tr>
<td></td>
<td><strong>Undergraduate students:</strong> Annualized (all terms) FTE mapped to normal course load and academic course weights in the Faculty of Arts and Science. This produces an institution-wide FTE count very close, but not identical to, USIS-UAR FFTE. USIS-UAR FFTE are not currently used in the calculation of the S:F ratio because a course-based (not student-based) FTE measure is required to incorporate cross-teaching when calculating the ratio at the Faculty and department/school level. Students in the School of Medicine MD program are excluded.</td>
</tr>
<tr>
<td></td>
<td><strong>Graduate students:</strong> November 1 headcounts prorated to 1.0 (full-time) or 0.3 (part-time) to reflect assumed year-round registration. This method slightly overstates graduate FTE relative to USIS-UAR reports.</td>
</tr>
<tr>
<td></td>
<td><strong>Student:Faculty ratio:</strong> The sum of undergraduate and graduate FTE divided by the EFT faculty count.</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>Calculated using the Maclean’s methodology (adapted to generate overall mean class sizes rather than frequency counts by size cluster). The class population consists of the “primary meet” sections of Fall and Fall/Winter courses offered in first-entry undergraduate programs (i.e. excluding Medicine, Physical/Occupational Therapy, Law, etc.). Starting in 2004/05, numerous Applied Science courses taught through the Integrated Learning Centre that have no “primary meet” required a revised calculation that “disrupts” the time series. We are exploring whether it is possible to control for this anomaly, and may submit revised class size data in the future.</td>
</tr>
</tbody>
</table>
Student Retention

Calculated as the year-over-year retention of full-time students in first-entry undergraduate programs. A starting cohort (e.g. Fall 1st year full-time registrants) is identified in the following academic year as having returned or not. The 1st – 2nd year retention rate is as reported to Maclean’s. The 2nd – 3rd year rate is calculated in an identical fashion. The 3rd – 4th year rate excludes 3-year degree program graduates and calculates the rate using the revised base.

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.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student : Faculty Ratio*</td>
<td>22.3</td>
<td>23.1</td>
<td>23.7</td>
<td>n/a</td>
</tr>
<tr>
<td>Average Class Size at the 1st Year Level **</td>
<td>70.6</td>
<td>68.1</td>
<td>50.8</td>
<td>n/a</td>
</tr>
<tr>
<td>Average Class Size at the 2nd Year Level **</td>
<td>53.4</td>
<td>59.1</td>
<td>55.9</td>
<td>n/a</td>
</tr>
<tr>
<td>Average Class Size at the 3rd and 4th Year Level</td>
<td>15.7</td>
<td>15.5</td>
<td>14.9</td>
<td>n/a</td>
</tr>
<tr>
<td>Student Retention Rate 1st to 2nd Year</td>
<td>94.5</td>
<td>95.5</td>
<td>96.6</td>
<td>n/a</td>
</tr>
<tr>
<td>Student Retention Rate After 2nd Year***</td>
<td>93.6 (2nd-3rd)</td>
<td>95.5 (2nd-3rd)</td>
<td>95.4 (2nd-3rd)</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>97.5 (3rd-4th)</td>
<td>96.6 (3rd-4th)</td>
<td>97.5 (3rd-4th)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th></th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Tenured</td>
<td>Faculty who have been granted tenure or who are in tenure-track appointments, plus faculty in the “special appointment” category (with “grant tenure”). Clinicians (MD’s) in the Faculty of Health Sciences are excluded.</td>
</tr>
<tr>
<td>Full Time Limited</td>
<td>Faculty who are on term-definite appointments of (typically) 1 to 5 years’ duration (“non-renewables” in Queen’s terminology).</td>
</tr>
</tbody>
</table>
| Part Time (FTE)     | Part-time faculty fall under three main categories:  
                       (a) term adjuncts (term-limited appointments with a limited range of responsibilities (i.e. teaching only) of between 8 months and 3 years duration and involving at least 2 full/4 half course equivalents per year);  
                       (b) sessional adjuncts (term-limited teaching-only appointments typically of one or two semesters duration and involving less than 2 full/4 half course equivalents per year).  
                       (c) continuing adjuncts (term indefinite limited range of responsibility appointments without tenure).  
                       We are unable to compute an FTE value for adjuncts. Benchmarking and analysis is limited to total salary mass. |

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

<table>
<thead>
<tr>
<th>2005-06*</th>
<th>Faculty/Academic</th>
<th>Student Services Staff**</th>
<th>Admin Staff***</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
<td>Full Time Limited Term</td>
<td>Part Time</td>
</tr>
<tr>
<td></td>
<td>Tenured</td>
<td>Term</td>
<td>(Salary mass over 2004/05)</td>
</tr>
<tr>
<td>Hires</td>
<td>24</td>
<td>9</td>
<td>--</td>
</tr>
<tr>
<td>Retires / Departures</td>
<td>25</td>
<td>5</td>
<td>--</td>
</tr>
<tr>
<td>Net New Hires</td>
<td>-1</td>
<td>4</td>
<td>$833,400</td>
</tr>
</tbody>
</table>
* 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.

Supplementary 2005/06 Staffing Table (Preliminary)*

<table>
<thead>
<tr>
<th></th>
<th>Library</th>
<th>Student Services</th>
<th>Admin</th>
<th>Academic Support</th>
<th>Computing</th>
<th>Physical Plant</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hires</td>
<td>10</td>
<td>20</td>
<td>16</td>
<td>30</td>
<td>7</td>
<td>10</td>
<td>93</td>
</tr>
<tr>
<td>Retires/Departures</td>
<td>9</td>
<td>20</td>
<td>6</td>
<td>21</td>
<td>6</td>
<td>7</td>
<td>69</td>
</tr>
<tr>
<td>Net New Hires</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

* COFO-UO staffing data for 2005/06 have not yet been assembled. Even when it becomes available, the two MTCU proposed categories in the preceding table (Student Services and Administration) represent only a portion of the total staffing complement that has a direct effect on the student experience. The data in the supplementary table above are preliminary, and are based on categories used in the Queen’s HR database; these categories will not coincide with those eventually generated for the 2005/06 COFO-UO report. Data refer to full-time positions; the number of part-time positions is negligible.

Teaching & Learning Excellence

A) Advancing Quality Funding being allocated to Teaching & Learning Excellence: $2,273,771

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.
Investments in teaching and learning fall into four major categories: courses and programs, faculty development, faculty resources, and academic support staff resources.

**Courses and programs ($90,000 excluding staff/faculty costs):** Several initiatives will result in the introduction of new courses, additional/smaller course sections and new academic programs, including

1. new School of Business courses in “Organizational Behaviour - Critical Perspectives” and “Business Communications Skills Development”;
2. 7 new additional course sections in the BComm program (Accounting (2), Finance, International Business (2), Organizational Behaviour, Marketing);
3. new School of Business Certificate Program in “Corporate Social Responsibility” that will involve the development of new courses (e.g. Marketing Ethics) and that will require students to undertake outreach activities;
4. development of new Faculty of Education graduate-level courses offered in new modes and focusing on the most recent developments in instructional methods;
5. completion of interdisciplinary graduate programs (Neuroscience, Environmental Studies), collaborative graduate programs (Protein Function Discovery, Cancer Research), and the development of a new graduate School of Population and Public Health.

**Faculty development ($135,324):** Several Faculties, and the Centre for Teaching and Learning, will implement additional faculty development activities, including workshops (Business, Education) and e-training (Education). Three critical aspects of this program are:

1. the Centre for Teaching and Learning (CTL) offered a “Cross-Faculty Teaching Forum” that examined strategies for student engagement in the course, across the curriculum and throughout the campus;
2. the CTL increased its print/video/journal collection on teaching and learning as a resource for faculty members;
3. the CTL and the School of Graduate Studies jointly developed a series of courses for faculty dealing with effective graduate student supervision and other components including a new supervisor workshop, peer consultation, online assistance, and an award for excellence in graduate supervision.

**Faculty Resources ($1,846,667):** Faculties have hired or have been authorized to commence recruitment for numerous regular faculty positions. The majority of these (up to 19 positions) will occur in the Faculty of Arts and Science, including Political Studies (International Relations, Canadian Politics), History (European History, South Asian History), Mathematics and Statistics (Math and Engineering, Analysis and Algebra, Applied Statistics), Economics (Econometrics), French Studies, Exercise Physiology, and several Humanities departments. The School of Business has recruited 3 new faculty members in Marketing, International Business and Economics.

continued …
The School of Policy Studies is recruiting two additional faculty members (Industrial and Labour Relations). Though not costed here, the Faculty of Applied Science will recruit 3 additional faculty, likely in 2006/07 (Mechanical Engineering Design, Human Health/Civil Engineering and Biomedical Engineering).

**Academic support staff resources ($201,780):** A number of staff recruitments have been completed or have been authorized that are directly related to the delivery of academic programs:

1. Stores/laboratory technical support position in Chemistry department
2. Clinical instructors in Nursing
3. Learning and research services librarian
4. Education library librarian

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

Generally speaking, students will have relatively greater access to a wider variety of courses and programs, they will experience smaller classes (or class sizes will be maintained), and they will receive better quality instruction and academic support services. In combination, these are expected to contribute to higher levels of student engagement (particularly student-faculty interaction and active and collaborative learning). More specifically:

1. faculty will have access to improved teaching and learning resource materials, courses/workshops and colleague networks;
2. the student:faculty ratio and class sizes will be maintained or improved in those areas targeted for additional faculty resources;
3. Queen’s will be able to focus on program development and enrolment expansion in areas of strategic strength and/or opportunity (e.g. restoring Political Studies to national and international stature, specialized upper-level courses throughout Arts and Science);
4. students will have access to a wider range of courses and interdisciplinary study opportunities, and to improved library and laboratory services;
5. the University will remain in compliance with accreditation requirements (Health Sciences);
6. regional program delivery in the Health Sciences will be enhanced.
Educational resources:

A) Advancing Quality Funding being allocated to educational resources: $1,724,915

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.
Educational resources fall into four broad categories, each of which will be addressed with the Quality Improvement funds: classroom and laboratory facilities/equipment, computing facilities for direct student use, other information technology, and support staff increases necessary to deliver the educational resources to students.

Classroom and laboratory facilities/equipment ($1,060,315): A wide range of investments will be made to improve the instructional environment in classrooms and laboratories:

1. In the Faculty of Arts and Science, extensive instructional, video and computing equipment will be acquired to improve the instructional/learning environment, including in Art (etching press), Biology (microscopes, growth chambers), Chemistry and Geography (spectrometers and gas chromatograph), Classics (scanner and projector), Geology (applications software site licenses, transmitted light microscopes), Languages (multi-media equipment), History (computers, digital voice recorder), Mathematics & Statistics (wireless hub), Music (musical instruments), Physical and Health Education (cardiopulmonary exercise system), Physics (solar telescope tracking mount, milling machine, Political Studies (digital voice recorders), Psychology (computer workstations), and Development Studies, Drama, Economics, Religious Studies, Sociology and Women’s Studies (various computer equipment for student use).

2. The School of Business purchased 20 new computers for undergraduate student use outside the classroom.

3. The Faculty of Education has equipped 13 classrooms as “mini-smartrooms” with data projectors, microphones and wireless hubs. In addition, it purchased an additional 30+ computers to complete implementation of another fully “smart” classroom.

4. The School of Nursing has acquired simulation laboratory equipment that will allow for interdisciplinary (Nursing and Medicine) teaching and facilitate a team-building approach to patient care.

5. Information Technology Services has acquired leading edge instructional computer equipment in two areas. First, video streaming software will capture courses on video and enable students to retrieve the video (and projected materials) at another time and place. This review opportunity will encourage increased learning and discussion of courses among students. Second, a pilot “classroom response system” has been implemented to allow students to anonymously respond to questions or note their level of understanding to lecture materials, allowing the faculty member to respond/adapt as appropriate.

6. Information Technology Services increased the quality and quantity of instructional (audio-visual) equipment in numerous classrooms, resulting in an additional number of fully “smart” classrooms.

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

Computing facilities for direct student use ($501,600): Investment in information technology for dedicated student use outside the classroom included:

1. 12 new computers for classroom use in the School of Business;
2. A video conferencing facility for use by Medical students will allow for the broadcast of educational materials throughout the region to assist the School of Medicine in effectively accommodating increased enrolment outside Kingston. In addition, e-learning development software will facilitate development of web-based medical education materials for local and regionally placed medical students.
3. The Faculty of Law has acquired electronic legal databases that will facilitate more effective legal research by students and faculty. This is an area in which Queen’s was lagging behind other law schools that can now be addressed.
4. The Stauffer Library purchased 42 laptops for an expanded student computer lending program.
5. The Stauffer Library purchased 76 SunRay computer workstations which serve as one-stop access points for web, the library catalogue, on-line student registrarial services and email.
6. The School of Urban and Regional Planning purchased computers and software for statistics, computer-assisted design and GIS applications.
7. The Faculty of Education is investing in additional computers and specialized software to better equip its graduate student study and research facility.

Other information technology ($35,000): The Office of the University Registrar invested to create and support new web sites for admissions services and student awards/financial assistance to enable greater student access and improved targeting and monitoring.

Support staff to deliver educational resources ($128,000): Staff were hired in Fine Art and Physics to provide technical support to both programs at the undergraduate, graduate and faculty level. In addition, the Faculty of Arts and Science will address IT support requirements through the allocation of part-time staff in numerous units. And the Stauffer Library has assigned technical support staff in the “Learning Commons” to assist students.
The “educational resources” component of quality improvement is intended to improve student access to the most current and effective resource supports available, to facilitate interaction among students, and to enhance and supplement the classroom/lab experience. The result will be more effective learning, and higher satisfaction with the resources available. More specifically:

1. The technologies will provide more “hands on” experiences (through simulations and actual technology usage);
2. Regional program delivery (particularly in the Health Sciences) will be enhanced and the regional delivery model will be improved;
3. The range of student research/exploration opportunities and team approaches – particularly in the Sciences and Health Sciences – will be possible through improved tech support;
4. Smart classrooms will result in more efficient and effective presentation of materials and student responses to those materials;
5. Within the Learning Commons, student-to-student interactions and student use of fully-integrated computer technology will result in “seamless” and more efficient/effective delivery of academic supports (e.g. reference materials, instruction, study skills, registrarial services);

**Student Supports/Services:**

A) Advancing Quality Funding being allocated to Student Supports/Services: **$633,845**

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 addition to direct counselling/advising supports to students, Queen’s will invest in increased financial support to students and allocate additional staff to provide these supports:

**Counselling and other student supports ($55,000 excluding staff costs):** Among the investments in student support are increased career and student counselling (School of Medicine), an expanded career services operation (Student Affairs), a much expanded program to train teaching assistants (School of Graduate Studies and Research), and expanded operating hours for the Stauffer Library.

**Financial support to students ($450,000):** will be enhanced through a number of mechanisms:
1. The Faculty of Applied Science has allocated budget to students in all years of the undergraduate Engineering program;
2. The Faculty of Education has financed a graduate student emergency support fund;
3. The guaranteed minimum level of financial support to full-time doctoral students has been increased;
4. The Faculty of Arts and Science has increased funding for graduate teaching assistantships and teaching fellowships, and for undergraduate teaching assistantships. These increases will facilitate more student-instructor interaction and student support within the undergraduate programs, and will strengthen the graduate programs as well.

**Staff Support to Student Services ($128,845):** Additional staffing will occur in the career services/placement area (School of Business, School of Rehabilitation Therapy), and in student counselling (Student Affairs and School of Business).

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

Generally speaking, student supports and services of the non-academic variety are intended to maximize student retention/completion and to facilitate a smooth transition to post-university life. The career/placement service enhancements described above will improve student access and benefits. The financial support improvements will have two effects: they will support student retention, and they will enhance both the undergraduate experience (by improving interaction with instructional staff) and the graduate experience (by ensuring more graduate students the opportunity to participate in instruction).
Other Advancing Quality Initiatives:

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

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.
Many of the investments described above reflect the distinct character of Queen’s, including the regional delivery of our medical program, our diversified and high quality graduate programs, our success in achieving high rates of student success/retention, our distinctive and highly acclaimed School of Business and BComm program, and our use of leading edge computing technology in the delivery of services and academic programs.

Several other initiatives made possible through the Quality Improvement Fund further define the unique Queen’s experience and our desire to enhance it. A sample of these follows:

(a) Course and Curriculum Improvements ($371,000 excluding faculty costs)

1. The Faculty of Applied Science has introduced a new “cornerstone” experience for all first year students as well as a new course that explores issues related to engineering and society, and specifically, engineering ethics and professional skills. These course experiences will form an integral part of the Queen’s approach to integrated learning in engineering. They emphasize real-life case studies involving, for example, conflict of interest and health and safety, and challenge students to explore engineering in terms of its impacts on others. Several external industrial experts support the courses in addition to Queen’s faculty; teaching assistants from several non-Engineering programs will provide an interdisciplinary focus.

2. The Faculty of Arts and Science has significantly expanded the number of first-year sections of language courses, and has capped enrolment in each section at 30 students. In addition, first-year courses in History have been restructured by introducing small seminars/tutorials to replace one-third of the class time otherwise spent in larger lectures. These changes are in response to the Queen’s 2004 NSSE results that indicated a less-than-desirable level of student-faculty interaction in first year courses in the program.

3. Because Kingston is not a major urban center, regular student access to legal experts outside the Faculty of Law is not always possible or affordable. In order to provide student access to such experts, the Faculty of Law is offering compressed courses (2-3 weeks) delivered by legal experts from outside Kingston. In addition, the Faculty will increase the capacity of the moot court program and provide increased financial support to student participants.

4. The School of Graduate Studies and Research is increasing its efforts with respect to international and citizenship initiatives. Visits to universities in Europe and New Zealand have been funded to negotiate and plan for international study opportunities and to develop international joint degree programs; and funding has been made available for class projects involving interactions with other communities in Canada.

continued …
5. Information Technology Services (ITS) funds four Educational Faculty Teaching Associates – faculty members and librarians who support the Centre for Teaching and Learning, the Stauffer Library and ITS by working with colleagues from across the campus to encourage effective teaching and learning strategies.

(b) Faculty and Staff ($600,000)

Several academic programs at Queen’s are renowned for their students, their faculty research, and their innovation. Three of these have received QIF allocations:

1. Development Studies: This interdisciplinary undergraduate program explores the role of economic and political systems, culture, gender relations and physical environments as agents of change in countries of the South, and discusses their implications for North-South relations. Courses are taught through Geography, Economics, Environmental Studies, History, Political Studies, Sociology and Women’s Studies. Demand for the program continues to increase, and plans are underway to introduce a Master’s program in 2007/08 and a doctoral program at a later date. In order to support undergraduate growth and to increase research capacity in this unique program, 2 regular faculty positions and 1 support staff position have been authorized for recruitment.

2. Biology: Long recognized as one of the strongest programs of its kind, the Department of Biology also houses the unique and internationally recognized Queen’s University Biological Station (QUBS) north of Kingston. The long term goal is to create an internationally renowned center for research in fresh water fisheries and aquatic sciences. In order to accommodate strong enrolment pressure and to move toward its long term goal, the department has been authorized to recruit to 1 regular faculty position and 2 staff positions (one partially funded through QIF at QUBS, and one in genomics).

3. Psychology: A recent academic review referred to the Department of Psychology as a “jewel in the crown” of the Faculty in light of its extremely strong undergraduate and graduate programs, its international research profile, and its community Psychology Clinic supported by students in the clinical program. Cognitive psychology, in combination with neurosciences is poised for major scientific advances in the near future, and the Department’s link with the Queen’s Centre for Neurosciences positions it to participate fully in these advances. To maintain and enhance these strengths, the Department has been authorized to recruit 3 new regular faculty positions in memory and cognition, semantic and discourse processing, and clinical development.

continued …
The international research profile of Queen’s, in combination with the unique Queen’s undergraduate student experience, attest to the university’s efforts to combine effective teaching and student exposure to research. To support this objective, the QIF will be used to partially fund a Queen’s University Chair in Teaching and Learning. This chair recognizes professors who have demonstrated educational leadership at Queen’s and whose activities involve making their expertise widely available within the University community. The 2005 chairholder is Dr. Leo Jonker (Mathematics and Statistics) who has developed a program for teaching mathematics and science to university students who wish to become elementary school teachers.

(c) Student Financial Assistance ($25,100)

The Faculty of Law is offering additional research assistantships. Within the School of Graduate Studies, the School of Urban and Regional Planning has funded international travel for students to conduct research in China, Sri Lanka and the Virgin Islands.

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.

The impacts of these investments include
1. Leadership in the integrated learning and cross-disciplinary approach that characterizes the Faculty of Applied Science (longer term) and greater student engagement in team-building and problem solving (short term)
2. Increased international exposure and community involvement of graduate students (short and long term);
3. Improved integration of teaching and research and greater dissemination of effective teaching practices throughout the University (longer term) and increased faculty opportunities to acquire/adopt effective teaching strategies via workshops etc. (short term);
4. Completing development and/or restoring full stature to selected undergraduate programs (short term) and development of increased graduate capacity and national leadership in undergraduate programs and graduate teaching and research (longer term);

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

Total investment (not already included above) $129,800

<table>
<thead>
<tr>
<th>Type of Initiative and Program Area</th>
<th>Description</th>
</tr>
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</table>
| Aboriginal                         | Office of the University Registrar: In order to implement the new Aboriginal Student Admission Policy in the Faculty of Arts and Science, the Registrar will provide increased assistance to applicants and students, and will work with the University Advisor on Equity to act on the results of the Applicant Equity Census.  
Faculty of Education: increased funding for the Aboriginal Teacher Education Program (ATEP), which provides in-house and community-based teacher education programs for aboriginal students. Future plans include the development of an on-line Master’s program in Educational Leadership which will provide further access to aboriginal communities. |
| First generation                   | Faculty of Education: supports include training staff in American Sign Language and contributions to the Canadian Hearing Society.  
Faculty of Education: installation of TTY telephone and other adaptive equipment in computer lab.  
Information Technology Services: purchase of “Lift Text Transcoder” that makes all of Queen’s web pages accessible to non-sighted people or people with mobile devices. |
| Persons with disabilities          | |

See final table
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:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Actions for 2005-06</th>
<th>Expectation/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSE Survey Results in 2006 and future years:</td>
<td>The institution shall participate in 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 academic experience. Date: to be discussed with CUPA</td>
<td>A significant improvement in the quality of the undergraduate student academic experience</td>
</tr>
<tr>
<td>(i) Level of academic challenge</td>
<td></td>
<td></td>
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<tr>
<td>(ii) Active and collaborative learning</td>
<td></td>
<td></td>
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<tr>
<td>(iii) Student-faculty interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Enriching educational experience</td>
<td></td>
<td></td>
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<tr>
<td>(v) Supportive campus environment</td>
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<tr>
<td>Consortium on Student Retention Data Exchange (CSRDE)</td>
<td>The institution shall participate in the 2006 CSRDE and in the development of a protocol with the Ministry and COU on the use of the data and sharing of its institutional and system results in the 2006 CSRDE to establish benchmark for comparison to American and other Canadian jurisdictions. Date: to be discussed with CUPA</td>
<td>Retention and graduation rates that are among the best in North America</td>
</tr>
<tr>
<td>Canadian Graduate and Professional Student Survey (Designed and administered by MIT)</td>
<td>The institution shall participate in the 2007 MIT survey and in the development of a protocol with the Ministry and COU on the use of the data and sharing of its institutional and system results in the 2007 MIT survey to establish benchmark for comparison to American and other Canadian jurisdictions. Date: to be discussed with CUPA</td>
<td>A significant improvement in the quality of graduate student academic experience</td>
</tr>
</tbody>
</table>
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.

Student Body:
1. total undergraduate and graduate enrolment
2. full-time vs. part-time enrolment and FT/PT conversions
3. international student enrolment
4. designated group enrolment
5. geographic origins (province, country)

Student Performance:
1. undergraduate retention/progression/completion rates
2. graduate time-to-complete and program completion rates

External Market:
1. applicant volumes by program/level
2. applicant yield rates
3. undergraduate employment rates
4. academic performance/grades of entering students
5. analysis of applicant acceptances/declines

Teaching and Instruction:
1. gender balance of faculty
2. undergraduate class sizes
3. student international experiences
4. student:faculty ratio by academic unit
5. teaching by category of instructor
6. faculty demographics
7. external awards to faculty

Student Financial Support
1. undergraduate scholarship/bursary/external award support
2. graduate financial support

continued …
Research:
1. research funding by source
2. research intensity
3. technology transfer

Financial:
1. expenditures on key items (library, ITS, student services, …)
2. academic unit expenditures/outputs/productivity
3. administrative cost benchmarking
4. advancement/fundraising

Surveys:
1. Before College Survey of Student Engagement (BCSSE)
2. National Survey of Student Engagement (NSSE)
3. library services (LIB-QUAL+)
4. exit poll (satisfaction, engagement, experiences, priorities)
5. orientation experiences
6. residences satisfaction
7. Survey of Earned Doctorates
8. Graduate and Professional Student Survey (GPSS) commencing 2007
9. Globe and Mail satisfaction survey
10. Maclean’s alumni and reputation surveys
11. Career Services user survey

Faculty-Specific:
1. numerous indicators customized to Faculty requirements re: research, teaching, etc.