

Vision 2010
Progress report
(Fall 2008)

Major Direction I
Strengthening our competitive edge

Goal 1: To play a leadership role in promoting Canada's official languages

	<i>Vision 2010</i>	Progress overview
1.1 <input checked="" type="checkbox"/>	IOLB Create the Institute of Official Languages and Bilingualism that will offer programs of studies at all levels, become a research centre in fields such as second-language teaching, language engineering and psycholinguistics, and provide second-language evaluation, training and certification. A director will be hired shortly to consolidate the University's strengths in this Institute and recruit the necessary teaching staff. The Institute will be operational in September 2006 (Arts).	July 1 st , 2007: launched the Official Languages and Bilingualism Institute (OLBI) and its four sectors (teaching, research, testing and evaluation, and development and promotion).
1.2 <input checked="" type="checkbox"/>	HUMANITAS Create <i>Humanitas XXI</i> , an academic program offering science and arts courses to a select group of motivated bilingual students. The program will open in September 2007. We will then evaluate the possibility of offering other disciplines (AVP Academic).	Fall 2008: submitted the proposal to the Senate. September 2010: welcome the first cohort in the Honours Bachelor of Arts and Science.
1.3 <input checked="" type="checkbox"/>	RECRUITING BILINGUAL PROFESSORS Through a central fund designed to allow hirings at the associate and full professor levels, recruit top-calibre professors who are bilingual or are determined to contribute to this specific goal of the University. The first hirings will take place in 2006-2007 (VP Academic and Provost, deans).	June 2005: set up of a \$225,000 central fund. Since July 2006: hired new faculty members as part of this program.
1.4 <input checked="" type="checkbox"/>	BILINGUALISM AMONG STUDENTS Encourage and recognize bilingualism among students (VP Academic and Provost).	See below.
1.4.1 <input checked="" type="checkbox"/>	<u>Effective immediately</u> Create an immersion program and set up an intake structure that will enhance access for immersion students from across Canada (AVP Academic).	Since September 2006: registered an average of 250 new students each year in more than 50 programs and established academic scholarships, a mentoring centre and an Immersion Club.

1.4.2 <input checked="" type="checkbox"/>	Introduce a second-language proficiency certificate (AVP Academic).	Since 2005-2006: offered with an average of 300 registrations each year.
1.4.3 <input checked="" type="checkbox"/>	Offer students a second-language writing mentorship (SASS).	Since September 2006: hired mentors for the Academic Writing Help Centre (AWHC), provided additional educational material (manuals, software) and offered language support in 60 courses aimed largely at Anglophone students.
1.4.4 <input checked="" type="checkbox"/>	Examine the possibility of admitting bilingual students to common law and civil law simultaneously (Common Law and Civil Law).	Program now offered.
1.4.5 <input checked="" type="checkbox"/>	<i>As of 2006-2007</i> Offer a bilingual internship in nursing under the Multiple Interventions in Community-Health Nursing Practice Research Chair (Health Sciences).	Project being reassessed.
1.4.6 <input checked="" type="checkbox"/>	Collaborate to design a second-language training certificate in health sciences (Health Sciences).	To be developed.
1.4.7 <input checked="" type="checkbox"/>	Strengthen the second-language skills of graduate students (Arts).	To be developed.
1.4.8 <input checked="" type="checkbox"/>	New initiative (Common Law).	Since 2005-2006: sent a letter to students registered in the English Common Law program encouraging them to take courses in the French Common Law program.
1.4.9 <input checked="" type="checkbox"/>	New initiative (Medicine and AVP Academic).	Since winter 2006: offered four French as a second language courses for first- and second-year students in Medicine.
1.5 <input checked="" type="checkbox"/>	LINGUISTIC BALANCE Implement an action plan to reach linguistic-balance enrolment targets (SEM and deans).	Since 2005-2006: assessed recruitment activities, designed an integrated communication plan for all liaison activities and set linguistic-balance recruitment targets.
1.5.1 <input checked="" type="checkbox"/>	<i>Effective immediately</i> Increase efforts to recruit Francophone and immersion students (SEM and deans).	Since 2005-2006: designed new activities for Francophones at the SEM, including liaison visits to several hundred Francophone secondary schools in Canada and Quebec CEGEPs; information sessions in Cornwall, Hawkesbury and Gatineau; a media campaign in French in the National Capital Region, in Ontario and in Quebec; publication of the <i>uOttawa</i> bulletin (Quebec and immersion editions); a one-week recruitment tour in Northern Ontario; sponsoring of curricular and extracurricular activities in schools, etc. In Civil Law, recruitment activities were diversified in Montréal, leading to a significant increase in the number of registrations in the French program (27% increase in one year); the Telfer School of Management held the <i>Place à la Jeunesse</i> academic competition targeting all Francophone schools in Ontario; in Social Sciences, visits to

		CEGEPs to promote programs in French and to schools in Eastern Ontario to promote University education to 8 th and 9 th Grade students.
1.5.2 <input checked="" type="checkbox"/>	Enrich programs offered partially in French by updating the action plan for French-language programs and services (AVP Academic).	Since June 2005: provided financial support for some 150 small-group courses offered in French annually and for strategic hirings to strengthen the diversity and quality of programs offered in French, including 10 new faculty positions for Science and Engineering as of July 1, 2008. In 2007-2008, created 14 programs and 112 courses (see initiatives 4.2 and 6.5 for more details). In the winter of 2008, creation of the Standing Committee on Francophone Affairs and Official Languages responsible for overseeing the implementation of recommendations submitted by the Task Force on Programs and Services in French and adopted by the Senate.
1.5.3 <input checked="" type="checkbox"/>	Promote the French-language common law program throughout Canada (Common Law).	2005-2006: created a half-time position to promote the French Common Law program. Fall 2006: launched a souvenir album celebrating the 1,000 graduates of the French Common Law program.
1.5.4 <input checked="" type="checkbox"/>	<u>As of 2006-2007</u> Revitalize the French-language MBA program and increase efforts to recruit abroad (Management).	2008: redefined MBA program's brand in both languages, with a major marketing campaign to recruit Francophones; renewed efforts to revitalize international agreements, including exchange with Audencia Nantes for Francophone MBA students, and study on the possibility of offering the University of Ottawa MBA program in Romania.
1.5.5 <input checked="" type="checkbox"/>	Design a distance-education master's program in education for Francophones (Education).	Program now offered.
1.5.6 <input checked="" type="checkbox"/>	New initiative (Management).	Since 2007: organized a leadership program under the name <i>Chefs de file en herbe</i> for undergraduate and graduate Francophone students at the Telfer School of Management, in collaboration with the <i>Regroupement des gens d'affaires (RGA)</i> and the <i>Université du Québec en Outaouais</i> .
1.5.7 <input checked="" type="checkbox"/>	New initiative (Education).	Summer 2008: launched the first Quebec Sign Language immersion camp offered to 21 elementary and secondary French language school teachers in Ontario.
1.6 <input checked="" type="checkbox"/>	BILINGUALISM AMONG STAFF AND PROFESSORS Improve bilingualism among staff by immediately hiring a coordinator for the linguistic services offered to teaching staff and implementing a program that meets the support staff's training needs (VP Academic and Provost, HR).	Since 2006: hired a coordinator for faculty language training; OLBI offered courses to all support staff members and set up a linguistic revision service to help professors prepare course material in their second language.

The following Scorecard performance indicators are related to Goal 1: 1.3 Linguistic balance and 2.2 Bilingualism index.

Goal 2: To be an integral part of Canada's capital

	<i>Vision 2010</i>	Progress overview
2.1 <input checked="" type="checkbox"/>	INTERACTION WITH THE COMMUNITY Open the University to the wealth of skills available in Canada's capital through the various levels of government, NGOs, research laboratories, industry, as well as health, social services, sports, leisure and cultural organizations. In addition to continuing staff exchanges and cross appointments, the University will promptly establish a central fund that will give the community an opportunity to contribute to learning and research through visiting professor and researcher-in-residence positions for government officials and leading public figures (VP Academic and Provost, VP Research, deans).	Since 2005: established various partnerships. For example, in Education, set up partnerships with CIDA, <i>La Cité collégiale</i> , the Privy Council Office and the Elisabeth Bruyère Centre; in Management, coordinated exchanges with the community through to the Executive-in-Residence program; in Health Sciences and Medicine, established the Academic Health Council with local health networks; in Arts, established partnerships with embassies; in Social Sciences, welcomed senior-fellows in the newly opened School of Public and International Affairs; in Engineering, developed articulation agreements with <i>La Cité collégiale</i> , Algonquin College and Carleton University.
2.2 <input checked="" type="checkbox"/>	CONTINUING EDUCATION Over the next few years, introduce continuing-education programs to meet the needs of government agencies, professional associations, businesses, as well as Francophone target groups (VP Academic and Provost).	Fall 2008: launched new programs with general interest courses and courses tailored to the needs of government agencies and community associations.
2.2.1 <input checked="" type="checkbox"/>	<u><i>These programs will include:</i></u> A training program in public health (Medicine);	Project currently being reassessed.
2.2.2 <input checked="" type="checkbox"/>	A continuing education program in common law (Common Law);	Project currently being reassessed.
2.2.3 <input checked="" type="checkbox"/>	An executive training program (Management);	Since February 2006: launched several programs at the Center for Executive Leadership.
2.2.4 <input checked="" type="checkbox"/>	A continuing education program for Francophone social workers (Social Sciences);	Program now offered.
2.2.5 <input checked="" type="checkbox"/>	A graduate certificate in program evaluation (Social Sciences and Education);	Program now offered.
2.2.6 <input checked="" type="checkbox"/>	Distance professional-development programs (Education);	Since 2006: created 12 courses in French and 22 courses in English.
2.2.7 <input checked="" type="checkbox"/>	Specialized training for industry (Science);	Since 2005-2006: offered an intensive course on hydrothermal mining deposits at the Department of Earth Sciences.
2.2.8 <input checked="" type="checkbox"/>	A series of science conferences open to the public (Science);	Project assigned to the Centre for Continuing Education.

2.2.9 <input checked="" type="checkbox"/>	A wider range of training courses for public-service professionals (PTS);	Since 2005: introduced twenty new communication courses, increased customized training, and designed an intensive Conference Interpretation course.
2.2.10 <input checked="" type="checkbox"/>	A training program in career counselling for secondary-school guidance counsellors, especially in Francophone schools (SASS).	Since 2006: offered training to guidance counsellors from regional school boards.
2.3 <input type="checkbox"/>	PRIOR LEARNING ASSESSMENT Promptly consider opening a one-stop service point for adult learners so they can better access programs and services that meet their needs, especially for prior-learning assessment at all levels (VP Academic and Provost).	Winter 2008: submitted a feasibility study including five recommendations; project assigned to the Centre for Continuing Education.
2.4 <input checked="" type="checkbox"/>	RELATIONS WITH SCHOOLS Support learning in the region's schools and ease student access to postsecondary education (VP Academic and Provost).	See below.
2.4.1 <input checked="" type="checkbox"/>	<u>Effective immediately</u> Launch <i>Imagine</i> magazine (and its online version), an accessible research-focused publication for secondary-school students (SEM).	Fall 2005: launched the first edition. Spring 2007: published the magazine <i>Imagine</i> on the Web. Since, initiative has been reassessed.
2.4.2 <input checked="" type="checkbox"/>	Work with the faculties to design a strategy for positioning ourselves in feeder schools that are a good source of high-quality candidates (SEM and deans).	Since 2005-2006: hired a counsellor for the recruitment of high-quality candidates; faculties and professors participate in the University of Ottawa Day, Open House and telephone campaigns; extended the Enrichment Mini-Courses Program and promoted to 250 schools in Eastern Ontario and Western Quebec.
2.4.3 <input checked="" type="checkbox"/>	Increase professors' participation in classroom activities of secondary schools and colleges (SEM and deans).	Project currently being reassessed.
2.4.4 <input checked="" type="checkbox"/>	<u>As of 2006-2007</u> Start an Engineering summer school (Engineering).	2005 and 2006: welcomed new students to the Engineering summer school. 2007: extended to students who have completed Grade 11, 12 or Secondary V.
2.4.5 <input checked="" type="checkbox"/>	Organize a robotics contest (Engineering).	Since 2006: welcomed 20 teams from 10 schools each year.
2.4.6 <input checked="" type="checkbox"/>	Expand public lecture programs, including the <i>Holiday Science Lectures</i> (Sciences).	Since spring 2005: developed the public conference program, including a public conference delivered by Hubert Reeves and another by Jean-Marie De Koninck.
2.4.7 <input checked="" type="checkbox"/>	New initiative (AVP Academic).	The AVP Academic participated in: 1) the <i>Table de concertation francophone de l'Est de l'Ontario sur l'apprentissage jusqu'à l'âge de 18 ans</i> as part of the Student Success Project – Grades 7 to 12; 2) the <i>Destination Réussite</i> Executive Committee; 3) the reference group <i>Conseil des directions de l'éducation de langue française (CODELF)/Colleges/Consortium des universités de la</i>

		<i>francophonie ontarienne</i> (CUFO), partners in French education in Ontario; and 4) as a representative of the CUFO, to EDU-TCU Standing Task Force.
2.4.8 <input checked="" type="checkbox"/>	New initiative (SASS, SEM, AVP Academic).	Since 2006-2007: created meshing project with secondary schools to attract First Generation students (i.e. students whose parents did not attend university or college) and implemented a support program for those at the University. In the summer of 2008, welcomed 30 young people from marginalized groups, mainly first generations, to provide an opportunity to experience university life and learn new skills, as part of the Youth University Project.
2.4.9 <input checked="" type="checkbox"/>	New initiative (AVP Academic).	2007-2008: established a partnership with the <i>Conseil scolaire de district catholique du Centre-Est de l'Ontario</i> and offered an on campus program, <i>Focus Santé</i> , to a group of some thirty 11 th and 12 th grade students.
2.5 <input checked="" type="checkbox"/>	RELATIONS WITH THE LOCAL COMMUNITY Launch initiatives to strengthen relations with our community (President).	See below.
2.5.1 <input checked="" type="checkbox"/>	<i>Effective immediately</i> Promote multidisciplinary reflection on job-market trends by organizing an annual public forum (SASS).	Since June 2005: held a public forum at the national conference of the Canadian Association of Career Educators and Employers (CACEE); organized a regional conference on employment and market trends in partnership with the Ottawa Centre for Research and Innovation (OCRI); participated in the annual CACEE conference.
2.5.2 <input checked="" type="checkbox"/>	<i>As of 2006-2007</i> Expand the Sports Complex, especially by considering partnerships with the City of Ottawa (Sports).	Project currently being reassessed.
2.5.3 <input checked="" type="checkbox"/>	Maintain the visibility and reputation of the University's archival and historic heritage (Archives).	Since 2005-2006: created a Web site on the history of the University; organized a historic rally to highlight the University's 150 th anniversary in Sandy Hill; participated in the Doors Open Ottawa; Chief Archivist held conferences, offered guided tours, gave several interviews and wrote several articles; published an album to underline the University's 160 th anniversary.
2.5.4 <input checked="" type="checkbox"/>	New initiative (President and VPs).	Since June 2006: established partnerships with the <i>Festival franco-ontarien</i> .
2.5.5 <input checked="" type="checkbox"/>	New initiative (President and VPs).	June 2007: hosted the first Francophone and Acadian Community Summit at the University of Ottawa.
2.5.6 <input checked="" type="checkbox"/>	New initiative (President and VPs).	Since 2005: developed strong ties with the <i>Association canadienne-française de l'Ontario</i> (ACFO) in the Ottawa region through various activities such as

		participating in breakfast meetings, hosting the <i>Brunch des élus</i> on campus, presenting candidates for the <i>Prix Grandmaître</i> and other Francophonie awards.
2.6 <input checked="" type="checkbox"/>	RELATIONS WITH THE GOVERNMENT OF CANADA Develop a strategy and an action plan to establish productive relations and coordinated interaction with the federal government (VP University Relations).	Since July 2006: created the position of Director, Government Relations, prepared a strategic plan and organized the University of Ottawa Day on Parliament Hill; in Sciences, hired a professor in collaboration with the Canadian Museum of Nature.

The following Scorecard performance indicator is related to Goal 2: 1.5 Reputational index.

Goal 3: To move onto the international stage

	<i>Vision 2010</i>	Progress overview
3.1 <input checked="" type="checkbox"/>	INTERNATIONAL AGREEMENTS Build high-quality international partnerships with universities, academies and non-governmental organizations by immediately creating a position of Director, International Research (VP Academic and Provost, VP Research, IO).	Since 2006: hired a Director, International Research, and an Associate Vice-President Academic (International); the International Office submitted its strategic plan and approved 37 official international collaboration agreements (for a total of 175 active agreements); in the faculties, numerous exchanges involving both professors and students.
3.2 <input checked="" type="checkbox"/>	PROGRAMS OF STUDIES Make our programs of studies international in scope and create programs of studies of selected world regions (VP Academic and Provost).	Since 2005-2006: created a variety of programs with an international component, including Conflict Studies and Human Rights, Globalization and International Development, International Studies and Modern Languages, Public and International Affairs.
3.2.1 <input checked="" type="checkbox"/>	<i>Effective immediately</i> Develop a program in Canadian Jewish studies (Arts and Social Sciences).	Program now offered.
3.2.2 <input checked="" type="checkbox"/>	Develop a program in Arabic language and culture (Arts).	Program now offered.
3.2.3 <input checked="" type="checkbox"/>	<i>As of 2006-2007</i> Establish an Institute of International Environmental Law (Common Law and Civil Law).	May 2006: opened the World Conservation Union Academy of Environmental Law, housed in Fauteux Hall.
3.2.4 <input checked="" type="checkbox"/>	Establish an International Business Centre (Management).	To be developed.
3.2.5 <input checked="" type="checkbox"/>	Establish an interdisciplinary unit for international health training and research and introduce a graduate certificate (Health Sciences).	Since 2005-2006: created an interdisciplinary unit for training and research in international health; the graduate certificate will have to be reassessed.

3.2.6 <input checked="" type="checkbox"/>	Develop programs in American studies, Latin-American studies and Asian studies (Arts and Social Sciences).	Since 2005-2006: hired professors in Social Sciences to increase expertise on the United States; designed Chinese and Japanese courses to potentially launch minors in these fields in Arts. A Latin-American and an American Studies programs to be launched in September 2009.
3.2.7 <input checked="" type="checkbox"/>	Develop dual LLM degrees with American universities and with European Francophone universities, among others (Common Law and Civil Law).	Since 2007: created a joint LLM program with the American University (Washington College of Law), the <i>Université de Paris X – Nanterre</i> , the <i>Université Paul-Cézanne – Aix-Marseille III</i> , and the University of Haifa.
3.2.8 <input checked="" type="checkbox"/>	New initiative (Education).	September 2008: implemented core courses online for the international B.Ed. programs, in collaboration with international partners and development agencies.
3.2.9 <input checked="" type="checkbox"/>	New initiative (Civil Law).	January 2009: first offering of January intensive session for Civil Law, providing an opportunity to invite international experts.
3.2.10 <input checked="" type="checkbox"/>	New Initiative (IO and FGPS)	2008: adopted a joint international thesis supervision agreement policy at the doctorate level.
3.3 <input checked="" type="checkbox"/>	STUDENT MOBILITY Immediately increase student-mobility scholarships to boost the number of study and research placements and of practicums completed abroad (IO).	Since 2005-2006: increased from \$50,000 to \$350,000 the annual budget of the student mobility scholarships; introduced the Marco Polo student mobility program, with the goal of having 20% of graduates spend at least one semester abroad over the course of their studies; in the faculties, created a variety of student mobility scholarships, offered new student mobility programs, courses in foreign countries, international placements and cooperation projects.
3.3.1 <input checked="" type="checkbox"/>	Expand the travel-grant program to include research trips, as well as study and training placements in foreign institutions (FGPS).	September 2006: implemented this scholarship program.
3.4 <input type="checkbox"/>	INTERNATIONAL STUDENTS Ensure that international students make up a significant part of our student body, while maintaining linguistic balance (IO).	Since 2007: submitted a report on international recruitment strategies; approved an English-Learning Stream for International Francophones, i.e. a program that will allow international Francophone students to learn English and receive specific support and scholarships; developed a European strategy.

The following Scorecard performance indicator is related to Goal 3: 1.4 Internationalism index.

Major Direction II

Creating knowledge, inventing and discovering

Goal 4: To create knowledge through research

	<i>Vision 2010</i>	Progress overview
4.1 <input checked="" type="checkbox"/>	AREAS OF EXCELLENCE Evaluate the University's strategic areas of development in research on a regular basis and invite each faculty to strategically reposition itself, especially by forming research clusters (VP Research and deans).	Since 2005-2006: created research units, research clusters, research professorship positions, Canada Research Chairs, University Research Chairs and Research Chairs in Canadian Francophonie; identified new niches in line with research areas of development; created research centres and institutes. Fall 2008: evaluate the University's strategic areas of development in research.
4.2 <input checked="" type="checkbox"/>	GRADUATE PROGRAMS OF STUDIES Increase by 33% the number of registrations for graduate studies by 2010, by promoting graduate studies more intensively, simplifying administrative procedures, creating combined fast-track programs, increasing financial aid, offering new scholarships and creating new programs (VP Academic and Provost, FGPS).	Since spring 2006: hired an Executive Assistant, Strategic Enrollment Planning and Management at the FGPS, implemented new scholarship programs for graduate studies, designed and implemented a preliminary recruitment plan in each faculty and for the University as a whole. The number of graduate students increased from 3,836 in 2004 to 4,913 in the fall of 2008 (28% increase).
4.2.1 <input checked="" type="checkbox"/>	Graduate Certificate in Health Professions Education (Education)	Programs now offered.
4.2.2 <input checked="" type="checkbox"/>	MAsc in Biomedical Engineering (Engineering)	
4.2.3 <input checked="" type="checkbox"/>	MSc in Human Kinetics (Health Sciences)	
4.2.4 <input checked="" type="checkbox"/>	<i>M.Sc.S. in Physiothérapie</i> (Health Sciences)	
4.2.5 <input checked="" type="checkbox"/>	<i>M.Sc.S. in Ergothérapie</i> (Health Sciences)	
4.2.7 <input checked="" type="checkbox"/>	MFA in Visual Arts (Arts)	
4.2.8 <input checked="" type="checkbox"/>	MA in Globalization and International Development (Social Sciences, Arts, Law)	
4.2.9 <input checked="" type="checkbox"/>	Master's in Translation – Legal Translation (Arts)	
4.2.10a <input checked="" type="checkbox"/>	MEBT in E-Business Technologies (Management)	
4.2.10b <input checked="" type="checkbox"/>	MSc in E-Business Technologies (Management)	

- 4.2.11 PhD in Sociology (Social Sciences)
- 4.2.12 Graduate Certificate in Program Evaluation (Education and Social Sciences)
- 4.2.13a LLM in Humanitarian and Security Law (Law)
- 4.2.13b LLM in Environmental Law and Sustainable Development (Law)
- 4.2.13c LLM in Law and Social Justice (Law)
- 4.2.14 MSc in Health Systems (Management)
- 4.2.15 MSc in Management - Innovation and Entrepreneurship (Management)
- 4.2.17 MSc Nursing with Concentration PHCNP – Primary Health Care Nurse Practitioner (Health Sciences)
- 4.2.20 MDV Collaborative in Medieval and Renaissance Studies (Arts)
- 4.2.21 MA in Public and International Affairs (Social Sciences)
- 4.2.26a MA in Public Administration (Social Sciences)
- 4.2.26b PhD in Public Administration (Social Sciences)
- 4.2.27a MA in Political Science – programs in English (Social Sciences)
- 4.2.27b PhD in Political Science – programs in English (Social Sciences)
- 4.2.29 PhD in Women’s Studies (Social Sciences)
- 4.2.30 PhD in Human Kinetics (Health Sciences)
- 4.2.33 MSc/MCI in Bioinformatics (Science, Engineering and Medicine)
- 4.2.38 Graduate Certificate in Modelling and Animation for Computer Games Technology (Engineering)

4.2.39 <input checked="" type="checkbox"/>	Full-time MEd with Concentration in Educational Counselling (Education)	
4.2.40a <input checked="" type="checkbox"/>	MA with Concentration in Educational Counselling (Education)	
4.2.40b <input checked="" type="checkbox"/>	PhD with Concentration in Educational Counselling (Education)	
4.2.43 <input checked="" type="checkbox"/>	MA in Women's Studies (Social Sciences)	
4.2.46 <input checked="" type="checkbox"/>	MA in Theatre (Arts)	
4.2.48 <input checked="" type="checkbox"/>	LLM/MBA with Concentration in Notarial Law (Civil Law and Management)	
4.2.49 <input checked="" type="checkbox"/>	LLM with Concentration in Notarial Law (Civil Law)	
4.2.6 <input type="checkbox"/>	Graduate Certificate in Auditory-Verbal Studies (Health Sciences)	Programs currently being developed for 2009 or 2010.
4.2.18 <input type="checkbox"/>	MA and MSc in Health Sciences (Health Sciences)	
4.2.19 <input type="checkbox"/>	Master's in Library, Archives and Information Management (Arts)	
4.2.23 <input type="checkbox"/>	MA in Anthropology (Social Sciences)	
4.2.28 <input type="checkbox"/>	PhD in Social Work (Social Sciences)	
4.2.31 <input type="checkbox"/>	PhD in Health Sciences (Health Sciences)	
4.2.37 <input type="checkbox"/>	Certificate in Critical-Infrastructure Protection (Engineering)	
4.2.41 <input type="checkbox"/>	Master's and PhD for Health Professionals (Education)	
4.2.50 <input type="checkbox"/>	PhD in Epidemiology (Medicine)	
4.2.16 <input checked="" type="checkbox"/>	MSc and Certificate in Health Education (Health Sciences)	Programs cancelled, programs to be reconsidered and programs to be created after 2010.
4.2.22 <input checked="" type="checkbox"/>	MA in Political and Social Thought (Social Sciences)	
4.2.24 <input checked="" type="checkbox"/>	MA in Diversity and Immigration (Social Sciences)	

4.2.32 <input checked="" type="checkbox"/>	MSc in Bioenterprise Management (Science and Management)	
4.2.34 <input checked="" type="checkbox"/>	MSc in Computational Neuroscience (Science, Engineering and Medicine)	
4.2.35 <input checked="" type="checkbox"/>	Certificate in Technology Commercialization (Science, Management and Engineering)	
4.2.36 <input checked="" type="checkbox"/>	MA in Economics with Major in Financial Management (Management and Social Sciences).	
4.2.42 <input checked="" type="checkbox"/>	MA in Population Health (Social Sciences and Health Sciences)	
4.2.44 <input checked="" type="checkbox"/>	MA in Financial Economics (Social Sciences)	
4.2.45 <input checked="" type="checkbox"/>	French-language MA in Public Affairs/LLM (Social Science and Common Law)	
4.2.47 <input checked="" type="checkbox"/>	PhD in Music (Arts)	
4.3 <input checked="" type="checkbox"/>	POSTDOCTORAL TRAINING Gradually attract more postdoctoral fellows by increasing the number of scholarships tied to our strategic areas of development in research (FGPS).	Established <i>Vision 2010 Postdoctoral Fellowships</i> , with the support of the Ontario Ministry of Research and Innovation.
4.4 <input checked="" type="checkbox"/>	GRADUATE AND POSTDOCTORAL SUCCESS Build on existing undergraduate academic-success programs and services by immediately adding new ones designed to improve retention rates at the graduate level (SASS, FGPS and GSAÉD).	Since 2006-2007: created an academic-success program at the graduate level (launched welcome and orientation activities, published the <i>Graduate Orientation</i> newsletter and <i>A Strategic Guide to Graduate Studies</i>); hired additional staff at the Academic Writing Help Centre (AWHC) to meet the increasing demand for writing support and plagiarism prevention.
4.5 <input checked="" type="checkbox"/>	UNDERGRADUATE RESEARCH Immediately start undergraduate-level pilot projects that integrate research and learning (AVP Academic).	Winter 2008: hired a Curriculum Design Specialist whose mandate is to work with faculties to integrate research into undergraduate students' learning opportunities.
4.5.1 <input checked="" type="checkbox"/>	Expand the undergraduate scholarship program so that more students can participate in laboratory research (Science).	Since 2006-2007: extended the Work-Study Program so that undergraduate students may participate in research activities; Faculties of Science and Medicine offered 16 joint undergraduate research scholarships, each worth \$10,000; established the Bursaries for Research Initiation (BRI) program that will allow undergraduate students to become familiar with research.

The following two Scorecard performance indicators are related to Goal 4: 3.2 Federal research agencies funding, 3.3 Research intensity and 3.5 Graduate student registrations.

Goal 5: To focus on learning that is driven by innovation and excellence

	<i>Vision 2010</i>	Progress overview
5.1 <input checked="" type="checkbox"/>	FACULTY GROWTH Create approximately 300 new teaching positions to preserve quality undergraduate teaching, to keep pace with growth at the graduate level, and to assert our rightful place among the country's research-intensive institutions (VP Academic and Provost).	Between July 1 st , 2005 and June 30 th , 2008: increased the number of faculty members by 167 (i.e. 352 hirings and 185 departures); 2008-2009: expected hiring of some 100 faculty members.
5.2 <input checked="" type="checkbox"/>	NEW LEARNING STRATEGIES Over the next several years, support and recognize initiatives designed to implement a range of new and diversified strategies for learning and evaluation to ensure academic success (VP Academic and Provost).	Since 2005-2006: launched research projects on academic success in the University environment; established a \$750,000 annual fund for faculties and faculty members to implement initiatives related to the quality of learning and the University experience.
5.2.1 <input type="checkbox"/>	Open a Clinical Skills and Simulation Centre (Medicine and Health Sciences).	2009 or 2010: launch of the centre.
5.2.2 <input checked="" type="checkbox"/>	Open summer schools in Cree and Innu territories (Civil Law).	Summer 2006: opened a summer school in Innu territory. Summer 2007: opened a summer school in Cree territory.
5.2.3 <input checked="" type="checkbox"/>	Strengthen ties between the Aboriginal studies program and the Aboriginal community through consultations and resource sharing (Arts).	Since 2006: met with the Métis Nation of Ontario; hired a consultant to evaluate the services and the resources allocated to the Aboriginal student population to prepare a detailed action plan with the necessary improvements and initiatives; developed liaison activities, a high-school to university transition program and a mentoring centre; for the Aboriginal Studies program, hired assistants involved in the Aboriginal community; in Education, set up an Aboriginal advisory committee; in Medicine, hired a Director, Aboriginal Affairs, and welcomed the first Aboriginal student cohorts; created a Chair in Métis Studies.
5.2.4 <input checked="" type="checkbox"/>	Expand the audiovisual and multimedia sector by opening a professional art gallery, an audiovisual and multimedia production laboratory, as well as a music and computer laboratory (Arts).	Since fall 2006: opened a computer laboratory for graduate students, renovated the interpretation laboratory, set up a digital photo laboratory.
5.2.5 <input checked="" type="checkbox"/>	Establish an Academy for Innovation in Medical Education (Medicine).	2005-2006: established the Academy for Innovation in Medical Education and hired an assistant dean and the first researchers.
5.2.6 <input checked="" type="checkbox"/>	Establish an Examination and Evaluation Centre (Medicine).	Project currently being reassessed.

5.2.7 <input checked="" type="checkbox"/>	Increase the use of new technologies such as videoconferencing, multimedia rooms, online courses, electronic portfolios, and learning portals (deans and TLSS).	Since 2006-2007: invested an additional \$2 million to accelerate the installation of multimedia equipment in classrooms (work completed on 140 of the 180 classrooms as of fall 2008); implemented a classroom response system and a captioning system for the hearing impaired; implemented an electronic portfolio in different fields of study; upgraded WebCT; extended the wireless network, etc.
5.2.8 <input checked="" type="checkbox"/>	Expand academic-support services such as academic statistical analyses, early identification programs, student mentorship networks, drop-in centres, study groups (deans and SASS).	Since 2005-2006: implemented the early identification program to monitor at-risk students; developed customized services and resources adapted to various clientele, i.e. discussion and study groups, workshops facilitated by mentors, virtual mentorships, student mentorship and help centers, academic counsellors for first-year students, etc.
5.2.9 <input checked="" type="checkbox"/>	Introduce first- and second-year small-group courses in core disciplines (Social Sciences).	As of September 2006: offered first-year small-group courses for Social Sciences programs; implemented a common time-table for student cohorts so that they get to know each other.
5.2.10 <input checked="" type="checkbox"/>	New initiative (Medicine and Health Sciences).	2006-2007: started the Interprofessional Rehabilitation University Clinic.
5.2.11 <input checked="" type="checkbox"/>	New initiative (Health Sciences).	2006-2007: designed and implemented a plan for interdisciplinary community service placements in vulnerable and marginalized communities.
5.2.12 <input checked="" type="checkbox"/>	New initiative (Health Sciences).	2006-2007: established research units on adult education initiatives and prepared a guide on best practices in health.
5.3 <input checked="" type="checkbox"/>	LEARNING OBJECTIVES Publish learning objectives for each of our programs, at all levels, as soon as possible (AVP Academic and FGPS).	Since 2005-2006: described more clearly the learning objectives in the official documents for the Ontario Council of Graduate Studies; hired a Curriculum Design Specialist whose mandate is to work with faculties to determine learning outcomes by prioritizing new programs and programs undergoing periodical evaluation.
5.4 <input checked="" type="checkbox"/>	TEACHER TRAINING Promptly design and offer specialized training for teaching staff to enhance students' learning experience (TLSS) and pay greater attention to the evaluation of teaching, starting with an immediate restructuring of the Senate Committee on Teaching and Teaching Evaluation (VP Academic and Provost).	Summer 2005: restructured the Senate Committee on Teaching and Teaching Evaluation by establishing three subcommittees and an Executive Committee; 2008: implementation of a customized Orientation and Professional Development Program for Part-Time Professors to support excellence in teaching (including the implementation of a community of practice); established a support program in curriculum design and quality of learning for departments and Senate Committees. See also initiative 7.1 on the Centre for Academic Leadership.

5.5 <input checked="" type="checkbox"/>	SPECIALIZED POSITIONS Create “teaching master” positions (VP Academic and Provost).	2005-2006: negotiated an agreement with the APUO to create limited term replacement professor positions, with the first hirings in July 2006.
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The following Scorecard performance indicators are related to Goal 5: 3.1 Learning quality assessment (undergraduate), 3.4 Percentage of students recruited with an average of at least 85% and 3.6 Graduation rate (undergraduate).

Goal 6: To offer students an unparalleled university experience

	<i>Vision 2010</i>	Progress overview
6.1 <input checked="" type="checkbox"/>	BROADER EDUCATION Offer a broader education that promotes ethical principles and taps into features such as out-of-discipline courses, co-op education programs and volunteer work (VP Academic and Provost).	See below.
6.1.1 <input checked="" type="checkbox"/>	<i>Effective immediately</i> Increase the annual number of students in the Community Service Learning Program from 200 to 1,000. This will require the involvement of about 40 professors (SASS).	2005-2006: created the Community Service Learning Program which, by 2007-2008, involved 1,500 students, 150 faculty members and 500 community organizations. Since 2005-2006: students participated in Civil Law’s <i>Pro bono</i> program.
6.1.2 <input checked="" type="checkbox"/>	Establish a legal-aid clinic in Gatineau (Civil Law).	Winter 2006: opened the legal-aid clinic in Gatineau.
6.1.3 <input checked="" type="checkbox"/>	Recognize students’ social and community work by acknowledging the number of hours volunteered during their studies (SASS, Registrar and SFUO).	September 2006: launched the Co-Curricular Record.
6.1.4 <input checked="" type="checkbox"/>	Establish eight new joint co-op education programs (co-op).	Since September 2006: launched eleven Co-op programs in existing joint programs.
6.1.5 <input checked="" type="checkbox"/>	<i>As of 2006-2007</i> Set up co-op education programs in several new subjects, including civil law and health sciences, as well as graduate-level and international co-op programs (co-op).	Since 2006: launched twelve new co-op programs, including Civil Law and Nutrition, as well as graduate-level programs; each year, about 50 students registered in international placements in 25 countries.
6.1.6 <input checked="" type="checkbox"/>	Establish various clinics: environmental law clinic, charity-work clinic, international law clinic (Common Law).	June 2006: opened the environmental law EcoJustice Clinic, in addition to the Canadian Internet Policy and Public Interest Clinic (CIPPIC) established in 2003 and the Community Legal Clinic created in 1998.
6.1.7 <input checked="" type="checkbox"/>	New initiative (Management).	2007: created a new personal and leadership development program for undergraduate Management students; 700 students will be reached through the program by 2010.

6.2 <input checked="" type="checkbox"/>	LIBRARY Transform the library into a hub for 21st-century research and create other multi-purpose spaces on campus (Library).	See below.
6.2.1 <input checked="" type="checkbox"/>	<i>Effective immediately</i> Make additional investments in collections to support research and learning (Library).	Since 2006-2007: increased the acquisition budget by almost \$1 million annually; contributed an additional one-time \$500,000 to fill collection gaps; subscribed to <i>Scholars Portal</i> , the Ontario network for access to periodicals.
6.2.2 <input checked="" type="checkbox"/>	Continue to fully participate as a lead institution in the Canadian Research Knowledge Network to increase access to digital scholarly research, particularly in arts (Library).	Winter 2007: received a grant from the Canada Foundation for Innovation (CFI).
6.2.3 <input checked="" type="checkbox"/>	Extend Morisset Library's hours from 90 to 127 hours per week (Library).	September 2006: implemented the new schedule at the Morisset Library and, in 2008, at the Law Library.
6.2.4 <input checked="" type="checkbox"/>	Increase the number of study and work areas (Library).	Since summer 2006: renovated four floors of the Morisset Library and re-dedicated 25% of floor space to study areas by opening the Annex; implemented a fast loan service; purchased and replaced computers, bringing the total number of workstations to 436.
6.2.5 <input type="checkbox"/>	<i>By 2010</i> Set up an Information Commons at Morisset Library (Library).	2008-2009: plans to be designed.
6.2.6 <input type="checkbox"/>	Renovate the Law and the Health Sciences libraries (Library).	Winter 2008: began the renovation planning of the Law Library. Summer 2008: partially renovated the Health Sciences Library.
6.2.7 <input checked="" type="checkbox"/>	New initiative (Library).	October 2006: implemented a laptop loan service in all libraries. 2008: added specialized software for laptop computer in the Music Library.
6.2.8 <input checked="" type="checkbox"/>	New initiative (Library and TLSS).	September 2006: offered online a new training module on library services.
6.2.9 <input checked="" type="checkbox"/>	New initiative (Library and SASS).	September 2007: implemented a Mentoring Centre in Morisset Library. 2008: hired student graduate advisors to provide peer-based student support.
6.2.10 <input checked="" type="checkbox"/>	Nouvelle initiative (Biblio).	Winter 2008: launched the online directory of University of Ottawa theses.
6.3 <input type="checkbox"/>	SPACES Create and maintain conditions and spaces that not only allow students and professors to meet and discuss, but also provide young researchers, graduate students and postdoctoral fellows with access to high-quality research facilities	Since summer 2005: undertook various renovation projects in all faculties, including several student spaces (student associations, computer research laboratories, student lounges, open areas). 2007-2008: opened the Desmarais Building and completed the expansion of Roger-Guindon Hall. Spring 2008:

	(deans and VP Resources); also renovate the University Centre by 2010 to reassert its role as both a service hub and a gathering place (VP Resources).	submitted the university's five-year investment plan (\$150 million project).
6.3.1 <input checked="" type="checkbox"/>	<i>Effective immediately</i> Set up chairs and tables in public spaces available in the faculties (VP Resources, SFUO and GSAED).	Since 2006: installed chairs and work tables in public areas throughout the campus.
6.3.2 <input checked="" type="checkbox"/>	Set up a student lounge in the University Centre (VP Resources, SFUO and GSAED).	Fall 2006: opened the <i>Déjà Vu</i> salon in the University Centre.
6.3.3 <input checked="" type="checkbox"/>	Draft a business plan to open a student café (VP Resources and SFUO).	Fall 2006: opened the 1848 Bar in the University Centre.
6.4 <input checked="" type="checkbox"/>	SERVICE EXCELLENCE Implement measures to promote service excellence, for example by restructuring certain services, investing in academic secretariats, immediately simplifying procedures related to the Student Information System and offering more user-friendly online services (SEM and HR).	Since 2006-2007: created Client Service Week and President's Awards for Service Excellence; adopted an informal conciliation mechanism to handle academic fraud cases at the FGPS; reassigned admission of graduate studies within the faculties and, in some cases, consolidated the academic secretariat; launched the ReprBoutique via Websphere to sell course notes online; launched Rabaska, a new online registration tool; implemented electronic recruitment (online chat, instant messaging, personalized viewbook) and Talisma, a Client Relationship Management (CRM) software; opened a one-stop shop for services at the beginning of each semester, etc.
6.5 <input type="checkbox"/>	UNDERGRADUATE PROGRAMS Create new undergraduate programs to broaden our students' education (VP Academic and Provost).	See below.
6.5.4a <input checked="" type="checkbox"/>	Major and Minor in Computer Science and Minor in Computer Science for Scientists (Science and Engineering)	Programs now offered.
6.5.6 <input checked="" type="checkbox"/>	<i>B.Sc.Soc./LL.B. in Science Politique</i> and Common Law (Social Sciences and Common Law)	
6.5.7 <input checked="" type="checkbox"/>	<i>B.Sc.Soc./LL.L. in Développement International et Mondialisation</i> and <i>Droit Civil</i> (Social Sciences and Civil Law)	
6.5.9 <input checked="" type="checkbox"/>	Minor in Film Studies (Arts)	
6.5.15 <input checked="" type="checkbox"/>	Baccalaureate in Journalism, in collaboration with Algonquin College and <i>La Cité collégiale</i> (Arts)	

6.5.16	<input checked="" type="checkbox"/> BSocSo in Conflict Studies and Human Rights (Social Sciences)	
6.5.17	<input checked="" type="checkbox"/> BSocSo in International Economics and Development (Social Sciences)	
6.5.18	<input checked="" type="checkbox"/> BSocSo in Economics and Public Policy (Social Sciences)	
6.5.19	<input checked="" type="checkbox"/> BSc in Computer Science and Mathematics (Social Sciences)	
6.5.20	<input checked="" type="checkbox"/> <i>B.Sc./B.Éd.in Sciences and Éducation</i> (Sciences)	
6.5.21	<input checked="" type="checkbox"/> <i>Baccalauréat en sciences de la nutrition</i> (Health Sciences)	
6.5.22	<input checked="" type="checkbox"/> <i>B.Sc.Soc. in Service Social</i> (Social Sciences)	
6.5.10	<input type="checkbox"/> Public Relations (Arts)	Programs currently being developed for 2009 or 2010.
6.5.11	<input type="checkbox"/> Intercultural Studies (Arts and Social Sciences)	
6.5.14	<input type="checkbox"/> Thematic Minors: Francophonie; Science, Technology and Society; Social Thought (Social Sciences)	
6.5.23	<input type="checkbox"/> <i>Certificat en autonomie gouvernementale autochtone</i> (Droit civil)	
6.5.1	<input checked="" type="checkbox"/> BSc in Medical Technology (Medicine, Science and Engineering)	Programs cancelled, programs to be reconsidered and programs to be created after 2010.
6.5.2	<input checked="" type="checkbox"/> BSc in Neuroscience (Science and Medicine)	
6.5.3	<input checked="" type="checkbox"/> BSc in Microbiology (Science and Medicine)	
6.5.4b	<input checked="" type="checkbox"/> Major and Minor in Photonics (Science and Engineering)	
6.5.5	<input checked="" type="checkbox"/> A third option in pharmacology for the biopharmaceutical sciences program (Science and Cellular and Molecular Medicine)	
6.5.8	<input checked="" type="checkbox"/> Combined French-language Honours in Criminology and LLL (Social Sciences and Civil Law)	
6.5.12	<input checked="" type="checkbox"/> Minor in e-Arts (Arts and Engineering)	

The following Scorecard performance indicators are related to Goal 6: 1.1 Service quality assessment, 1.2 Financial aid / FTES, 3.7 Undergraduate student-faculty ratio and 4.1 Learning space / FTES.

Major Direction III Caring for our community

Goal 7: To highlight our human potential

	<i>Vision 2010</i>	Progress overview
7.1 ☒	ACADEMIC LEADERSHIP CENTRE Immediately establish an Academic Leadership Centre that offers not only programs opening specific career paths for members of the regular academic staff, but also a mentoring system, particularly for women (VP Academic and Provost); in addition, ask the deans to fully assume their leadership role in academic staff development (deans).	Since 2005-2006: opened the Centre for Academic Leadership that offers mentoring, training and development programs for vice-deans, chairs, research team leaders and new faculty, including career development programs for women; implemented a succession planning program to identify and prepare the next generation of academic unit leaders; developed a technical and financial support model for all department chairs.
7.2 ☒	STAFF TRAINING Broaden and strengthen the continuing-education and professional-development programs for the support staff (HR), while adopting a team approach that guarantees uninterrupted service; in addition, decentralize decision making in the management of exceptional cases involving students (SEM).	Since summer 2006: hired a Director, Organizational Development Service; reviewed and assessed the training programs currently offered; implemented the Focused and Integrated Training Program (FIT) for each job family; encouraged temporary assignments and job shadowing at the SEM; simplified evaluation and admission processes at the SEM and at the Financial Aid and Awards Office.
7.3 ☒	MANAGEMENT TEAM EVALUATION Starting in 2006-2007, introduce an evaluation process for the University's senior-management team, including the president, vice-presidents, associate vice-presidents and deans (VP Academic and Provost).	2007-2008: implemented the evaluation process.
7.4 ☒	EQUITY Draw up an action plan that will ensure better representation of women, Aboriginal people, members of visible minorities and persons with disabilities, specifically by compiling a list of candidates who meet the job requirements and by offering awareness workshops (HR).	Since 2006: ran a self-identification survey on staff diversity; reactivated the committees on employment equity; launched a project to create and manage a staffing pool of qualified candidates who belong to designated groups.

7.5 <input checked="" type="checkbox"/>	ALUMNI Consult alumni and give them a role in all aspects of the University's development and outreach, by enlisting their help in liaison and recruitment activities, among others (VP University Relations and deans).	Since 2005: held Homecoming, a University-wide celebration for alumni, and organized other various activities at the faculty level. For example, in Management, alumni helped organize events in Montreal, Toronto and Paris; in Civil Law, formed an advisory committee and published a monthly electronic bulletin; in Common Law, created an Alumni Club and launched an electronic bulletin; in Science, activities were held in Toronto, Montreal, Calgary, Edmonton and Vancouver; young alumni and students participated in the promotion activities of their <i>alma mater</i> .
7.6 <input checked="" type="checkbox"/>	RETIRED STAFF Involve retired staff in special projects, teaching, thesis examinations and continuing education (VP Academic and Provost).	Since 2006: studied the creation of a new professorial class at the FGPS for retired staff who may evaluate theses; several retired staff members were invited to be members of various committees (programs and services in French, award committees, scholarship committees, thesis committees), to be part of several special projects, to serve as interim directors and to continue to participate in the department's life (research, teaching, events); retired staff will play a key role in the activities of the Continuing Education Service.
7.7 <input checked="" type="checkbox"/>	New initiative (HR, deans).	Since 2006: conducted a work climate survey, distributed the results, drafted an improvement plan in each service and faculty as well as at the University level, implemented actions to improve communication and transparency.

The following Scorecard performance indicators are related to Goal 7: 2.1 Engagement index, 2.3 Staff diversity index and 4.2 Endowment / FTES-2.

Goal 8: To embrace a modern governance model

	<i>Vision 2010</i>	Progress overview
8.1 <input type="checkbox"/>	STRUCTURES AND INTERDISCIPLINARITY Periodically review the roles and structures of all academic and research units to assess their continued relevance and to open disciplinary boundaries, particularly by facilitating joint appointments for members of the regular academic staff, thus promoting interdisciplinarity (VP Academic and Provost, VP Research).	Since 2005-2006: proceeded to joint hirings and appointments between faculties; FGPS developed a model for hiring faculty members belonging to interdisciplinary programs.
8.1.1 <input type="checkbox"/>	<u>Effective immediately</u> The Committee on Academic Planning will study governance problems concerning interdisciplinarity and will recommend a new funding model and specific incentives (AVP research).	Since June 2006: created a Task Force on Interdisciplinarity; report and recommendations approved by the Committee on Academic Planning; established a Council on Interdisciplinarity and an Interdisciplinarity Forum.

8.2 <input checked="" type="checkbox"/>	COMPLAINTS Open a one-stop service point to receive complaints, explain procedures and refer issues to the proper authorities (Secretary).	Winter 2008: set up an online suggestion box where comments, suggestions and complaints can be submitted to members of the Administrative Committee, whose specific functions are outlined.
8.3 <input checked="" type="checkbox"/>	TRANSPARENCY AND REPRESENTATION Make public the minutes of faculty and University committee meetings; analyze the representativeness of the various university groups on these committees, and adjust practices accordingly (Secretary and deans).	Since 2005-2006: published on the Web the terms of reference, memberships, agendas and minutes of the Board of Governors, the Senate and their key committees; added student representatives as members of the Committee on Academic Planning; in some faculties, documents and meeting minutes are published on the Web, consultations were done on the representation of various groups from the academic community in the decision-making process, a Student Advisory Committee was created and monthly meetings between the Dean and the Student Association were held.
8.4 <input checked="" type="checkbox"/>	PROGRESS ASSESSMENT Post faculty and service strategic plans on the Web; design a scorecard measuring the extent to which our goals have been reached; conduct benchmarking to compare our institution with others; and report annually on our progress toward <i>Vision 2010</i> (President, VP Academic and Provost, IRP).	Since 2005-2006: published a Scorecard annually to measure how well we have reached our goals; conducted benchmarking with other institutions; conducted surveys on the quality of services, students' University experience and on the evaluation of programs; published on the Web the University's strategic plan, <i>Vision 2010</i> as well as several faculty plans; distributed progress reports on <i>Vision 2010</i> .

The following Scorecard indicators are related to Goal 8: 4.3 University debt / FTES-2 and 4.4 Administrative expenses as % of total expenses.

- : initiative is completed, almost completed, or all mechanisms are in place to ensure its completion.
- : initiative is currently being developed and will start by 2010.
- : initiative cancelled, that must be reconsidered, or for which little work has been carried out to date.

List of initiative owners

Faculties

Arts = Faculty of Arts
 Common Law = Faculty of Law, Common Law Section
 Civil Law = Faculty of Law, Civil Law Section
 Education = Faculty of Education
 Engineering = Faculty of Engineering
 FGPS = Faculty of Graduate and Postdoctoral Studies
 Health Sciences = Faculty of Health Sciences
 Law = Faculty of Law, Common Law Section and Civil Law Section
 Management = Telfer School of Management
 Medicine = Faculty of Medicine
 Science = Faculty of Science
 Social Sciences = Faculty of Social Sciences

Services

Archives = University of Ottawa Archives
 AVP Academic = Associate Vice-President Academic
 AVP Research = Associate Vice-President Research
 co-op = Co-operative Education Program
 Deans = all Deans
 GSAÉD = Graduate Students' Association des étudiant(e)s diplômé(e)s.
 HR = Human Resource Service
 IO = International Office
 IRP = Institutional Research and Planning
 Library = Library
 PTS = Professional Training Service
 President = President
 SASS = Student Academic Success Service
 Secretary = Secretary of the University
 SEM = Strategic Enrolment Management
 SFUO = Student Federation of the University of Ottawa
 Sports = Sports Services
 TLSS = Teaching and Learning Support Service
 VP = Vice-President
 VP Academic and Provost = Vice-President Academic and Provost
 VP Research = Vice-President Research
 VP Resources = Vice-President Resources
 VP University Relations = Vice-President University Relations