



# *Vision 2010* Assessment

## Strategic Plan

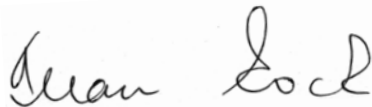


As we near the end of our five-year strategic plan, *Vision 2010*, it is time for us to take stock of our progress, to do a comprehensive inventory of the present situation, so that we may start thinking about what we want for the future, in five, ten and even twenty years. It is in the same spirit of complete transparency that *Vision 2010* was conducted five years ago that we now seek to assess our progress to date.

Our strategic planning exercise began in January 2004 with an extensive internal consultation involving the entire University community: students, support staff, professors and administrative staff. Next, twelve roundtable forums provided a platform where the main issues that emerged from the consultation were discussed. The summary of the discussions then provided the backdrop for internal and external consultations. In 2005, the Senate adopted the University's vision, mission, values, directions and goals. Faculties and services then drafted their own strategic plans, accompanied by action plans, in keeping with the University-wide plan. The Board of Governors subsequently approved the final plan, including each of its elements (details of the consultation process and all related documents can be found at [web5.uOttawa.ca/vision2010/consultation-process.html](http://web5.uOttawa.ca/vision2010/consultation-process.html)).

Since then, the University has made major investments. Today, more than 150 of over 200 initiatives that originally emerged, or those that have emerged since, have been implemented or are about to be implemented. Twenty or so other initiatives are being developed and should emerge over the next few months. Some thirty initiatives were cancelled or postponed, often due to a change in circumstances (a list of the main initiatives and an overview of the progress can be found at [web5.uOttawa.ca/vision2010/report\\_2008.html](http://web5.uOttawa.ca/vision2010/report_2008.html)). Nevertheless, *Vision 2010* is a work in progress, and what really matters is knowing whether we are getting close to reaching the eight goals we set for ourselves and whether our vision is emerging as planned, in keeping with our mission and values. This is what we must evaluate.

In 2005, we believed that we would have every reason to celebrate in 2010 if the vision we had created for our institution had allowed us to build and grow together and if all members of our community had everything they needed to reach their potential. The University of Ottawa is our heritage and it is our responsibility to pass on an even stronger institution to future generations. This is what we must look at.



President and Vice-Chancellor  
Allan Rock

# Our Mission and Our Values



Under *Vision 2010*, the University of Ottawa's mission was reviewed in consideration of its changing realities. We have also reviewed and redefined our values. In doing so, two questions come to mind as we take stock of our progress:

- Was the *Vision 2010* plan implemented in keeping with the mission and the values we set for ourselves?
- Are our current values and our mission still relevant, overall and in their formulation?

## Our mission (Our raison d'être)

Since 1848, the University of Ottawa has been Canada's university: a reflection, an observatory and a catalyst of the Canadian experience in all its complexity and diversity. Our university is characterized by its unique history, its commitment to bilingualism, its location both in the heart of the national capital and at the juncture of French and English Canada, its special commitment to the promotion of French culture in Ontario and to multiculturalism. As a result and through the groundbreaking work of our community members, we are uniquely positioned among Canada's research-intensive institutions to give students a remarkable education, to enrich the intellectual and cultural life of Canada and to help the country achieve greater international prominence.

## Our values (What defines us and drives us)

### **A university that places its students at the core of its educational mission**

We do our utmost to help our students expand their knowledge, enrich their culture, boost their creativity, enhance their ability to question and analyze, and take full advantage of university life to become well-rounded, responsible citizens and leaders of our society.

### **A university whose programs are research driven**

We conduct first-class research, most notably in each of our strategic areas of development; this in turn enriches what and how we teach. We deliver a wide range of nationally and internationally recognized undergraduate, graduate and professional programs known for their quality and for their focus on interdisciplinarity.

### **A bilingual university that values cultural diversity**

We promote bilingualism, recognize the contributions of the many communities that have helped build our country and, through our programs and research, work to bring Canada's challenges as a country into sharper focus.

### **A university committed to promoting Francophone communities**

We design outstanding programs and services for Ontario's French-speaking population and we provide leadership for Francophone communities across Canada and around the world.

### **A university that builds strong partnerships to fulfill its social responsibilities**

We strengthen our programs and perform our social, political and community-outreach roles thanks to productive ties with other institutions of higher learning, government agencies, social and community associations, research councils, the private sector, embassies, and national and international organizations.

### **A university that offers equal opportunities to its staff**

We adhere to the principles of diversity and equitable representation. We are also committed to women playing a leading role in the life of the university community.

### **A university that values its community**

We encourage freedom of expression in an atmosphere of open dialogue, enabling critical thought, supported by intellectual integrity and ethical judgment. Collegiality, transparency and accountability are the principles that guide our university governance.

# One Vision, Three Directions, Eight Goals

The vision we developed is at the core of our strategic planning. To achieve this vision, we developed three major directions supported by dozens of initiatives aimed at reaching eight goals.

Ultimately, we want to answer the following questions:

- Have we made significant headway in achieving our vision?
- Is our vision still relevant, overall and in its formulation?

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## Our vision (What we aspire to)

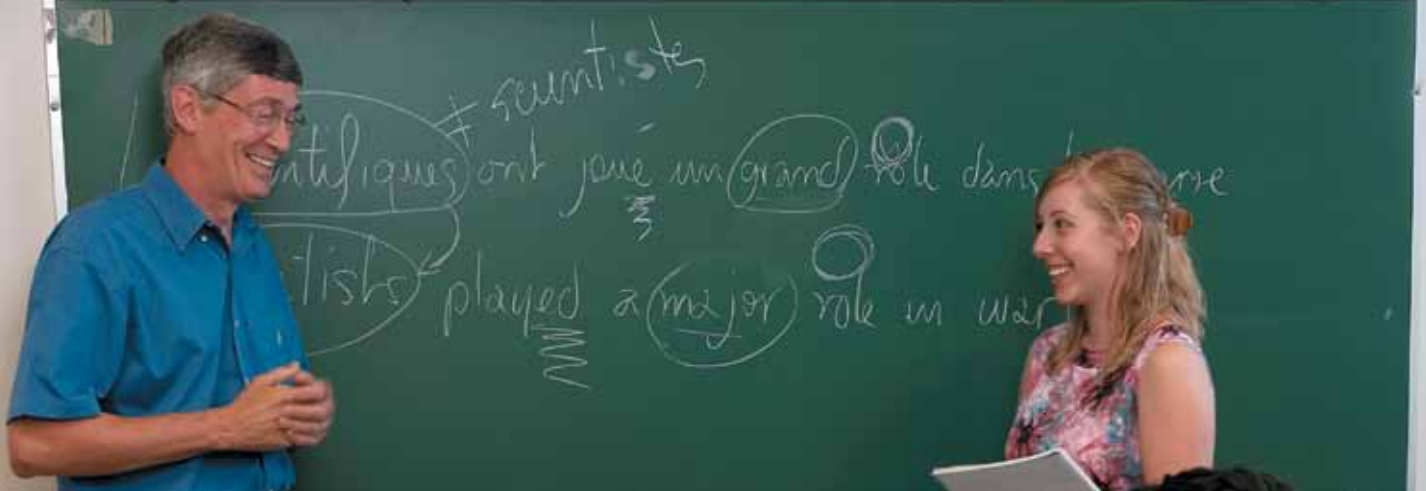
We aspire to be, among universities, the essential reference on what Canada represents: a university that is an integral part of its community, open to the world, and distinguished by its search for excellence in research, its high-quality learning environment, its passion for knowledge and innovation, its leadership on language issues, and its openness to diversity. Every member of our institution will take part in our educational mission.

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In order to make an overall assessment, we must first look at each one of our directions and our goals:

- Have we implemented each of the proposed initiatives or, in other words, have we accomplished what we set out to do?
- Have these initiatives allowed us to make headway?
- Have we reached the goals we set?
- If not, will the initiatives currently being implemented enable us to reach all our goals in the coming months and years, or should we be developing others?
- Are our directions and goals still relevant?

The following pages will provide food for thought. In order to monitor the plan we adopted in 2005, we have presented the information using the same format and the same main headings as the *Vision 2010: Academic Strategic Plan* document, which you can find at [web5.uOttawa.ca/vision2010/pdf/strategic\\_plan.pdf](http://web5.uOttawa.ca/vision2010/pdf/strategic_plan.pdf).



# Strengthening our Competitive Edge

In 2005, we set out to build on our strengths and assiduously cultivate innovative fields, thus attracting the best students, creating a strong feeling of belonging and offering a truly unique experience. In short, we had to promote our strongest assets. In order to achieve this, we set three goals.

## GOAL 1

### To play a leadership role in promoting Canada's official languages

We wanted students to learn in a setting where cultures coexist and enrich each other, and where students wishing to do so could achieve their full language potential. We also wanted to support our staff members in developing their second-language skills.

We thus aimed to improve our linguistic balance and to become the standard among Canadian universities in the areas of acquisition, development, evaluation and promotion of our official languages.



**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

- 1. OLBI:** On July 1, 2007, the Official Languages and Bilingualism Institute (OLBI) came into being, concentrating on four core areas: teaching, research, testing and evaluation, and development and promotion. Since then, the OLBI set up its structure, hired the required staff and developed a range of services. Efforts will now focus on creating graduate programs, transforming the OLBI into a research hub and securing appropriate space.
- 2. Humanitas:** Our goal was to quickly put in place a general academic program, *Humanitas XXI*, offering arts and science courses to a select group of motivated bilingual students. This project has turned out to be more complex than expected. As a result, the new Honours Bachelor of Arts and Science program will now be offered in September 2010.
- 3. Recruiting bilingual professors:** In June 2005, a \$225,000 annual central fund was created to allow faculties to recruit top-calibre professors, at the associate and full professor levels, who are bilingual or who are determined to contribute to this specific goal. Funds are still available.
- 4. Bilingualism among students:** To encourage and recognize bilingualism among students, a number of initiatives were developed. Some of the initiatives worth mentioning are the second-language proficiency certificate, with about 300 registrations each year; the immersion program, with an average of 250 new registrations each year in some 50 programs; language support offered in some 60 courses given in English or French.
- 5. Linguistic balance:** The Task Force on Programs and Services in French was formed and, after extensive consultations, submitted some 30 recommendations. The Standing Committee on Francophone Affairs and Official Languages was then established to implement these recommendations. More than a third of these have already become reality, such as the creation of a university-community roundtable. At the same time, an integrated communication plan for all liaison activities was designed with set recruitment targets for each program in order to improve the linguistic balance. This resulted in dozens of new recruitment activities for francophone and immersion clientele. Notwithstanding this and even though there were more than 11,000 Francophones registered in September 2008—which was 1,200 more than in 2004—this brought the proportion of Francophones to 30.6% compared to 31.5% four years earlier, a result of an even more considerable growth in the number of Anglophone students.
- 6. Bilingualism among staff and professors:** A person was hired at OLBI to coordinate the second-language training offered to professors and a linguistic revision service was set up and is now available to assist them in preparing teaching material in their second language. Furthermore, the OLBI now also offers courses to all support staff. In short, the tools are now in place. These efforts, together with the hiring of bilingual professors, are reflected in the scorecard results: 59.7% of professors in bilingual positions were considered “actively bilingual” in 2005, compared with 68.6% today. The number of bilingual support staff remained stable at 91.5% during the same period.

## GOAL 2

### To be an integral part of Canada's capital

We wanted the University, as a powerful agent for social change that both enriches and is enriched by its surroundings, to build productive partnerships with various communities of interest in Canada's capital and to become a partner of choice for the federal government in areas of common interest.

We thus aimed to take the lead in building partnerships with the public and private sectors, bringing together the forces of knowledge, innovation and development in the service of society and our students' learning.

**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

- 1. Interaction with the community:** Since 2005, we have opened our doors to the wealth of skills available in Canada's capital by inviting more adjunct and visiting professors as well as executives-in-residence and senior fellows from the various levels of government, NGOs, research laboratories, industry and health organizations. In addition, we have established partnerships with the private and public sectors, not to mention the Academic Health Council which was developed with the local health networks.
- 2. Continuing education:** The Centre for Continuing Education was established in the fall of 2008. The Centre now offers general interest courses, which have just been added to the 400 result-oriented courses in writing, communication and management offered by the Professional Training Service to more than 4,000 learners each year. A number of faculties have also put together programs to meet the specific needs of professional associations, businesses and Francophone target groups, as well as organized a significant number of conferences aimed at the general public.
- 3. Prior learning assessment:** A feasibility study was conducted in the winter of 2008. The Centre for Continuing Education is now working to establish a resource centre to better greet and serve adult learners. This centre could offer a number of services, including prior learning assessment and orientation.
- 4. Relations with schools:** A variety of initiatives were proposed to support learning in high schools and to promote accessibility to postsecondary studies, such as developing the Enrichment Mini-Courses Program to be promoted to the 250 schools in Eastern Ontario and Western Quebec and holding various contests to promote excellence. At the same time, initiatives have been launched to attract first-generation students and to ensure their success at university.
- 5. Relations with the local community:** Relations have been developed or strengthened with organisations and events aimed at the Francophone community in the National Capital Region, such as the *Festival franco-ontarien*, the *Brunch des élus de l'ACFO (Association canadienne-française de l'Ontario)* and the *ACFO's Prix Grandmaitre*. In addition, to highlight our connection with Sandy Hill, a Website was created to tell our history, a historic rally was held in Sandy Hill to celebrate the University's 150th anniversary in this community and the University of Ottawa is now one of the participating institutions to Doors Open Ottawa.
- 6. Relations with the Government of Canada:** In the summer of 2006, a Director of Government Relations position was created. A University of Ottawa Day on Parliament Hill was also organized.



## GOAL 3

### To move onto the international stage

We wanted that the University's main concern be to train global citizens, that students and all staff members be enriched by international contacts, both scientific and cultural, and that the institutions and organizations with which we work benefit from our areas of specialization and learn about Canadian values.

We thus aimed, through our programs and activities, to expose a high percentage of our students to the international dimension, therefore training competent graduates open to the world. In addition to being part of the globalization of knowledge, we also aimed to earn international recognition as the focal point of knowledge on the Canadian perspective.

**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

- 1. International agreements:** Since September 2006, a total of 37 official agreements for international partnerships were signed, bringing the total of active agreements to 175. Numerous exchanges resulted, both for teaching staff and students. A Director of International Research position was also created.
- 2. Programs of studies:** A number of programs with a significant international component were created, such as Conflict Studies and Human Rights, Globalization and International Development, International Studies and Modern Languages, Public and International Affairs, Jewish Canadian Studies and Arabic Language and Culture. In addition to the possibility of getting a dual degree in law with universities elsewhere in the world, a policy for joint international thesis supervision agreement at the doctorate level was adopted. An interdisciplinary unit for training and research in international health was also established, core courses for the international B.Ed. programs were made available online and the Graduate School of Public and International Affairs and the School of International Development and Global Studies were established, which attract quite a number of new students.
- 3. Student mobility:** The international student mobility program, *Marco Polo*, was implemented and the budget for mobility scholarships was increased from \$50,000 to \$350,000. At the faculty level, various student mobility scholarships are now offered, and courses in foreign countries, international placements and cooperation projects were created. The number of students participating in international exchanges increased from 210 in 2004-2005 to 416 in 2007-2008.
- 4. International students:** In 2007, a report on international recruitment strategies was submitted. The first tangible result was the creation of the English-language learning option for the international Francophone community, the *Régime d'apprentissage de l'anglais pour la Francophonie internationale (RAAFI)*. This program allows international Francophone students to learn English while benefitting from specific academic support and scholarships. The number of international students increased from 2,099 in 2004-2005 to 2,200 in 2007-2008.





# Creating Knowledge, Inventing and Discovering

In 2005, we set out to offer our student body an exceptional learning environment that would prepare them for life and fulfilling work, in a context of ever-expanding knowledge. Our commitment to creativity and our passion for research and knowledge were to be central to every aspect of university life. In order to achieve this, we set three goals.

## GOAL 4

### To create knowledge through research

We wanted to preserve, create and transmit knowledge, so that our students and members of our academic staff could take the lead both nationally and internationally. We also wanted to ensure that knowledge—often constructed at the borders of disciplines—emerged and that our students developed their learning from interdisciplinary horizons that are as broad as possible. Finally, we wanted to ensure that we built on our strengths, specifically in our strategic areas of development in research, and invested in fields of excellence.

We thus aimed to renew our strategic areas of development in research, by integrating emerging fields that would figure prominently in our future development, and to increase research activities in order to place us among Canada's top five universities in research.



**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

- 1. Areas of excellence:** The faculties developed new niches in line with strategic areas of development in research and formed research units and clusters. Moreover, 55 Canada, University and Canadian Francophonie research chairs have been established since May 1, 2005. The result is that, in terms of research intensity, the University placed ninth in Canada in 2003-2004, fifth in 2006-2007 and seventh in 2007-2008.
- 2. Graduate programs of studies:** No less than 35 graduate programs have been created since 2005 and an additional 10 are currently on the drawing board. Thanks to these new programs, more intense promotion of graduate programs, simplified administrative procedures, the creation of new scholarships and bursaries and increased financial aid, the number of students registered in graduate studies went from 3,836 in 2004 to 4,913 in the fall of 2008—an increase of 28%. During this same period, awards and financial aid for graduate students went from \$14.8 million to \$23.6 million.
- 3. Postdoctoral training:** Four *Vision 2010* postdoctoral scholarships valued at \$100,000 over two years are offered annually thanks to funding by the Ontario Ministry of Research and Innovation in addition to the Postdoctoral Fellows Academic Program that consists of five units of study: career development, professional practice, communication, risk management and language training. In 2004-2005, there were 95 new postdoctoral fellows; in 2007-2008, the number grew to 124.
- 4. Graduate and postdoctoral success:** A variety of initiatives were proposed, such as orientation and welcome activities for new students, publication of the *Graduate Orientation* newsletter and *A Strategic Guide to Graduate Studies*, hiring of additional staff at the Academic Writing Help Centre (AWHC) to assist students with writing and help them avoid plagiarism, implementation of the Graduate Student Resource and Mentoring Centre, as well as greater access to life and career coaching services at Counselling Services.
- 5. Undergraduate research:** Since 2006-2007, the Work-Study Program was expanded to allow undergraduate students to participate in research activities. In addition, 16 undergraduate research scholarships valued at \$10,000 each are now offered to students in the Faculty of Science and the Faculty of Medicine each year. Finally, in the winter of 2008, a Curriculum Design Specialist was hired to work with the faculties to integrate research into undergraduate degree courses.

## GOAL 5

### To focus on learning that is driven by innovation and excellence

We wanted our students to develop a desire for knowledge as well as intellectual autonomy, which are the best guarantees of their future success.

We thus aimed to have programs that are focused on clearly defined learning objectives, to develop our academic staff's full potential in the service of learning and to have students acquire skills in self-learning.

**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

**1. Faculty growth:** To preserve quality undergraduate teaching, to keep pace with growth at the graduate level and to assert our rightful place in research, the Administrative Committee has approved the creation of 240 faculty positions since June 2005.

**2. New learning strategies:** Faculties and services have implemented many initiatives on this front. In new technologies, for instance, large sums have been invested to accelerate the installation of multimedia equipment (80% of our classrooms are now multimedia), a campus-wide wireless network has come into service, and the number of programs offered on-line in French has increased. To better serve our Aboriginal student population, we opened a summer law school in both Cree and Innu territories, established an Aboriginal advisory committee in Education, hired an Aboriginal Affairs Director in Medicine, and created a Chair in Métis Studies. For the student body as a whole, the University implemented an early identification program to monitor at-risk students, developed customized services and resources adapted to various clienteles, launched study and discussion groups, enlisted mentors to lead workshops, and created 18 mentoring and help centres that serve more than 10,000 students every year. Finally, to further promote academic success, we established a \$750,000 annual fund to support and recognize initiatives introducing new learning and evaluation strategies.

**3. Learning objectives:** Learning objectives are now clearly set out during the cyclical assessment of all undergraduate programs, in the official documents of the Ontario Council of Graduate Studies, and upon the creation of new programs.

**4. Teacher training:** In 2008, a customized Orientation Development Program for Part-Time Professors was implemented. For initiatives geared to regular professors, refer to the Academic Leadership Centre (Goal 7).

**5. Specialized positions:** In 2006, professorial positions specializing in teaching and in pedagogy innovation were created.



## GOAL 6

### To offer students an unparalleled university experience

We wanted the student body to have the benefit of an education that goes well beyond academe, the university setting to be welcoming and pleasant, in order to encourage interaction and co-operative effort, and to promote diversified means of learning. We also wanted the student experience at the University to profoundly mark them as responsible citizens aware of local, national and international social and community issues.

We thus aimed to develop students' skills related to social involvement in university and community life, to implement quality standards for all student services and to increase the number of multifunctional spaces that allow for reading, studying and discussion while respecting and developing our natural and architectural heritage.

**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

**1. Broader education:** The Community Service Learning Program was created in 2005-2006; by 2007-2008, 1,500 students, 150 professors and 500 community organizations had taken part in it. Other broader education initiatives include several new clinics and roughly 30 new co-op options (some even at the graduate level). The Co-Curricular Record was also introduced to formally recognize students' volunteer work and community service.

**2. Library:** Thanks to massive investments in collections, in physical spaces and in service delivery, our libraries have been transformed into a hub for 21st-century learning and research. For instance, the acquisitions budget increased from \$6.6 million in 2003-2004 to \$11.6 million in 2008-2009. Furthermore, the University Librarian was the Principal Investigator of a national consortium that received a \$48 million grant in 2007 for the acquisition of digital resources in the humanities. Here are just a few of the other improvements introduced over the past three years: extended hours of opening, 25% more work and study areas thanks to space re-allocation, re-designing of Morisset's sixth floor for graduate students and professors, laptop loans and two new mentoring centres. According to the survey led by the Canadian University Survey Consortium (CUSC), satisfaction rates for the Library facilities jumped from 82% in 2006 to 93% in 2008.



**3. Spaces:** Since the summer of 2005, renovations have taken place in every faculty and include several student spaces (student associations, computer laboratories, student lounges and open areas), as well as the installation of sofas and work tables in public areas. In 2007-2008, the Desmarais Building was opened and Guindon Hall was expanded. Finally, in the spring of 2008, a five-year \$150 million facilities renewal and expansion plan was adopted. Again, according to the CUSC survey, satisfaction rates for the general condition of buildings and grounds went from 83% in 2006 to 89% in 2008. Nevertheless, learning space dropped to 2.5 m<sup>2</sup> per student in 2007-2008 from 2.7 m<sup>2</sup> in 2004-2005.

**4. Service excellence:** Since 2006-2007, we have launched a Client Service Week, created the President's Awards for Service Excellence, redeployed graduate-studies admissions at the faculty level (with the consolidation of academic secretariats in some cases), opened the ReproBoutique to sell course notes online, activated an on-line registration tool (Rabaska), an electronic recruitment tool (chat, instant messaging, personal viewbook) and a client-relations management system (Talisma), and opened a one-stop shop for services in Tabaret Hall at the beginning of the fall and winter sessions.

**5. Undergraduate programs:** The University has launched a dozen innovative undergraduate programs since 2005, and a few others are in the making.



## Caring for Our Community

In 2005, we set out to offer our student body the experience of a learning community that is attentive, stimulating, dynamic and effective. To that end, every member of the University community was to play a direct role in our educational and research mission. In addition, alumni as well as retired members of academic and support staff were to be given opportunities to become partners in achieving our vision. In order to achieve this, we set two goals.

### GOAL 7

#### To highlight our human potential

We wanted members of our regular and part-time teaching staff to achieve their full academic leadership potential, members of our support staff to feel that they are part of the University's education and research mission and to be given responsibility for providing high-quality services and, finally, our alumni and retired members of our support and academic staff to take an active role in the department, faculty and university life, therefore giving us the benefit of their experience and contributing to the University's ongoing development.

We thus aimed to give our academic staff access to resources that would allow them to develop their talents in all areas of a university career, and to provide our support staff with the tools to ensure clear, cordial and effective relations with the student body. Our support and academic staff would also be more representative of Canada in its diversity. Finally, we aimed to consult our alumni as well as retired members of our academic and support staff, and to give them more opportunities for involvement.



**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

- 1. Academic Leadership Centre:** The Academic Leadership Centre opened in 2005-2006. It provides a mentorship program and a series of workshops for vice-deans, chairs, research-team leaders and new faculty members, as well as a career-development program for women. It has also launched a succession-planning program to identify and prepare the next generation of academic unit leaders.
- 2. Staff training:** The position of Director of Organizational Development was created in the summer of 2006. Since then, the University has also set up the Focused and Integrated Training Program (FIT) for each job family on campus.
- 3. Management team evaluation:** In the spring of 2008, an evaluation process for the University's senior management team (president, vice-presidents, associate vice-presidents and deans) was implemented.
- 4. Equity:** The committees on employment equity were reactivated, a staffing pool of qualified candidates who belong to designated groups was created, and a self-identification survey on staff diversity was conducted. As a result, we reached 93% of our diversity targets in 2007-08 compared to 81% in 2004-05.
- 5. Alumni:** Homecoming celebrations have been held since 2005. The University has also approached alumni to organize activities in cities across Canada and abroad, especially during their *alma mater's* liaison events. New alumni chapters, advisory committees and monthly e-newsletters were launched to draw more alumni into the University's development and outreach efforts.
- 6. Retired staff:** Many retirees were asked to sit on several committees such as French-language programs and services or awards and scholarships, to chair thesis panels, to lead special projects, to fill interim management positions, to contribute to departmental life (research, teaching, events) or to help with activities at the Centre for Continuing Education.

## GOAL 8

### To embrace a modern governance model

We wanted our community members to take a more active part in the decision-making process and be promptly informed of decisions affecting our future, our structures and resource allocations at all levels to allow us to reach our goals and, finally, to take action so that women play a leading role in university governance.

We thus aimed to incorporate new communication tools in our governance models, ensuring greater transparency, a change that should cultivate the team spirit needed to carry out our mission. We also aimed to move to an administrative model that would facilitate interdisciplinarity and foster the development of inter-faculty projects.

**To reach this goal, here are the main initiatives that were adopted and a summary of our progress to date:**

- 1. Structures and interdisciplinarity:** In June 2006, the Task Force on Interdisciplinarity submitted a report that led to the creation of the Council on Interdisciplinarity and of the Interdisciplinary Forum, both of which, however, have not been highly active over the past year. A few joint hirings and appointments were also made.
- 2. Complaints:** In the winter of 2008, an electronic suggestion box was activated, allowing the University's Administrative Committee to receive comments, suggestions and complaints. In the summer of 2008, the Standing Commission on Francophone Affairs and Official Languages launched an on-line tool allowing individuals to submit comments and suggestions on the language in which they have been served. The University is also exploring the possibility of creating an Ombudsperson's position on campus.
- 3. Transparency and representation:** Since 2005-2006, the terms of reference, the membership, the agendas and the minutes of the Board of Governors, the Senate and their key committees are posted on the Web. In addition, student representatives were added to a number of committees. Finally, some faculties assessed—and, where needed, improved—the representation of various campus groups in decision-making processes.
- 4. Progress assessment:** Since 2005-2006, we have produced an annual scorecard to measure our success and show our progress to date, conducted benchmarking with other institutions and performed annual risk assessments. We have also conducted surveys on service satisfaction, on the student experience (undergraduate and graduate) and during program evaluations. Finally, we have posted *Vision 2010* progress reports on the Web.



# The Next Step

To conduct our planning process for the coming years, several approaches are possible. After having answered the questions that have come to mind as we examine this report—questions about initiatives to implement, goals to reach, directions to take, vision to embrace, mission and values to be respected—we could:

- Conclude that we are fully satisfied with the work done to date and declare that *Vision 2010* has been a success across the board. This would open the door to establishing new priorities by way of a full planning exercise, i.e. defining a new vision and setting new directions, goals and initiatives needed to achieve it.
- Take pride in the progress made to date but conclude that much remains to be done—that the overall results have been good, but that we still need to work on improving the student experience, on strengthening staff engagement or on improving our reputation, for example. This would mean fine tuning the current vision, directions and goals (though we may want to set a few priorities and focus on a few goals), as well as adding other initiatives.
- Conclude that *Vision 2010* has not amounted to much, keep the same vision, directions and goals, but try to achieve them through a new set of initiatives—provided we still consider that the structure of the strategic plan is the right one and that it covers every facet critical to the University’s continued development. Then again, if the current vision, directions and goals are no longer relevant, a full-scale planning exercise would have to take place.

The University community must now speak to this issue and make its views known. It is important to bear in mind that the University of Ottawa belongs to all of us, and it is, therefore, our collective duty to keep it thriving.