September 28, 2006

The Honourable Christopher Bentley
Minister of Training, Colleges and Universities
Mowat Block, Queen’s Park
Toronto, ON  M7A 1L2

Dear Minister Bentley,

The University of Guelph shares with the Premier and Ministry the common goals of enhancing both accessibility to and the quality of university education in Ontario. Indeed, our system-leading commitment to these objectives is at the top of our agenda. The University’s Presidential Task Force on Accessibility (2004) represents the University’s commitment to removing accessibility barriers by implementing programs and strategies that not only increase the participation of under-represented students but also encourage their success, while the Provost’s recently released White Paper on Re-imagining the Undergraduate Learning Experience (2005) embodies the University’s strategic focus on quality. It is our contention that these two high-level concerns are inextricably linked for improvements to access that do not protect quality are self-defeating while quality enhancements that ignore accessibility abandon the obligation to be accountable to the public. Our commitment to accountability to the province and our clients and stakeholders, is one that is actively and enthusiastically supported by the University’s Board of Governors and Senate.

I am pleased to submit the enclosed document which we propose as the Multi-Year Agreement for 2006-07 to 2008-09 between the University of Guelph and the Ministry of Training, Colleges and Universities. In making this submission, I must acknowledge significant contributions on the parts of both University and Ministry staff to facilitate what all have acknowledged as a very demanding process deadline. Our thanks to the Ministry staff who worked with us. As always, should you have any questions or concerns regarding our submission, I would be happy to discuss them.

Yours sincerely,

[Signature]

Maureen Mancuso,
Acting President
Provost and Vice-President (Academic)

c: Martin Hicks, Director, Universities Branch, Ministry of Training, Colleges and Universities

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

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

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

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

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

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

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly funded PSE institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. The Ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public. This document constitutes part of the public record, and as such, should be made available on your institution's web-site.

The Role of the Higher Education Quality Council of Ontario

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This council will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the development of indicators for performance measurement and monitoring the Student Access Guarantee.

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

1. Government Goals and Responsibilities for the Postsecondary Education System

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

1.1 Access

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

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

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

- Develop system measures to track the participation of under-represented students with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

1.2 Quality

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

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

1.3 Accountability

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

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

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

1.4 Funding

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

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

2. Institution Commitments

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

2.1 Access

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

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

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

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

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

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

- Complete the Multi-Year Action Plan template attached in Appendix B which, when completed, will establish the institution specific strategies and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in Appendix A.
- Participate in an annual review of the Multi-Year Action Plan as outlined in
Appendix B;

- Continue all other reporting requirements linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund;
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's web site.

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

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

Alastair J. S. Summerlee
President and Vice-Chancellor
University of Guelph

Date: October 27, 2006
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:
University Specific Mission and Objectives

The University of Guelph is a comprehensive, mid-sized, residential university with a main campus in the city of Guelph and smaller regional campuses in Toronto (University of Guelph-Humber), Ridgetown, Kemptville and Alfred. We define our core vision of excellence in our mission statement (http://www.uoguelph.ca/undergrad_calendar/c02/index.shtml), which identifies us as a “research-intensive, learner-centred” university. As indicated in Making Change: The Strategic Plan for the University of Guelph (1995), we believe that these two strategic directions are mutually sustaining, and that to succeed in one we must succeed in the other. Our recently implemented Integrated Planning process will serve to further develop the links between these defining characteristics.

As a research-intensive institution, we seek knowledge through exploration and discovery, by confronting the unknown, or by constantly casting the seemingly-known in new light. Guelph has from its inception been characterized by commitment to a balance between and intermingling of basic and applied research. Our research creates knowledge that is purposefully used for human benefit.

Learner-centredness commits us to placing the learner at the focus of all our efforts, and to educating the whole student not just as a collector of facts and theories but as a responsible, critically-aware global and national citizen. This can only be accomplished in a high quality, supportive and engaging learning environment.

Integrated Planning at the University of Guelph: A Framework for Making Choices (2004) reaffirmed our commitment to many of the principles rooted in the five strategic directions of our 1995 Strategic Plan and our mission statement. Among these is maintaining balance between academic programs as a comprehensive university with a strong commitment to undergraduate and graduate programs. The University offers a wide range of excellent programs, both theoretical and applied, disciplinary and interdisciplinary, undergraduate and graduate, in the arts, humanities, social sciences, management, natural sciences, as well as professional fields. We recognize agriculture and veterinary medicine as areas of special responsibility, housing both the province’s only veterinary school (the oldest in North America and largest in Canada) and the province’s only agricultural college. We have built upon our foundations in veterinary medicine and agriculture to earn a reputation as one of the world’s pre-eminent institutions in the agri-food and life sciences. At the same time, we have also realized success in our other core discipline areas which currently provide a number of high quality niche programs (e.g. criminal justice and public policy, justice studies (Guelph-Humber campus), hospitality, management, studio art).
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):

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Increased Participation of Under-Represented Students

The discussion that follows will explore both the system-wide quantitative measures as well as the institution-specific qualitative and quantitative measurements on which the University of Guelph relies to track the participation of under-represented students: aboriginal students, students with disabilities, and first-generation students.

In 2006, the Application for Admission to an Ontario University, administered by the Ontario Universities’ Application Centre (OUAC), asked applicants to voluntarily declare whether they were aboriginal applicants. The University of Guelph received four applications through OUAC from applicants who self-identified as aboriginal. However, for that same time period, the University of Guelph identified, through data collected by the Aboriginal Resource Centre, twenty-four first-year aboriginal students.¹

The data from the Ontario Universities’ Application Centre severely undercounted the real number of aboriginal students studying at the University—by a factor of six. It is important,

¹ For the 2006/2007 academic year, 114 self-identified aboriginal students were studying at the University of Guelph.
therefore, to augment this system-wide quantitative measure with additional qualitative measures to ensure a more accurate count. The principal program used to identify this population of under-represented students is the Aboriginal Resource Centre (ARC), which employs the following qualitative mechanisms to assist in identifying the University’s aboriginal students:
1. students go to the ARC and self-identify as aboriginal;
2. the ARC contacts Band Counsels to identify first-year students that received Band funding, and;
3. the ARC contacts Aboriginal students that have registered in university courses with aboriginal content.

The Application for Admission to an Ontario University does not ask applicants to voluntarily declare whether they have a disability, however, the University of Guelph is able to identify students with disabilities through its Centre for Students with Disabilities (CSD). The CSD employs a mixture of institution-specific qualitative and quantitative measures to identify students with disabilities, including the following:
1. students with a disability applying to the University of Guelph directly from high school who believe that their disability has kept them from meeting their academic potential and have marks that do not meet the cut-off for admission complete and submit the Student Profile Form for Students with Disabilities to the Centre for Students with Disabilities, and
2. all students requesting service from the CSD (including those who submitted the Student Profile Form for Students with Disabilities) are required to complete the New Student Information Form.

While the University of Guelph employs system-wide quantitative measure and institution-specific qualitative and quantitative measures to identify aboriginal students and students with disabilities, the only measures available to the University of Guelph to identify first-generation students are located in institution-specific quantitative survey data. In fact, the University of Guelph has several different though complementary survey instruments at its disposal to identify not only its first-generation students but also its aboriginal students and students with disabilities.

The Incoming Student Information Form, administered by the University of Guelph on an annual basis, can be used to identify and gather information about academic and financial concerns, student preparedness and engagement, and the importance of various programs and services offered by the University for first generation students, students with disabilities, and aboriginal students.

The National Survey of Student Engagement, administered every second year, also provides the University with the opportunity to identify the engagement patterns of first generation students, aboriginal students, and students who are members of Canada’s visible minority groups. At this point in time, NSSE does not include a measure for students with disabilities. Similarly, the Admitted Student Questionnaire, which is administered every third year, provides a measure that allows the University to study how admitted students who self identify as North American Indian and Métis or Inuit (Eskimo) rate the University of Guelph on a variety of measures including but not limited to: personal attention, academic facilities, cost to family, and faculty commitment to teaching.

2 For the 2004/2005 academic year, 804 self-identified students with disabilities were studying at the University of Guelph (88 students received services and supports for multiple disabilities).
It should be noted that all of the measurement methodologies described above still require students to self-identify (this is a limitation not easily worked around without excessively intrusive data gathering methods). As a result, all of the instruments utilized by the University of Guelph to identify under-represented students are inherently subject to some degree of under-reporting.

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:

The University of Guelph provides an engaging and supportive learning environment for under-represented students through the following ongoing programs:

- Aboriginal Resource Centre (ARC)
- Centre for New Students
- Centre for Students with Disabilities (CSD)
- Learning Commons
- Supported Learning Groups (SLG)

The University is committed to creating a supportive and engaging learning environment for all of its students. The Learning Commons offers services that support students in their learning, writing, and research, as well as in the use of technology, while the Supported Learning Groups provide opportunities for students to meet regularly with classmates to discuss course concepts and to practice using new vocabulary and skills. The Centre for New Students, the ARC, and the CSD offer other programs that enhance the learning environment for targeted groups of students. The Centre for New Students provides academic and non-academic services for first-year students. The ARC and the CSD offer social and academic guidance for aboriginal students and for students with disabilities. Having gained an exemplary reputation for providing quality assistance to students with learning disabilities, the CSD is looking to strengthen the role it plays in assisting students with physical disabilities and students with psychological concerns.

**Strategies/Programs** (Included here as the table below does not easily accommodate the amount of text in our strategy/program descriptions)

**Strategy/Program #1**

The research-teaching link brings together two of the University’s defining characteristics—learner-centredness and research-intensiveness. We need to ensure that research opportunities are not just the purview of faculty and graduate students but that undergraduates are also able to experience the research process first-hand. The discovery-oriented, active style of learning must be available to all members of the scholarly community. The Guelph Doctor of Veterinary Medicine program stands as a highly successful example of the introduction of problem-based and research-based learning; we need to apply the lessons learned from such projects to schools and departments throughout the university. This will require significant reorganization and investment in both new learning technologies and research facilities.

Guelph used tuition set-aside funding to help establish an Undergraduate Research Assistant (URA) program to support students with identified financial need, thus linking research
intensification of the learning experience to progress on accessibility. If students must work to support themselves at university, then it is certainly beneficial to offer them work which is directly related to and enriches their overall learning experience. The URA program should now be expanded through direct investment, and used to assist designated groups which face accessibility barriers. Initially, this extension would be oriented toward first-generation university attendees.

**Indicator for Strategy/Program #1**
Preference in allocation of URAs will be given initially to first-generation students as affected by accessibility barriers.

**Strategy/Program #2**

2.a. The Office of Intercultural Affairs (OIA) will be established and will serve the campus community by creating an environment of cultural competency and diversity. The OIA will stimulate the collaboration of academic and co-curricular learning through programming and services that foster leadership and community development within an intercultural and international context. There are three main functional areas within the OIA that will support the growth and development and learning needs of students of colour, aboriginal students, and undergraduate and graduate international and domestic students. These include:

- The Office of the International Student Advisor
- The Aboriginal Resource Centre
- The CHROMA program – aspires to motivate students from diverse identities to realize their leadership potential through both educational and service initiatives

The Office of the International Student Advisor will provide assistance with:

- academic advising
- financial advising
- faculty-student issues
- personal support
- spouse and family support
- UHIP administration
- immigration issues
- housing issues

2.b. The Aboriginal Student Advisor portfolio at the University of Guelph will become a full-time regular professional position. The base operating funds will be transferred to Student Life for the Aboriginal Student Advisor and the Aboriginal Resource Centre to address Aboriginal recruitment needs.

3. In order to encourage the participation of aboriginal students in post-secondary education, the University of Guelph in partnership with the Keewaytinook Okimakanak (Northern Chiefs Council) is proposing a degree in Aboriginal Resource Management.

The proposed Bachelor of Science Major in Aboriginal Resource Management is a 4-year honours degree program. The requirements for the honours program is a typically a minimum of 20.00 credits (usually 40 semester courses) which may be obtained over 8 semesters of study. A core curriculum for this B.Sc. Major will include:

- A set of required courses that are common to all B.Sc. programs at the University of Guelph;
- A set of elective courses that students select from science and non-science offerings;
A set of required core courses that constitute the area of emphasis associated with the degree specialization.

For the proposed Aboriginal Resource Management program, a set of ten specialized courses have been identified. Four of the core courses represent a linear progression in the Western Science approach to understanding ecosystems, conservation and sustainable resource harvest management. Four of the core courses represent a cyclical progression in Aboriginal Traditional Knowledge (ATK) systems. Two of the courses (bridging courses) are specifically focused on concept mapping of learning practices and knowledge between the two systems, with emphasis placed on effective translation and conflict analysis/mitigation.

It is important to note that the required ATK courses will be designed on the basis of the Medicine Wheel philosophy, in which learning by an individual requires all four dimensions: Mental, Spiritual, Emotional and Physical. The pair of bridging courses will use concept maps to explore the translation between the two knowledge systems with specific respect to the dynamics of natural systems and the role of humans in managing the effects of resource harvesting.

Indicator for Strategy/Program #2
To improve aboriginal student experience and to increase aboriginal student enrollment at the University of Guelph.

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:

<table>
<thead>
<tr>
<th>Performance Indicators</th>
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<tbody>
<tr>
<td><strong>Strategy / Program</strong></td>
</tr>
<tr>
<td>Strategy/Program #1 - (see description above)</td>
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<tr>
<td>Strategy/Program #2 – (see description above)</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Indicator</th>
<th>Result</th>
</tr>
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<tbody>
<tr>
<td>2006-07</td>
<td>Preference in allocation of URAs will be given, initially, to first-generation students as affected by accessibility barriers.</td>
<td>In Summer 2006, the University of Guelph awarded 122 Undergraduate Research Assistantships. In order to give preference in the allocation of URAs to first-generation students, the University will develop and implement a change to the Financial Need Assessment Form that will, first, define a first-generation student and second, ask undergraduate students if they can be characterized as a first-generation student.</td>
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<tr>
<td>2007-08</td>
<td></td>
<td>In Summer 2007, 25 Undergraduate Research Assistantships will be awarded to first-generation students. The Financial Need Assessment Form will be further revised to include the opportunity for undergraduate students to self identify as aboriginal students or students with disabilities.</td>
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<tr>
<td>2008-09</td>
<td></td>
<td>In Summer 2008, 25 Undergraduate Research Assistantships will continue to be awarded to first-generation students. In addition, Undergraduate Research Assistantships will also be awarded to 2 aboriginal students and to 2 students with disabilities.</td>
</tr>
<tr>
<td>2006-07</td>
<td>To improve aboriginal student retention rates and to increase aboriginal student enrollment at the University of Guelph.</td>
<td>In 2004-2005, through ARC programming -- including advising, recruitment, community outreach, aboriginal student transition and orientation, and cultural and traditional programming -- the Aboriginal Student Advisor had 1,921 contacts with students, colleagues, community members and parents. The creation of the Office of Intercultural Affairs will offer an improved support system for our aboriginal students. As a result, the number of contacts between the Aboriginal Student Advisor and students, colleagues, community members and parents will increase by 50 to 1,971 in 2006/2007.</td>
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<tr>
<td>2007-08</td>
<td></td>
<td>The number of times the Office of Intercultural Affairs is contacted by students, colleagues, community members and parents to assist with advising, recruitment, community outreach, and aboriginal student transition and orientation assistance will increase by 50 to 2,021 in 2007/2008.</td>
</tr>
<tr>
<td>2008-09</td>
<td>The number of times the Office of Intercultural Affairs provides aboriginal student support will increase to 2,071 in 2008/2009.</td>
<td></td>
</tr>
<tr>
<td>2010/2011</td>
<td>In light of the creation of the Office of Intercultural Affairs, funding for the Aboriginal Student Advisor and Aboriginal Resource Centre, as well as the implementation of the Aboriginal Resource Management program, the University of Guelph has established an institutional goal of increasing the number of self-identified aboriginal students studying at the University of Guelph by 10. For 2010/2011, a total of 124 aboriginal students will be studying at the University.</td>
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</table>

**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.

Student Access Guarantee

The University of Guelph agrees to be a participant in support of the provincial government’s student access guarantee that means no qualified Ontario student will be prevented from attending Ontario’s publicly supported colleges and universities due to lack of financial support.

The University of Guelph commits to continuing to invest in accessibility initiatives through financial support programs for students, to help fulfill the Ontario government’s student access guarantee. While the primary responsibility for providing financial assistance to needy students resides with the federal and provincial governments, in cases in which this funding is inadequate to meet the actual costs, the University endeavors to help students meet this gap.

This assistance is provided in a variety of forms and includes: financial bursaries, part-time in period work study programs, summer work programs, needs-based scholarships and travel grants, short term emergency loans as well as job search support, budgeting, and financial counseling.

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

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

Quality of the Learning Environment

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

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

Supportive Learning Environment

The University of Guelph’s mission of learner-centredness demands active learning: the university does not simply pour knowledge into passive student vessels. Learners take primary responsibility for their own learning, but the university must ensure that barriers to that learning are lowered, that assistance, remediation, and enrichment are always and easily available, and that the learning process is as engaging as possible. A supportive learning environment is the hallmark of the Guelph experience, and reflects the uniquely close partnership among academic programs, library resources, and student affairs to deliver on a commitment to supported learning. Guelph has been recognized as a leader in this area in numerous external surveys, including NSSE and the Globe and Mail Report Card. Two important aspects of this environment are:

• The Learning Commons. The most obvious manifestation of the partnership, the Learning Commons brings together peer helpers with professional librarians, writing specialists, math and technical support experts, and front-line academic and personal support staff in a one-stop shop for learning support of all types. The Commons has revolutionized the Library building in which it is housed. Instead of providing just quiet and isolation, the Library has now become a vital hub of learning: a “marketplace” of ideas in the sense of a place toward which the learning community naturally gravitates for interaction, exchange, and mutual engagement. Still in the process of developing, the Commons is a successful experiment that needs to be extended and expanded.

• Supported Learning Groups. Primarily administered out of the Learning Commons, Supported Learning Groups focus dedicated assistance on especially demanding, “high-risk” courses. Students who have previously excelled in these courses re-attend the classes as “peer helpers,” and meet each week with current students to help them with course material, assignments, and concepts. In addition to providing additional support to the current students, the peer helpers’ learning is reinforced and enriched by the experience of re-engagement with the subject from a quasi-instructorial perspective. Demand for Supported Learning Groups exceeds the resources available, and they are currently limited to eight high-priority courses.
Quality of the Learning Environment

Two cornerstones of our efforts to enhance quality at Guelph are the recent introduction of Integrated Planning and the current discussion of re-imagining the undergraduate learning experience. Both are intended to redefine and restructure university procedures and assumptions in order to better organize our resources toward the efficient and accountable delivery of our academic goals. We have a number of quality-focused initiatives, some in the pilot stage, some still in planning or definition, that are intended to enrich learning and demonstrate measurable improvements in effectiveness and satisfaction. These include:

- Internationalizing the curriculum
- Focusing on the first-year transition
- Capstone programs and projects

We have also begun to analyze our results from the National Survey of Student Engagement. NSSE will help guide our ongoing implementation and has already confirmed our understanding of our students and how they learn, and which aspects of the learning experience require special attention for quality improvement.

Internationalizing the Curriculum

Internationalism is, like research-intensiveness and learner-centredness, one of Guelph’s primary strategic directions. The notion of an education being complete without thorough understanding of the global connectedness of the modern world is simply no longer tenable. Global trends—cultural, political, biological, and climactic—now affect all levels of discourse. Local decisions and developments can have global impact. The leaders of tomorrow that we train in our universities must understand the scope, workings, and inherent diversity of the worldwide integrated stage on which humanity now plays out its story.

The Guelph Centre for International Programs—the first of its kind in Canada—currently administers 63 formal exchange programs in 29 countries, as well as several semester-abroad and other programs. But truly internationalizing the curriculum requires more than simply a broad base of resources and programs. Ultimately, it means embedding international awareness, understanding, and responsibility (especially in the form of service) into the foundations of the institutional culture, so that a global dimension informs how faculty, staff, and students conceive, organize, and transmit knowledge.

We are convinced that an international perspective significantly enriches the learning experience, but students must take part in internationally-informed activities in order to benefit.

Progress toward internationalization is a matter of expanding the range of available opportunities and also reducing the barriers that hinder participation.

The First Year

There is a great body of literature that points to the importance of a strong focus on the first year of study. One of the key messages of NSSE is that students who become engaged early are more likely to stay, and succeed. Guelph is recognized as a leader in Canada in the area of first year programming, and was the first university to create an Office of First Year Studies. Successful first year programs require careful and dedicated attention—they must be highly structured, interlocked with other programs, based on a strategy of student engagement, and focus on the affective and cognitive needs of students.

But it is not enough merely to provide extra support services to first year students. Academic programming designed to engage and assist first-years in their critical transition is also
necessary. The recently established First Year Seminar program has been a particular success in this regard, qualified only by its resource-limited scope. Large lecture-format courses are inevitable and even useful at the introductory levels, but they are also the kind of courses that can be most intimidating and least engaging for those new to the university community. Small, discussion-oriented learning experiences are invaluable to the acquisition of basic university-level learning skills, but they are often reserved to senior students because of the inherent specialization of interests that naturally occurs through the course of an undergraduate career.

The First Year Seminar forcibly inverts this organizational tendency, in order to capture the “hearts and minds” of first year students before they can fall victim to depersonalization or disengagement. The seminar environment leads to a number of palpable benefits.

- It compels them to confront faculty members regularly, in an interactive and personalized environment—and learn that they are human resources that can be drawn upon, not enigmatic and unapproachable talking heads.
- It requires them to become more engaged in their own learning, and apply that learning to real world scenarios, through the topicality and research orientation of the seminar.

Currently the First Year Seminar Program is resource-limited and reaches only 15-20% of the incoming class. Expanding and stabilizing the program will allow these benefits to spread throughout the university.

Capstone projects
The final year of university is a time of transition, but unlike the first year in which students are challenged by the uncertainty of a new environment, the final year should be characterized by confident and ambitious testing of limits and possibilities. In the final year, students have an opportunity to build on the work they have done previously. They are in prime position to take bigger risks, and to extend their reach to new challenges. Special capstone programs allow and encourage students to have such a culminating experience. In their fullest form, a capstone program allows a student to devote an entire semester’s effort (typically the 7th enrolled semester), to a single project of grand scope—an original research or service project, work abroad, contribution to a faculty member’s research team, or other work—organized and presented as a reflective thesis or report exploring significance, implications, and lessons of the experience.

Many departments and programs already require culminating efforts such as senior projects or honours theses. A full-scale capstone program takes this trend to its logical endpoint, intensifying the experience, increasing the level of challenge for the learner, as well as the opportunity to exercise and further hone the learning and time-management skills developed during prior semesters. We need to be able to follow this trend and extend capstone opportunities to students in all programs. A University of Guelph graduate should be capable of great things. A capstone project offers a “dress rehearsal” for those great things of the future, and encourages students to test their capabilities and discover for themselves how much progress they have made since arriving at the university.

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

<table>
<thead>
<tr>
<th>Strategy / Program</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Commons</td>
<td>Extend and expand the Learning Commons.</td>
</tr>
<tr>
<td>Supported Learning Groups</td>
<td>Extend and expand the Supported Learning Groups.</td>
</tr>
<tr>
<td>Internationalizing curriculum</td>
<td>Expansion of the range of international opportunities while also reducing the barriers that hinder participation in these opportunities.</td>
</tr>
<tr>
<td>The First Year</td>
<td>Expansion of the First Year Seminar Program.</td>
</tr>
<tr>
<td>Capstone Projects</td>
<td>Extend capstone opportunities to final-year students.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Indicator</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>Extend and expand the Learning Commons</td>
<td>From May 2004 to April 2005, learning (2,173) and writing (3,041) services at the Learning Commons served 5,214 undergraduate and graduate students. In 2006-2007, learning and writing services at the Learning Commons will be expanded to offer assistance to an additional 250 undergraduate and graduate students. The total number of undergraduate and graduate students seeking help in learning and writing will increase to 5,464 in 2006-2007.³</td>
</tr>
<tr>
<td>2007-08</td>
<td>The reach of the Learning Commons will be extended to offer learning and writing assistance to an additional 300 undergraduate and graduate students. In 2007-2008, the Learning Commons will serve a total of 5,764 undergraduate and graduate students.</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>The Learning Commons will continue to offer its learning and writing support services to 5,764 undergraduate and graduate students.</td>
<td></td>
</tr>
</tbody>
</table>

³ To quantify the number of students using this service, the University has elected to use a straight count as opposed to a ratio because the counts for learning and writing services are provided for 2 semesters and students can each use each service multiple times each semester.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>Extend and expand the Supported Learning Groups.</td>
<td>Identify and add one additional high-priority course. A total of 9 high-risk sections will be supported by Supported Learning Groups.</td>
</tr>
<tr>
<td>2007-08</td>
<td>Identify and add one additional high-priority course. A total of 10 high-risk sections will be supported by Supported Learning Groups.</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>Identify and add one additional high-priority section. A total of 11 high-risk sections will be supported by Supported Learning Groups.</td>
<td></td>
</tr>
</tbody>
</table>
| 2006-07 | Expand the range of international opportunities while also reducing the barriers that hinder participation in these opportunities. | The second annual campaign for Aeroplan Miles to be donated for Guelph students to travel internationally as a part of their studies at the University has been launched by Alumni Affairs.  

In 2005, more than 180,000 miles were donated. Those 180,000 miles are enough for three international tickets for students with high academic achievement and financial need. We have awarded two of the three (one undergraduate, one graduate), with a third to be awarded for travel in the Winter 2007 semester. For 2006-2007, the goal is to exceed the 200,000 mile donation level.  

In 2004-2005, there were 201 students who chose to enrich their education by participating in formal exchange and study abroad opportunities. In 2006-2007, the number of students enhancing their learning through international experiences will increase by 10 students – for a total of 211 students. |
| 2007-08 | The goal of the third annual campaign for Aeroplan Miles to be donated for Guelph students to travel internationally as a part of their studies at the University will be to exceed the 220,000 mile donation level.  

To initiate and complete an inventory of the courses with an international focus that the University offers.  

The Centre for International Programs and Teaching Support Services will launch a |
workshop on internationalizing the curriculum. In 2007-2008, one department will participate in the workshop.

The opportunities available to students to enrich their education through international experiences will increase by 10 students in 2007-2008 – for a total of 221 students.

| 2008-09 | The goal of the fourth annual campaign for Aeroplan Miles will be to maintain or exceed the 220,000 mile donation level.

Assess the results from the inventory of courses with an international focus and use the results to
1. designate courses with an international focus with an I on official transcripts,
2. develop a baseline to measure progress against, and
3. to increase the number of courses with an international focus by an unknown per cent measured against the baseline.

In 2008-2009, one department will participate in the workshop with the Centre for International Programs and Teaching Support Services to internationalize its curriculum.

The opportunities available to students to enrich their education through international experiences will increase by 10 in 2008-2009 – for a total of 231 students.

| 2006-07 | Expand the First Year Seminar Program.

In 2004-2005, the First Year Seminar Program was composed of 24 sections. The number of sections in the First Year Seminar Program increased to 33 in 2005-2006. For 2006-2007, the First Year Seminar Program will offer 35 sections.

In Winter 2005, the number of students participating in the First Year Seminar Program was 322. In Winter 2006, the number of students participating in the First Year Seminar Program increased to 382. In Winter 2007, the number of students participating in the First Year Seminar Program will increase by 40.
<table>
<thead>
<tr>
<th>Year</th>
<th>Initiative/Action</th>
<th>Details</th>
</tr>
</thead>
</table>
| 2007-08 | To help ensure that students maintain contact with leading researchers, 10 per cent of the Canada Research Chairs will be expected to teach First Year Seminars. | The number of sections offered by the First Year Seminar Program will increase to 37.  
In Winter 2008, the number of students participating in the First Year Seminar Program will increase by an additional 20 students.  
The percentage of Canada Research Chairs that teach First Year Seminars will be maintained at 10 %. |
| 2008-09 | The number of sections offered by the First Year Seminar Program will increase to 40. | In Winter 2009, the number of students participating in the First Year Seminar Program will increase by an additional 20 students.  
The percentage of Canada Research Chairs that teach First Year Seminars will be maintained at 10 %. |
| 2006-07 | Extend capstone opportunities to final-year students. | Initiate and complete a catalogue of the final year major project experiences at the University with the purpose of ensuring students have an intense cognitive experience by embedding a meaningful research-based and/or service-based capstone project in the University’s curricula. |
| 2007-08 | Assess and identify the majors that have a meaningful research-based and/or service-based capstone project embedded in their curricula and use the number as a benchmark to measure progress in ensuring students have a cognitive experience. | Embed a meaningful research-based and/or service-based capstone project in the curricula of 30 to 50 % of the majors offered by the University of Guelph.  
Establish a university-wide undergraduate conference at which the research and reflective outputs of capstone projects can be presented and shared. This conference |
should include appropriate prizes and awards for excellence, and should initially be open to 50 student participants, with the award winners work published in a magazine celebrating their work.

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

<table>
<thead>
<tr>
<th>2006-07</th>
<th>Faculty / Academic</th>
<th>Student Services Staff*</th>
<th>Admin Staff**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time Tenured</td>
<td>Full Time Limited Term</td>
<td>Part Time (FTE)</td>
</tr>
<tr>
<td>Hires</td>
<td>44</td>
<td>4</td>
<td>125</td>
</tr>
<tr>
<td>Retires/Departures</td>
<td>30</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Net New Hires</td>
<td>14</td>
<td>-3</td>
<td>25</td>
</tr>
</tbody>
</table>

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

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

**Student Engagement and Satisfaction**

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

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.
The University of Guelph participates in the National Student Survey of Student Engagement (NSSE) biannually. Accordingly, the University is scheduled to participate in NSSE in 2008/2009. In the interim, the University has set goals and priorities, outlined below, with the express purpose of positioning the University to be able to effectively use the 2008 NSSE results as indicators of quality for not only 1st year and final year students but also for under-represented groups, including first generation students, aboriginal students and visible minorities.

The University’s Goals and Priorities for the 2008 National Survey of Student Engagement

<table>
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<tr>
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<tbody>
<tr>
<td>➢ participation in the Regional NSSE Users Workshop at Southern Connecticut State University on October 19-20, 2006</td>
<td>➢ form a committee with university wide membership that has the stated purpose of reviewing the 2006 NSSE data to identify quality indicators that align with the University’s unique focus</td>
</tr>
<tr>
<td>➢ participation in the 2006 Assessment Institute hosted by Indiana University-Purdue University Indianapolis from October 29-31, 2006</td>
<td>➢ be prepared to integrate the NSSE indicators measuring student engagement and satisfaction in the 2008-2009 Multi-Year Action Plan</td>
</tr>
<tr>
<td>➢ the Institute is the oldest and largest event focused exclusively on Outcomes Assessment in Higher Education and will allow universities new to outcomes assessment to acquire foundation knowledge</td>
<td></td>
</tr>
<tr>
<td>➢ George Kuh is scheduled to come to the University on November 20 and 21 to discuss our 2006 NSSE results with the University community</td>
<td></td>
</tr>
<tr>
<td>➢ in light of the knowledge gained re-examine the University’s 2006 NSSE data</td>
<td></td>
</tr>
</tbody>
</table>
**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:

**Student Retention Rates**

The University’s will establish multi-year target for student retention rates by calculating a rolling student retention rate. The rolling student retention rate will be calculated using the following formula:

\[
\text{Rolling Student Retention Rate} = \frac{\text{Average 3 Year Retention Rate (based on 03/04, 04/05 and 05/06 actuals, IAA Methodology)}}{\text{+/- 3 Year Range (Highest rate of 3 years – Lowest rate of 3 years)}}
\]

<table>
<thead>
<tr>
<th>Student Retention Rate</th>
<th>1st year to 2nd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.2%</td>
<td>90.3%</td>
</tr>
</tbody>
</table>

The three year (2003-2004 to 2005-2006) average student retention rate for 1st year to 2nd year was 91.2% and the range was 1.9. In other words, the rolling student retention rate, for 2006-2007, will bound by 89.3% (91.2 - 1.9) at the lowest end and by 93.1% (91.2 + 1.9) at the highest end.

The multi-year targets for student retention rates for 1st year to 2nd year for the University of Guelph are:
Rolling Student Retention Rate
1st year to 2nd year\(^4\)

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<tr>
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<tbody>
<tr>
<td></td>
<td>89.3% to 93.1%</td>
<td>89.3% to 93.1%</td>
<td>89.3% to 93.1%</td>
</tr>
</tbody>
</table>

It is important to note that, for 2007-2008 and 2008-2009, the average 3 year student retention rate and the 3 year range will be updated to reflect the student retention rate for 1st year to 2nd year from the previous year.

Student Retention Rate
after 2nd year

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>93.6%</td>
<td>91.9%</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

The three year (2003-2004 to 2005-2006) average student retention rate after 2nd year was 92.7% and the range was 1.7. In other words, the rolling student retention rate, for 2006-2007, will bound by 91.0% (92.7 - 1.7) at the lowest end and by 94.4% (92.7 + 1.7) at the highest end.

The multi-year targets for student retention rates after 2nd year for the University of Guelph are:

Rolling Student Retention Rate
after 2nd year

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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.0% to 94.4%</td>
<td>91.0% to 94.4%</td>
<td>91.0% to 94.4%</td>
</tr>
</tbody>
</table>

It is important to note that, for 2007-2008 and 2008-2009, the average 3 year student retention rate and the 3 year range will be updated to reflect the student retention rate after 2nd year from the previous year.

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>89.3% to 93.1%</td>
<td>89.3% to 93.1%</td>
<td>89.3% to 93.1%</td>
</tr>
<tr>
<td>After 2nd Year*</td>
<td>91.0% to 94.4%</td>
<td>91.0% to 94.4%</td>
<td>91.0% to 94.4%</td>
</tr>
</tbody>
</table>

* 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.

It is important to note that, for 2007-2008 and 2008-2009, the average 3 year student retention rate and the 3 year range will be updated to reflect the student retention rate for 1st year to 2nd year from the previous year.

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\(^4\) The University has chosen not to bind the rolling retention rate at the lower end by the lowest of the three year retention rates. Experience has shown that retention rates typically fluctuate by one to four percent year over year hence a three year rolling range is a more useful measure.
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.

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:

This Agreement has been based on a number of documents, consultations, and discussions that have taken place on campus in the areas of accessibility and quality. The document has been discussed at the Vice-President’s Academic Council (which includes the Deans of the 7 Colleges) and has moved through the governance process of the University—presented to the Senate Committee on University Planning, then the Senate at its first meeting of the academic year, October 3, and the Board of Governors, on October 26. The Multi-Year Agreement will be posted on the University website for all members of the campus community to review.

Summary

The University of Guelph has a reputation for a high-quality, supportive learning experience for all students, and especially those in under-represented groups. This success is evident in external assessments and measures such as the Maclean’s and Globe and Mail annual rankings and the NSSE survey, as well as our own internal metrics including our graduate/alumni survey. Both types of indicators consistently reveal that 90% of Guelph students are or were satisfied with their educational experience, and from 85%-95% would, if given the chance to start over, choose Guelph once again. While we are pleased with this success, our accountability to the people of Ontario demands that we do not become complacent, and thus we remain committed to continuous self-improvement, quality assurance, and ongoing enhancement of assessment.

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.
ADDENDUM 1

The University of Guelph's Multi-Year Action Plan for 2006-07
Appendix B, Section A: Student Access Guarantee

The University of Guelph adheres to the principles of the Student Access Guarantee as articulated in the 2006-07 Student Access Guarantee Guidelines (September 26, 2006) and pools funding from the Tuition Set-Aside and from the Ontario Trust for Student Support and the Ontario Student Opportunity Trust Fund to ensure that a student’s unmet need is met.

The first principle states that “no qualified Ontario student should be prevented from attending Ontario’s Public colleges and universities due to lack of financial support programs”. The student financial aid program at the University of Guelph supports student access through its capacity to flexibly administer aid on a case-by-case basis.

In 2004-05, 81 per cent of University of Guelph's student aid was expended for bursary assistance, 13 per cent for summer research assistantships, and 6 per cent for work study assistance. The student aid distributed through in-course bursaries, for example, is based on a student's assessed need (as calculated by University of Guelph) up to caps that are set each year based on the available budget. Although there is an application deadline of October 7, the University of Guelph continues to accept applications, as well as considers appeals, throughout the year.

The aid allocated to a student depends on whether or not the student is at the OSAP maximum. For a student who is at the OSAP maximum, the in-course bursary equals OSAP-calculated unmet need to a maximum of S4,000, if they complete a Financial Need Assessment Form. Funds that remain after the students who are at the OSAP maximum have had their aid calculated is available to assist the remaining applicants who are not at the OSAP maximum. Based on the size of the remaining budget, a maximum amount that the institution can afford to provide in that year is determined. A need assessment is conducted to determine a student's assessed need and the aid provided is for assessed need up to the cap.

It is through this program, as well as the summer research assistantships and the work study program that the student financial aid program administered by the University of Guelph seeks to address the Tuition/Book shortfall identified in the 2006-07 Student Access Guarantee Guidelines. This supports the second principle of the Student Access Guarantee, which states that “students in need should have access to the resources they need for their tuition, books, and mandatory fees”. 

Pursuant to Section 2.1 of the Multi-Year Agreements, this clarification not only reflects the University of Guelph's commitment to the Student Access Guarantee but also to the long-standing programs and processes the University has in place that are consistent with the principles of the Student Access Guarantee.

Signature of President

Signature of Minister

Date: 27.5.2023.