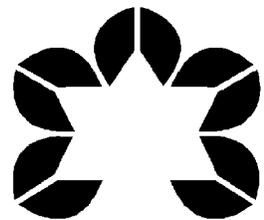


**A Report on
Public Expectations of Postsecondary Education
in Canada**



Council of Ministers of Education, Canada (CMEC)

February 1999

This report is the culmination of discussions led by the concerted action of nine provinces and one territory. The contributions of many stakeholders are acknowledged. Quebec and Yukon opted for observer status.

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Foreword

The importance of postsecondary education in Canadian society has never been greater. Knowledge, information, and education are critical, and growing numbers of people of all ages are pursuing postsecondary education and training.

As we approach the millennium, Canadians expect postsecondary education to

- be of the highest quality and to be affordable and accessible to Canadians throughout their lives;
- graduate young people who are independent, knowledgeable, versatile, and creative — in other words, able to take up the many challenges and opportunities that the 21st century will present;
- prepare graduates for good jobs.

Further, Canadians look to postsecondary education to

- make vital contributions to the social and cultural well-being of the country;
- contribute to, and draw from, the international network of research that supports prosperity and well-being and that serves to enhance our understanding of the world around us;
- serve as pillars of regional economic growth and of global competitiveness.

Are these reasonable expectations of postsecondary education? How does postsecondary education measure up to public expectations? Do our institutions have the wherewithal to adapt and change to meet these expectations?

Ministers responsible for postsecondary education take these questions seriously. In this document, ministers report on what society expects from postsecondary education in six key areas: quality, accessibility, mobility and portability, relevance and responsiveness, research and scholarship, and accountability. Both institutions and governments are responsible and accountable for meeting these expectations.

Ministers recognize that postsecondary education is a long-term societal investment. Short-term, simple input measures of the performance of an institution, for example, dollars spent per student, selectivity in admissions, number of library volumes per student, external research grants, are inadequate for assessing the quality and relevance of postsecondary education. Instead, ministers favour actual student learning

outcomes, as well as other explicit outcomes such as the benefits realized from research, to measure performance.

This document is not concerned with how to achieve the expectations nor with what level of public funding is allocated in what manner. These are important issues, but they fall within the purview of individual provinces and territories. Each region of Canada has a different social, economic, and cultural context and set of challenges, but all governments agree that public expectations must be clear and they are committed to working with institutions to achieve them.

By articulating public expectations of postsecondary education, ministers seek to

- state the desired outcomes of postsecondary education in a way that can be understood and implemented as policy and practice appropriate to each jurisdiction, by institutions, governments, learners, and other stakeholders;
- supply a framework for accountability for governments, institutions and other stakeholders;
- provide a basis for discussion and concerted action at a pan-Canadian level. Over time, cooperative work among jurisdictions and with stakeholders will add depth and substance to the expectations, while bringing fresh commitment and creativity to postsecondary education.

Introduction

Postsecondary education (PSE) touches the lives of all Canadians and informs and enriches the lives of most. Education is an investment in the individuals and communities of Canada and their capacity to fashion a prosperous future together in a global community.

“[E]ducation is a lifelong learning process ... the future of our society depends on informed and educated citizens who, while fulfilling their own goals of personal and professional development, contribute to the social, economic, and cultural development of their community and of the country as a whole.”¹

Canadians must commit themselves to learning throughout life. This requires a healthy, responsive postsecondary education system that offers opportunity and challenge through teaching, research, and community service delivered by diverse and distinctive institutions.

In the 1993 Joint Declaration of the Council of Ministers of Education, Canada (CMEC), ministers committed to the "highest quality education based on shared and relevant goals." The cooperative action plan endorsed at that time has led directly to the formulation of this statement of postsecondary education expectations.

The Wider Context

There are profound forces for change in society that affect and are influenced by PSE institutions and their communities of learners and researchers. The revolution in information and telecommunication technologies is helping to drive economic restructuring, globalization, and political and social change. Recognition of environmental fragilities and interdependence underpins new international discourse and cooperation. Governments face competing fiscal demands and pressures for fundamental changes in public policies and institutions.

There is no single prescription for individual and collective well-being in this new order, but we do know there is a premium on people with high levels of education and training and on their capacity to generate, access, and adapt knowledge. Our collective investment in educating people to thrive in this reality benefits individuals, communities, and the country as a whole.

¹Joint Declaration — *Future Directions for the Council of Ministers of Education, Canada (CMEC)*, September 1993, p. 2.

Within this context of human development, global citizenship, and rapid social and economic change, there is a growing emphasis on the concept of lifelong learning for both the individual and collective good of Canadians. A strong learning culture motivates individuals to learn on a continual basis, equips individuals with the skills to engage in self-directed learning, and provides access to opportunities.

Postsecondary education is not only about meeting the needs of learners, advancing, interpreting, and adapting knowledge, and providing an essential public service, important as these functions are. Education is also an investment, both prudent and visionary, in health and in combating poverty, crime, and unemployment. It is a major source of social cohesion and mobility, and is essential to the development and continued prosperity of Canada and all of its regions.

Functions of Postsecondary Education

The PSE sector plays a central role in addressing the challenges of a changing society. The same forces that are transforming society (e.g., globalization, advances in information and biotechnologies, new communications tools) are having a significant impact on postsecondary education. As society changes, so, too, do the traditional assumptions that have characterized and guided PSE, including how education is delivered, the role of institutions in providing service to their community, the nature of the learner community, the normal educational pathways, and the relative merits of credentials. While recognizing the profound forces for change, consultation with learners, educators, employers, and policy makers has confirmed a broad consensus on the most important functions of postsecondary education as a whole. The five key functions are as follows:

- to inspire and enable individuals to develop their capabilities to the highest potential levels throughout their life (for individual growth, self-sufficiency, and fulfillment and for effective contributions to society and the economy)
- to advance, preserve, and disseminate knowledge and understanding
- to serve the learning and knowledge needs of an adaptable, sustainable, knowledge-based economy at local, regional, and national levels
- to foster the application of knowledge and understanding to the benefit of the economy and society

- to help shape a healthy, democratic, civil society.²

In interpreting these roles and the associated expectations, ministers are sensitive to the diversity in mandates, functions, sizes, and methods of delivery of the various institutions within the overall PSE sector, especially colleges and universities. In addition, there are significant differences among jurisdictions in the roles of colleges, universities, and other PSE institutions (e.g., technical institutes and university colleges).

While there is a relatively uniform understanding of the role of a university in the post-secondary education sector, the distinction between colleges, technical institutes, and university colleges differs from one jurisdiction to another. Additionally, the roles and responsibilities of these players are changing in some jurisdictions.

In general, colleges and technical institutes, including private training institutions, are rooted in their communities and are designed to serve as the primary vehicle for adult education and training. Normally, their principal mandate is to respond to the training needs of business, industry, and the public sector, as well as to the educational needs of vocationally oriented secondary school graduates. Partnership with the private sector in the design and delivery of course material is common.

Colleges and technical institutes offer non-credit and employment-related programs, as well as diplomas and certificates and, in some provinces, some university-level courses, but typically they do not offer entire degree programs. Their faculty members are normally not engaged in long-range basic research, but may be active in applied research and development.

College and institute programs can be a stepping stone to university education or, conversely, an opportunity for university graduates to acquire skills that are more directly targeted to the employment market.

The following generic expectations pertain to all governments and PSE institutions. However, at the level of individual governments, and in any subsequent work on each expectation, it will be essential to make explicit the differences between universities, colleges, and private providers.

²Adapted from the 1997 report of the National Committee of Inquiry into Higher Education, chaired by Sir Ron Dearing, United Kingdom.

Key Areas of Expectations

There are many ways in which expectations³ can be articulated. We use the same four priority themes that were identified in the 1993 Joint CMEC Declaration — quality, accountability, accessibility, and mobility and portability — supplemented by two additional areas of important public policy, relevance/responsiveness⁴ and research and scholarship.

Each of the six overarching themes is discussed in sequence, with specific statements of expectations proposed (see Appendix 1 for a more detailed treatment of each theme).

Teaching and learning are not considered separately because they apply to all themes.

A *Quality*

Governments and institutions work in partnership as appropriate, to ensure high quality educational outcomes and intellectual environments in teaching and learning, research and scholarship, community service, and management of intellectual and physical resources. Institutions and the sector as a whole emphasize creativity and innovation. The PSE sector provides a suitable range of challenging learning experiences, various forms of service to local and broader communities, and internationally respected research and scholarship that enrich the learning environment while preparing the learner for satisfying employment and active citizenship.

B *Accessibility*

Postsecondary education is accessible throughout life. Quality learning opportunities are provided to those accepted into PSE programs. There are opportunities for those individuals who do not meet admission requirements and require further preparation. International students are received by institutions in recognition of the fact that the integration of international students serves both individual learners and the broader community.

³ Expectations are stated as desired outcomes, without assessment of the extent of achievement.

⁴ See *Education Indicators in Canada*, Canadian Education Statistics Council, 1996.

C *Mobility and Portability*

Students obtain credit for prior learning as they transfer between programs, institutions and the labour market. Governments ensure that there are no barriers to interprovincial mobility that unreasonably inhibit access.

D *Relevance and Responsiveness*

Postsecondary education gives the learner the opportunity to acquire relevant and diverse knowledge, competencies, and skills for a complex social environment and labour market. It promotes the productive connection of learning, work, and civil society. PSE challenges, informs, and guides the direction of society and is critically responsive to the changing needs of the learner and society.

E *Research and Scholarship*

Research and scholarship contribute to the cultural, social, and economic development and health of communities, regions, Canada as a whole, and the global community; to the development of a highly educated and effective work force, a new generation of researchers, and people who can access the research of others; and to the broad education of citizens.

F *Accountability*

PSE institutions and governments are openly accountable to the public in relation to mandates and outcomes and for reassuring citizens, and students in particular, that resources are allocated to achieve maximum value and sustainability of postsecondary education.

Responsibilities of Governments

Canada and its communities need a vibrant and continuously evolving PSE sector. Delivery of that function is a shared responsibility. Governments play an important role in postsecondary education, one that respects the distinctive and often autonomous management of postsecondary institutions and academic standards, as well as the broad public interest.

Public consultation⁵ has underscored the importance placed on the clarity with which governments articulate their vision and goals for PSE and the consistency of policies, practices, and programs with those goals. Governments will work with the institutions and others to achieve the expectations that have been identified for postsecondary education.

Governments have roles in the areas of policy, legislation, funding, quality, and accountability.

- Governments develop goals and clarify public priorities, needs, and expectations that serve to shape their policies and practices and, in turn, inform the operations and decisions of institutions responsible for program delivery.
- Governments provide a regulatory framework for the overall sector, including private education providers, and promote differentiation and complementarity of institutional roles in order to facilitate a diversity of learning environments.
- Governments provide funding to postsecondary education because it is in the public interest to do so. Examples of such funding may include core activities and capital needs of institutions, learner assistance, and research support. Public funding reflects the sectoral and institutional mandates and the provincial/territorial expectations, needs, and priorities. Governments maintain a funding regime that is objective and transparent and that allows for medium- to long-term planning.
- Both governments and institutions are accountable to stakeholders in relation to public expectations. Governments ensure public accountability of institutions and of postsecondary education as a whole. Effective accountability goes hand in hand with the responsibility citizens have conferred upon governments and institutions.

⁵ Consultations were held at a pan-Canadian level and within some jurisdictions. While the majority of those participating in the consultations had a direct interest in postsecondary education, some broader public comment was received.

Appendix 1

PSE Expectations - An Expansion

The following section expands on the expectation statements provided in the overview paper.

A	Quality	2
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D	Relevance and Responsiveness	9
E	Research and Scholarship	11
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A Quality

Premises

- Quality has many dimensions¹ and is interpreted in different ways by different institutions.
- Quality — in teaching, learning, research and scholarship, and service — is an essential characteristic of all PSE institutions and is interpreted in relation to stated objectives.
- Quality in PSE is dynamic — an evolving concept shaped by, and helping to shape, knowledge frontiers.

Expectations

Governments and institutions work in partnership as appropriate, to ensure high quality educational outcomes and intellectual environments in teaching and learning, research and scholarship, community service, and management of intellectual and physical resources. Institutions and the sector as a whole emphasize creativity and innovation. The PSE sector provides a suitable range of challenging learning experiences, various forms of service to local and broader communities, and internationally respected research and scholarship that enrich the learning environment while preparing the learner for satisfying employment and active citizenship.

At a system level

- **Quality in substance.** All academic offerings (teaching, learning, service, research) are of a scope and level appropriate to their function within the sector, no matter what mode of delivery is utilized.

¹ Note the terminology suggested by Robert Birnbaum on interpreting quality in relation to the differing perceptions of society and of individuals on the role of a PSE institution:

The meritocratic view
The social view

Institutional conformity to professional and scholarly norms.
The degree to which the institution satisfies the needs of important collective constituents.

The individualistic view

The degree to which the institution contributes to the personal growth of students.

- **Quality in diversity.** The PSE sector comprises a variety of interrelated study opportunities and settings, programs and institutions, and methods of teaching and learning, service, and research, including the development of human capital in official-language minorities.

At an institutional level

- **Institutional self-characterization.** Institutions publicly articulate, in measurable terms, their mission and a definition of performance in relation to that mission.
- **Instructional delivery.** Institutions plan, prepare, and deliver their programs and curriculum in ways that foster and support learning and meet or surpass stated objectives. Institutions promote innovation in curriculum design and in teaching and learning strategies.
- **Supportive learning environment.** Institutions provide a learning environment that is free from discrimination and harassment.
- **Quality of student life.** Institutions and individuals recognize the benefits of intellectual, spiritual, and personal growth beyond the classroom.
- **Quality of inquiry and research.** Where there is a research mandate, individuals, institutions, and networks of individuals and institutions conduct scholarship and research and produce creative works of the highest quality and ethical integrity as judged by international standards of peer and expert review.
- **Quality of institutional management.** Institutions maintain a continuing process of evaluation of their performance (in outputs — education, scholarship, and research and in processes — management and governance) and take action to improve or discontinue programs and activities that are found to be substandard or ineffective.
- **Quality in technological deployment.** Institutions use and promote use of the creative and educational powers of technology to advance learning and knowledge creation/dissemination objectives.

At an individual level

- **Learner outcomes**
 1. **Lifelong learning.** Learners and graduates have acquired a taste for lifelong learning and the capacity for self-directed study.
 2. **Field-specific learning.** Graduates exhibit field-specific learning, problem solving and analysis skills, and a capacity to access and use knowledge in their chosen area of study.

3. *Generic and employability skills.* Graduates are equipped with, in addition to field-specific knowledge, the skills required to search for, acquire, hold, or create employment. This includes effective oral and written communication skills, self-motivation, the ability to work independently and as part of a group, critical thinking, and problem solving.
4. *Individual development.* Graduates have the ability to participate fully as citizens in a democratic society. They have intercultural sensitivities, inter-personal competencies, and leadership skills. They have the capacity to deal with uncertainty and change.
5. *Information and technology literacy.* Graduates, whatever their areas of specialization, have the skills to deal with, in a discriminating fashion, the large volumes of complex information made available by communications and computer technologies and individual contacts.

B Accessibility

Premises

- All citizens must be ensured of the opportunity to access postsecondary education.
- Access to postsecondary education must take into account the needs and expectations of lifelong learners.
- Access includes both the transition to PSE from various educational, employment, and social situations and the transitions between the various learning opportunities within the PSE systems.

Expectations

Postsecondary education is accessible throughout life. Quality learning opportunities are provided to those accepted into PSE programs. There are opportunities for those individuals who do not meet admission requirements and require further preparation. International students are received by institutions in recognition of the fact that the integration of international students serves both individual learners and the broader community.

At a system level

- **Opportunity.** Learning opportunities are provided to qualified individuals with the capacity and the desire to further their education, training, and retraining, throughout their lives, including non-sequential learners.
- **Diversity of choice.** Programs and learning opportunities are diverse and comprehensive, using a variety of delivery methods that accommodate part-time and full-time study, on- and off-campus study, and appropriate workplace attachments.
- **Financial barriers to access.** Financial need is not a barrier to access. There is a reasonable level of financial assistance available through loans, bursaries, and scholarships, as well as fair criteria for repayment.
- **Non-financial barriers to access and progression.** Non-financial barriers to the access and mobility of qualified individuals (e.g., insufficient recognition of non-traditional learning, recognition of credentials from other institutions) are identified and removed. The sector provides opportunities for individuals who are underprepared to achieve entry-level qualifications.

- **Use of technology-mediated learning.** The sector as a whole exploits the potential of technology-mediated learning to extend access to learners constrained by geography or time and to those with special needs.
- **Language of study.** There are educational opportunities in English and French that can be accessed by learners.

At an institutional level

- **Specific structural barriers to under-represented groups.** Institutions, individually and collectively, deploy best efforts to identify and remove barriers that inhibit recruitment and progression of under-represented groups, as learners, staff, and faculty.
- **Outreach.** Educational institutions reach outside the physical constraints of their “bricks and mortar” to support lifelong learning, providing learning opportunities as, when, and where required.
- **Counselling.** Career, financial, and personal counselling is available to learners.
- **International students in Canada.** Within the context of the institutional mission, international students enhance the learning environment and strengthen international linkages.

At an individual level

- **Individual responsibility.** Individuals have an obligation to make their best effort in their studies and to contribute towards the costs of accessing postsecondary education.

C Mobility and Portability

Premises

- The concept of mobility entails movement
 - among educational programs, institutions, and sectors
 - between the work force and the learning environment
 - between regions of Canada
 - between Canada and other countries
- Portability applies to the ability to obtain credit for traditional and experimental learning.
- Because of the uneven geographical distribution of PSE offerings, learner mobility is required for equity of access.

Expectations

Students obtain credit for prior learning as they transfer between programs, institutions and the labour market. Governments ensure that there are no barriers to interprovincial mobility that unreasonably inhibit access.

At the system level

- **Readiness for PSE.** Having acquired the necessary level of learning and attitudes to, and aptitudes for, self-directed study, learners are able to make a smooth transition into postsecondary education.
- **Coordination.** All components of the PSE sector work in a cohesive and coordinated fashion to serve collectively the lifelong learning needs of individuals and local communities.
- **Qualification and prior learning recognition.** Qualifications are portable and are recognized across regional and jurisdictional boundaries, with credit for equivalence. Knowledge and skills acquired in other settings are recognized.
- **Policy and program environment.** Government and institutional policies and programs do not inhibit student mobility between educational programs, providers, and regions.

At the institutional level

- **Mobility and portability within the PSE sector.** Institutions, individually and collectively, accommodate learners transferring between different components of the PSE sector, different institutions, and different programs (e.g., through credit transfer, recognition of credentials, and articulation agreements).
- **Informed choice.** Institutions provide the information necessary for learner decisions about movement between programs and pathways appropriate to learner needs and interests (including personal development, career relevance, cost).
- **Prior learning assessment and recognition.** There is formal recognition of relevant knowledge and skills acquired in other settings, including experiential learning. No individual is required to duplicate learning or training for which he or she can demonstrate mastery.

At the individual level

- **Mobility for access.** Individual learners relocate as needed to access specialized programs and learning environments, wherever they may be located. This is a factor in the provision of student assistance.
- **Mobility for lifelong learning.** Learners move freely between the labour force and the learning environment throughout their lives.
- **Canadian learners abroad.** A significant number of PSE learners study and/or work abroad as part of their PSE experiences.

D Relevance and Responsiveness

Premises

- Postsecondary education serves as a vital catalyst and facilitator for an adaptable, healthy society and economy at local, regional, national, and international levels.
- The PSE sector produces well-rounded citizens capable of contributing to the strength and social fabric of Canada and the world community.

Expectations

Postsecondary education gives the learner the opportunity to acquire relevant and diverse knowledge, competencies, and skills for a complex social environment and labour market. It promotes the productive connection of learning, work, and civil society. PSE challenges, informs, and guides the direction of society and is critically responsive to the changing needs of the learner and society.

At a system level

- ***Responsiveness to learners.*** Institutions, individually and collectively, are responsive to the needs and expectations of learners.
- ***Responsiveness to employers.*** Institutions, individually and collectively, work with employers to address issues pertaining to the quality and quantity of graduates, the capacity for research, and employer needs for training and research services.
- ***Relevance to citizenship.*** Institutions, individually and collectively, transmit the values of knowledge, objectivity, tolerance, ethical sensitivity, and citizenship. They instill a sense of international justice and equity and recognition of the interdependence of nations.
- ***Relevance to the community.*** The PSE sector as a whole provides knowledge and learning resources that are responsive to regional and community needs. It contributes to social cohesion and the mitigation of social problems through its contributions to public discourse of social issues.
- ***Anticipatory capacity.*** The PSE sector provides a continuing analysis of emerging trends, issues, and opportunities in order to illuminate public discussion and choice.

At an institutional level

- **Timeliness.** Institutions respond to major opportunities and challenges in a timely fashion. Institutions anticipate change and prepare learners and communities for change.
- **Constructive critics of society.** Institutions provide an environment in which individual faculty can function as informed critics of society and contributors to the formation of public values and policies.
- **Lifelong learning.** Institutions (either individually or in partnership with other institutions, industry, and/or government) meet the lifelong learning needs of individuals and society.
- **Community interactions.** There is active and systematic engagement of institutions (in relation to their education, service, and research roles) in local and regional matters in recognizing that
 - the social and cultural fabric of a community is enriched by a dynamic interaction between the PSE institution and its community; and
 - learning communities are key economic units in the global economy.

At an individual level

- **Individual engagement.** Individuals challenge themselves beyond formal learning to think critically and to develop new solutions and approaches. They also provide feedback on how well the sector responds to their learning needs.
- **Public discourse.** Members of the PSE community (including administrators, faculty, and students) exhibit integrity in their contributions to public discourse.
- **Employer role.** Employers discuss and articulate their needs and provide feedback on how well the sector responds to their common needs.

E Research and Scholarship

Premises

- The creation and dissemination of knowledge gained through scholarship and research are important and valued activities for the PSE sector as a whole and for Canada as an innovative and civilized society.
- Research and scholarship are valued for their direct and varied outputs of fundamental knowledge, applications of knowledge, trained people, and improvements in the quality of education, as well as for their contribution to intellectual discourse and preservation of culture.
- Within the PSE sector, most institutions have a scholarship function; not all have a research function. Each jurisdiction articulates distinctive research mandates for universities, colleges, and technical institutes.
- Research and research training activities in the PSE sector play a key role in regional and national systems of innovation,² including sustaining the capacity to access, interpret, adopt, adapt, and utilize knowledge, wherever it is developed.

Expectations

Research and scholarship contribute to the cultural, social, and economic development and health of communities, regions, Canada as a whole, and the global community; to the development of a highly educated and effective work force, a new generation of researchers, and people who can access the research of others; and to the broad education of citizens.

At a system level

- ***Breadth and depth.*** While the PSE sector as a whole maintains a broad and evolving research capability, it also recognizes the value of selective concentrations and differentiation among institutions for excellence and affordability. Within the overall PSE sector is a vibrant research environment that has the ability to attract and retain excellent researchers.
- ***Canadian content.*** Within the PSE sector, there is research that enhances and enriches our understanding of Canada, its regions, peoples, languages, and culture.

² The expression “systems of innovation” refers to the set of institutions and flows of knowledge, including the creation of knowledge and its diffusion and application, that are understood to play a crucial role in innovation and economic progress.

- **Quality assurance.** PSE systems, institutions, and individuals employ an open process of critical scrutiny and evaluation of research ideas and outputs to promote quality in research and scholarship.
- **Partnerships in research.** There is active promotion of partnerships in funding and performing research among institutions, governments, and the private sector.

At an institutional level

- **Explicit statement of balance.** Each institution articulates an explicit and appropriate balance among teaching, scholarship, research, and service within the context of institutional and sectoral mandates. Institutions reinforce the links between higher education and research.
- **Diversity of research.** Institutions with a research mandate value scholarship of discovery, integration, education, and application.
- **Knowledge transfer.** Institutions promote the open dissemination and transfer of knowledge and of research results.
- **Commercialization of research.** Institutions exercise best efforts to maximize the potential returns to Canada on research results that are commercializable.
- **International exchange.** Institutions promote the international flow of people and ideas.
- **Intellectual property.** Institutions have clear policies concerning intellectual property rights.
- **Independence of intellectual pursuit.** Institutions safeguard free inquiry and expression in scholarship, research, and education.
- **Access to PSE expertise.** The research and scholarly expertise base of institutions is accessible to communities.

At the individual level

- **Networking and collaboration.** Those faculty active in research build and maintain active links with other researchers and research users in Canada and abroad across disciplines and institutions.
- **Focus on excellence.** Those faculty mandated to do research strive for excellence as judged by international standards of peer and expert review and value application.

F Accountability

Premises

- Institutions and governments are accountable to stakeholders — those within and outside the PSE sector with a vested interest in the performance of postsecondary education.
- Governments have an incentive and an obligation to ensure that postsecondary education meets stakeholder needs as part of their accountability for the deployment of public funds.
- Accounting for how the “inputs” are used (for example, financial accountability), is important, but it is not a substitute for accounting for what is being accomplished, how well it is being accomplished, and to what end.
- Transparency and accuracy in public reporting and advertising are forces for continuous improvement.

Expectations

PSE institutions and governments are openly accountable to the public in relation to mandates and outcomes and for reassuring citizens, and students in particular, that resources are allocated to achieve maximum value and sustainability of postsecondary education.

At a system level

- **Articulation and coherence of vision.** The objectives of the overall PSE sector and each institution are clearly articulated, well integrated, and understood. These objectives frame the accountability provisions and reporting.
- **Clarity of government purpose.** Governments articulate their expectations and responsibilities vis-à-vis the PSE sector, individual institutions, and boards of governors or their equivalent as a framework for institutional accountability to stakeholders and for government funding.
- **Public satisfaction.** PSE graduates are satisfied with their learning experiences and the results from those experiences. Employers are satisfied with recent hirings from the PSE sector. Members of the general public are satisfied with the contributions that the PSE sector and its graduates are making to society.
- **Who funds what.** Funding proportions take into consideration the benefits that accrue to each partner.

At an institutional level

- **Integrity.** Institutions are accountable for integrity in education, scholarship and research, service, and the institutional systems of management and governance.
- **Standards.** As a quid pro quo for autonomy in determining entry and performance standards, institutions account for standards used, including learner success and failure rates.
- **Output and outcomes assessment.** Institutions state, monitor, and report on outputs and outcomes, demonstrating high quality in the design and delivery of postsecondary education, training, and research consistent with their institutional missions.
- **Comparable management statistics.** Institutions report relevant management statistics on an annual basis consistent with system-wide reporting standards in order to generate public confidence in the institutional management and to provide the base for continuous self-assessment and improvement. This includes provision of data that are comparable between like institutions in regard to the cost of instructional provision and research and service activities.
- **Transparency.** Institutions, individually and collectively, provide relevant, timely, and easily accessed information in a form that is suitable for decisions by learners (educational pathways), faculty and boards (governance), and governments (funding).
- **Efficiency and effectiveness.** Resources provided by government, students, donors, and others are used efficiently and effectively at system and institutional levels. Institutions avoid unnecessary duplication in program offerings among institutions.
- **Program rationalization.** Institutions reassess, restructure, and rationalize their own program offerings and activities in ways consistent with their missions.
- **Compliance with international norms and standards.** Institutions ensure that programs comply with national and international standards when competencies and licensing requirements transcend regional and national boundaries.
- **Stewardship.** Institutions demonstrate stewardship over the physical plant and other facilities provided from public and private funds.

At an individual level

- **Learner feedback.** Learners, including graduate students, provide effective and timely feedback on the quality of learning opportunities and learning outcomes and on programs and research conditions. That learner feedback has operational significance within the institution.
- **Faculty interaction.** Faculty interact with learners and with colleagues within the PSE sector to optimize the educational outcomes.

- **Faculty responses.** Faculty provide effective and timely feedback on the actions taken as a result of learner, peer, and external evaluations.
- **Learner investment.** Individuals who access the postsecondary education system invest the time and effort to maximize the returns on the investment of public and private funds.