

Imagine 2030 – Phase II

SYNTHESIS REPORT : CONTENT ANALYSIS

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For Chloé.

Table of Contents

<i>Introduction</i>	<i>p. 3</i>
<i>1. Description of Phase II activities</i>	<i>p. 5</i>
<i>2. Descriptions of Phase II corpuses</i>	<i>p. 10</i>
<i>3. Analysis approach and principles</i>	<i>p. 12</i>
<i>4. Summary of experiences</i>	<i>p. 14</i>
<i>5. Briefs: Findings and areas of convergence and divergence</i>	<i>p. 17</i>
<i>Mind maps</i>	<i>p. 34</i>
<i>6. Cross-cutting principles</i>	<i>p. 36</i>
<i>7. Short points: Ideas, suggestions and actions</i>	<i>p. 38</i>
<i>8. Interviews led by PRA Research Firm</i>	<i>p. 62</i>
<i>Conclusion</i>	<i>p. 66</i>

Introduction

Strategic planning is a vital part of any organization that is to remain relevant. To orient themselves, organizations consult current and future clients to gain a full understanding of their current and target market as well as their local and international competition.

The University of Ottawa has undertaken an unprecedented strategic planning exercise to imagine its future over the course of the next 10 years. To do so, we meticulously collected data between January 22 and March 29, 2019, through a wide variety of activities. Students, professors, support staff and members from outside the University participated in a dialogue on the six key aspirations that define the very essence of the University of Ottawa today — and until 2030.

Through 15 activities, we gathered data from 1,399 participants, while social media generated 104,845 views, 536 of which led to visits to the Imagine 2030 portal.

A team of analysts was formed to collect, organize and synthesize a large variety of data over a period of three months. A mixed analysis grid (theoretical and inductive) was used to categorize data by theme, based on the six key aspirations presented in Phase I of the strategic planning exercise. New themes were then developed through a more inductive analysis.

The results of the content analysis were used to produce six briefs, built around the six key aspirations. The briefs contextualize the key findings and the points of convergence and divergence (Section 5). The inductive analysis led to six cross-cutting principles (Section 6). Finally, a series of short points presenting participants' ideas and actions (Section 7) are presented. They intersect with the aspirations and the cross-cutting principles.

The results of the analyses will inform the University of Ottawa leaders' thought process and decision making in laying out the institution's path toward the future. The team of analysts would like to thank all the participants and the Operation Committee for its hard work and the exemplary support it provided throughout Phase II.

Key aspirations



TRANSFORMATIVE LEARNING

We are very conscious of the need to prepare our students, whatever their field of study. We will favour inclusive, innovative, and nimble teaching, nourished by best practices in pedagogy.



CUTTING-EDGE RESEARCH

We will conduct cutting-edge research, in which the intellectual worth of basic research and practical application are both valued and celebrated.



TALENTED AND DEDICATED STAFF

We are and wish to remain an employer of choice and are highly attuned to the fact that our success is built on the contributions of our talented and dedicated staff.



A STRONG COMMITMENT TO OUR COMMUNITY

We will demonstrate a strong commitment to our community, in our respect for its values as much as in our sharing of the fruits of our activity.



COMMITMENT TO FRANCO-ONTARIAN AND FRANCO-CANADIAN CULTURE

We consider our commitments toward Franco-Ontarian and Franco-Canadian culture to be fundamental, and we wish to play a frontline role in the broader intercultural French-speaking world.



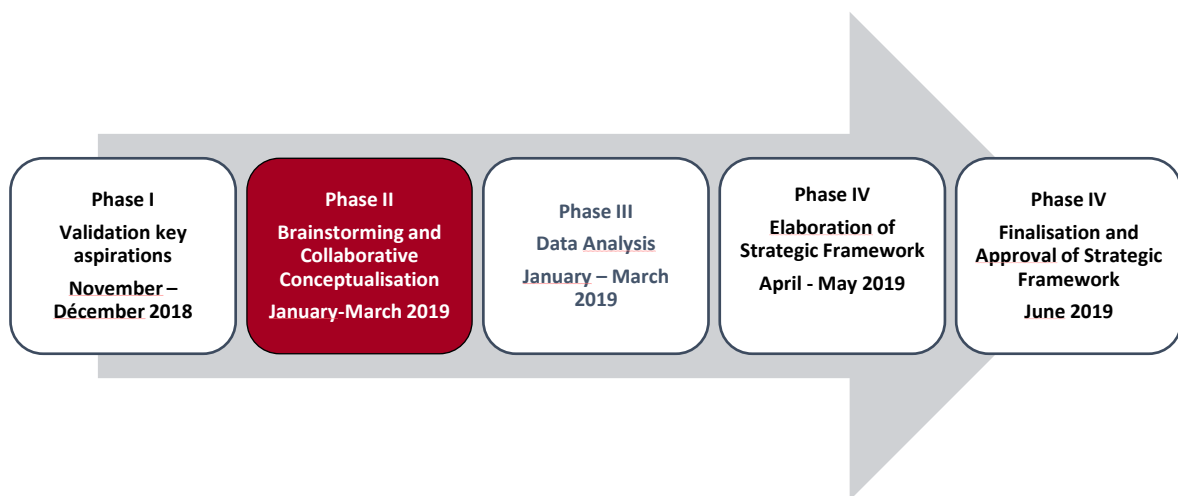
EFFECTIVE GOVERNANCE

We will govern ourselves with rigour and transparency, focusing on the quality and value of administrative services from the user's point of view.

1. Description of Phase II activities

This section addresses the intention, objectives and data analysis of Phase II of the strategic planning process. As mentioned above, the first step of the process focused on consulting the University of Ottawa community to gain the perspective of its members on the six key aspirations. The second step, aimed at ideation, sought active participation from the university community (internal and external) through a range of means of participation and dialogue. During this phase, qualitative data was gathered from different participant groups—including support staff, professors, students, alumni and community members outside uOttawa—about their current experience with the University and what they hope to see by 2030.

Phases of the Imagine 2030 strategic planning exercise

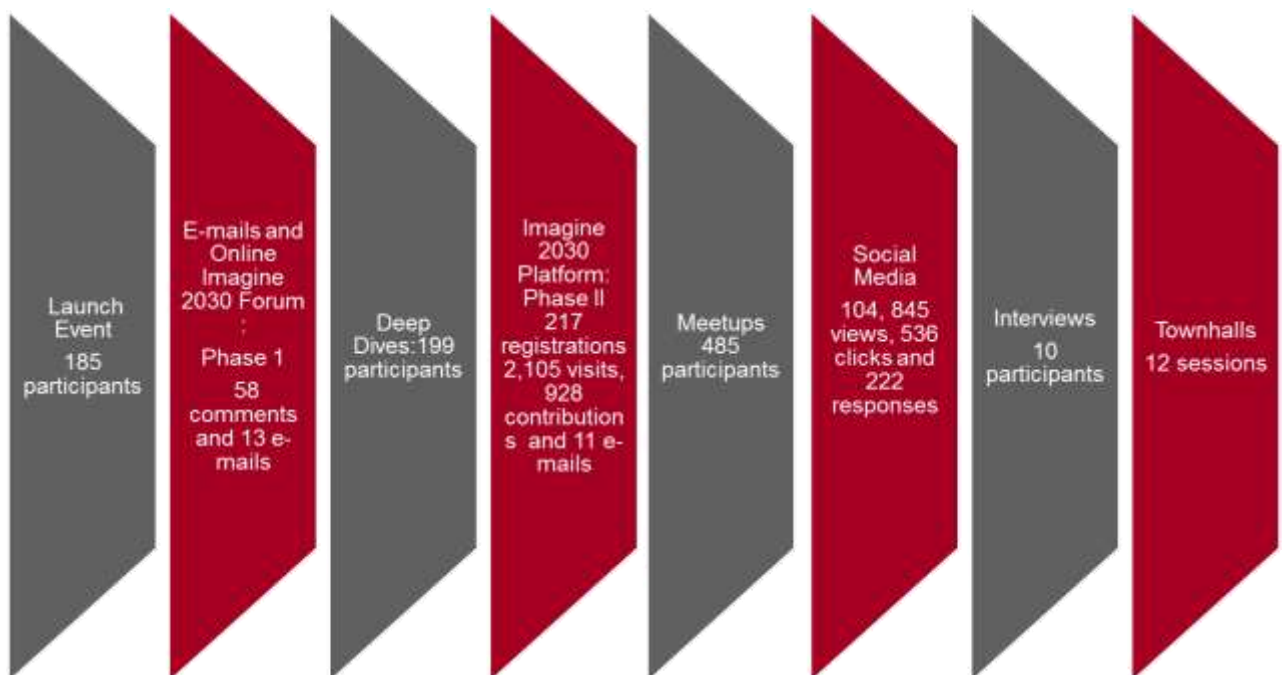


There were a variety of ways to participate and dialogue during Phase II:

- Full-day launch event on January 22, 2019, for the entire uOttawa community: 185 participants
- Three half-day deep dive activities between February and March 2019: 199 participants
- 11 meetups organized by the faculties and departments between January and March 2019: 485 participants
- Eight semi-guided interviews with stakeholders in March 2019

- Comments from uOttawa community members collected via the Imagine 2030 portal, online since January 2019: 217 registrations, 2,105 visits, 928 contributions and 11 e-mails
- Social media – six questions asked via Instagram, Twitter and Facebook – online since January 2019: 104,845 views, 536 clicks and 222 responses
- 12 townhall sessions in the faculties and departments between January and March 2019

Multiple ways to participate



Phase II launch event – January 22

A large launch event was held on January 22, 2019. During the event, designed by Chief Design Officer Chrystia Chudczak, community members used the LEGO® Serious Play® (LSP) tool to express their view of the University's future. In groups of ten, participants were asked to create something that symbolized their ideas and present their pieces individually and as a team. They were also invited to participate and answer questions via the Nureva platform, which allowed us to create word clouds generated by WordArt.com.

Participants at the January 22 launch

Category	Number	%
Support staff	116	63
Alumni	16	9
Students	21	11
Partners	4	2
Professors	28	15
Total	185	100

Word clouds – January 22 launch

Question 1.
What word best describes your personal experience with uOttawa?



Question 2.
What word do you feel best describes the strengths of uOttawa?



Question 3.
What word do you feel best describes the impact you want the future uOttawa to have on students?



Question 4.
What word you feel best describes the impact you want the future uOttawa to have on society?



Question 5.
In what area(s) will the uOttawa of the future impact society?



Deep dives

Deep dives were organized by the Operation Committee and led by the Provost. Each three-hour deep dive encouraged around 60 participants to discuss a particular topic. Organized around tables of seven to ten people, participants engaged in dialogue around predetermined scenarios to voice their ideas and suggestions regarding the University's future. During the exercises, participants were provided with specific circumstances and asked to make and justify choices. The results were then presented to the rest of the participants.

Table of topics discussed, dates, locations and participants

Topic	Date and location
Defining our identity: Campus and culture <i>Oriented toward local or international development?</i> <i>La Francophonie and bilingualism: Asset or drawback?</i> <i>And more!</i>	February 14, 2019, 10:30 a.m. to 1:30 p.m. Social Sciences Building, Room 4007
Building our operational model: Structure, governance and finances <i>Centralized or decentralized? Transformation or tradition?</i> <i>And more!</i>	February 28, 2019, 11 a.m. to 2 p.m. Desmarais Building, Room 12102
Refining our knowledge ecosystem: Teaching, learning and researching <i>Great professors or great researchers? Knowledge or skills?</i> <i>And more!</i>	March 14, 2019, 10:30 a.m. to 1:30 p.m. Desmarais Building, Room 4101

Participants at the Deep dives

Category	February 14	February 28	March 14
Support staff	36 (54%)	45 (66.2%)	32 (49.2%)
Students	12 (18%)	11 (16.2%)	18 (27.7%)
Professors	13 (20%)	10 (14.7%)	14 (21.6%)
External community members / Alumni	5 (8%)	2 (2.9%)	1 (1.5%)

Total	66	68	65
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Meetups

Meetups were organized at the initiative of departments and units. The Operation Committee provided assistance and support as needed. These events varied in length (from one to three hours) and focused on different topics. Some of the events were designed in collaboration with Chrystia Chudczak, chief design officer. Meetups drew in a total of 485 participants.

Meetup	Faculty, unit and department	Participants
January 29	Student from AHL 3300 – Creativity and Innovation, Professor Elena Valenzuela, Faculty of Arts	57
February 1	Medical Devices Innovation Institute	72
February 19	Meeting, Telfer School of Management	55
March 11	Information Technology	55
March 15	Faculty of Engineering: Student session (9 a.m.–12 p.m.), Professor and support staff session (1–4 p.m.)	66
March 19	Human Resources	57
March 22	Financial Services	47
March 26	Housing Service	28
March 27	Faculty of Law, Civil Law Section	28
March 27	Facilities Service	20

Imagine 2030 platform (Bang the Table)

The platform was launched on January 22 as a permanent space for community dialogue. Community members were invited to share their experience, vision and opinion regarding different topics. Easy to access and user-friendly, this tool was also used to link with face-to-face consultation and participation events. A total of 217 registrations, 2,105 visits, 928 contributions and 11 emails were counted.

Comments and responses on social media

At the beginning of March, we ramped up our social media efforts to increase the means through which the community could engage. We asked specific questions and sent invitations to participate through the platform. We had a total of 104,845 views, 536 clicks and 222 responses.

Questions asked on Instagram, Twitter and Facebook:

For the topic of “La Francophonie”

How can we support the Francophone community between now and 2030? Give us your suggestions.

For the topic of “Sustainability”

How can we improve sustainability by 2030? Give us your suggestions.

For the topic of “Technology / new technologies / cutting-edge”

What should campus technology look like in 2030? Give us your suggestions.

For the topic of “Research”

What areas of research will be most relevant by 2030?

For the topic of “Broader community”

On what broader community should uOttawa have an impact? Give us your suggestions.

For the topic of “Teaching/learning”

How will you want to learn in 2030? Give us your suggestions.

2. Descriptions of Phase II corpuses

The various consultation and participation activities organized during Phase II of Imagine 2030 generated a large amount of data. One type of data consists largely of notes taken by volunteer reporters during each of the activities. The reporters were trained in order to maximize the quantity and quality of the notes. The activities included the Phase II launch event, three deep dive sessions and 11 meetup sessions initiated and organized by different departments and units, with support provided by the Operation Committee as needed. Some activities required a guided segment or discussion to better structure the exchanges (LEGO® Serious Play® – LSP). Bilingual templates were created to facilitate note-taking and processing. The team of analysts had access to this type of data through DocuShare, where many documents were uploaded. Other documents were also produced during certain activities, like notes written on Post-its or large easel pad sheets, which were photographed so that they could be integrated into the

analysis. The large amount of data contains a wealth of information as a whole but is not consistently valuable—some of the data lacks content, given its succinct nature, or is impossible to attribute meaning to because it only presents descriptions of the LSP creations, for example. Furthermore, the data is second-hand and must be processed as such for the analysis.

Other data were generated through the Imagine 2030 web platform and social media that, unlike the data described above, was first-hand and produced by participants themselves. Screen shots were taken by the University’s communications team and regularly sent to the analysis team. Participants used the platform to share their experience regarding the University of Ottawa, their vision for 2030 and their opinion on specific scenarios or questions. Lastly, in March, a series of questions was presented to the community across social media at regular intervals, which generated a good deal of data. Table 1 presents some information on the analyzed corpus (face-to-face activities and virtual sources).

Sources of data analysis



Analyzed corpuses

Activity	No. of documents	Details	Other
Launch January 22, 2019	42	410 Word pages (111 + 102 + 94 + 103)	5 Excel tables – Nureva

Deep dives (3)	37	289 Word pages (79 + 122 + 88)	Photos Post-its and sheets
Meetups (11)	29	138 Word pages	2 Nureva
BTT platform (Imagine 2030 site)	872 contributions s 11 emails	747 ideas 15 experiences 16 opinions Surveys: 94 contributions	217 registrations 2,105 visits
Social media	Six questions	222 responses, 536 clicks	104,845 views

3. Analysis approach and principles

The team of analysts was led by Professor Louis Simard from the School of Political Studies and made up of Chantale Jacques-Gagnon, an MBA student at the Telfer School, Béatrice Crettenand Pecorini, who is earning a master's degree in education, and Maziar Jafary, a PhD candidate in sociology.

The team was primarily tasked with analyzing content from the numerous documents produced (notes and original data). Members of the team also made observations of the consultation and participation activities throughout Phase II, including during the January 22 launch and the deep dives. Because deadlines were short, each team member was assigned data from one particular type of event to ensure expert understanding of the specifics of each event type (design, questions, functioning). Organization and responsibilities had to be as clear as possible to avoid potential errors.

The team then proceeded to analyze the content from all data (notes and original data) produced during Phase II of Imagine 2030. Throughout Phase II, team members also participated in consultation and participation activities.

Analysis principles

Content was analyzed based on theme. The six key aspirations identified in Phase I and confirmed throughout December 2018 served as a reference point. The goal was to categorize and summarize the topics or statements made during the face-to-face activities and virtual interactions. The essential challenge was to compress the vast number of words, statements and phrases into analytical categories and sub-categories (here, the themes or sub-themes) through a qualitative analysis of the content.

First, the analysis focused on what was specific in the statements, to accurately present the distinctive characteristics of the content related to each activity. It is important to mention that the activities varied a great deal both in their design and in the topics they were meant to target. Next, the team of analysts prepared a series of summary documents for all of the face-to-face and virtual activities. These summaries, which were shared and commented on by analysts from the team and some members of the Operation Committee, validated the

categories and sub-categories (themes and sub-themes), as with theoretically determined categories used in closed analysis grids.²

The analysis remained open to emerging categorization—categories could be added or adjusted because of a more inductive perspective of the analysis. In short, the analysis resulted in a mixed categorization grid—in part theory-based, in part inductive—which largely confirmed the categorization based on the six key aspirations and also generated sub-categories (sub-themes). We were able to use new categories we designated as cross-cutting principles to summarize the corpus more from the perspective of specific “values” or “principles” that reflect the organizational culture.³ Rather than linking the six key aspirations solely to the distinct dimensions of the major university sectors and activities, these cross-cutting principles intersect the six key aspirations. In other words, through classifying, synthesizing and analyzing the statements generated through consultation and participation activities, we were able to identify another level of categorization that we can use to summarize the community’s viewpoint in another way. This other perspective may be particularly relevant for outlining and framing the actions to be taken by sectors that make up the key aspirations.

Lastly, while the team used the NVivo software several times to organize the analysis, the diversity and form of the various data, as well as the inappropriateness of investing in a more quantitative approach given the nature of the exercise, confirmed our choice to use a more traditional type of qualitative analysis. Through multiple discussions and meetings, we were able to verify the relevance, exclusivity and thoroughness of the categorization by triangulating sources and tools (observations, categorizations and validations) and by revising and making additions as needed. Developing mind maps based on the key aspirations and cross-cutting principles during deep dives as a higher level of synthesis provided yet another way of validating our choice of analysis. Furthermore, it should be noted that in the primary findings briefs (section 5), the sub-themes were organized in a way that recognizes some repetition in the remarks in relation to the theme (aspiration). We were therefore able to consider the intensity and the intention of the statements. Key findings and areas of convergence and divergence were identified through the analysis results that reflect this choice.

The content analysis presented in this report is thus first and foremost qualitative. This choice was made for two reasons. Firstly, the nature of the data that needed to be analyzed: The data is varied in nature, comes from very diverse activities, sometimes first-hand, sometimes second-hand, some from creation activities (LSP), scenarios suggested for specific themes, initiatives from different units (with or without guidance), responses to specific questions, etc. As a result, the data, while extremely dense in significance, is not very conducive to thorough quantification. Secondly, the choice to analyze qualitatively is directly related to the nature of the exercise at hand, namely to generate a large number of ideas and suggestions without trying to sort them by hierarchy and with as few constraints as possible. It is important here to note the degree of priority accorded to the creativity and the spirit of co-construction that must be the driving force behind this type of exercise. The decision-making process and the selection

2. Bardin, Laurence. 2013. *L'analyse de contenu*. Paris: Presses universitaires de France.

3. Schein, Edgar H. 2010. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

of principles and actions are ultimately entirely up to University of Ottawa policymakers. In short, this project is clearly in no way intended as a survey or referendum. The process did not take into account the representativeness of the participants. On the contrary, quantification could have been at odds with the goal of the exercise. The consultation and participation planned during Phase II aimed to allow University community members to share their experiences, opinions and visions in order to inform policymakers as best as possible. As such, and as we examine in the conclusion section, the worth of such an exercise greatly surpasses the content that it can generate. The meetings, dialogue, exchange of ideas and preferences not only provide legitimacy and credibility to the exercise and the decisions it will lead to, but also enable participants and community members to inform themselves and to strengthen the organizational culture, the sense of belonging and the trust in the institution.

4. Summary of experiences

During the Phase II launch event, and also during some of the meetup sessions and throughout the Imagine 2030 web platform (“Experience” section), participants were asked about their perception of their experience with the University of Ottawa using either one word or a more fleshed-out thought.

In general, and across the different events, participants report, “we have what it takes to be an incredible university,” that there are positive signs for the future and that “we have amazing individuals, incredible people.” Looking back at the last few years, several emphasized the fact that “we have made miracles happen.” Two questions addressing the topic (January 22 launch)—one directly about the experience and another about strengths—generated the words “growth,” “challenges,” “learning opportunities” and “collaboration,” as well as “bilingualism,” “people,” “diversity,” “staff” and “research.”



By organizing the statements based on the six key aspirations, we can propose a summary of participants' perceptions regarding their experience with the University of Ottawa.

First, concerning the topic of **Talented and dedicated staff**, participants mention that the staff enjoy helping students, and in a university environment that can feel like its own small town at times, people feel respected. Multiple testimonials reveal a sense of satisfaction regarding work in general, the commitment and dedication of staff members, the prevailing spirit of collaboration and a certain shared optimism. The major opportunities offered for career

advancement are mentioned, as well as the perception of the University of Ottawa as a valuable place where the possibilities for growth are numerous, as much professionally as personally. Several participants specified that studying here and being hired afterwards is a source of great pride. The major potential to prepare employees is a hidden gem. There is also mention of the University being a place where bonds are formed and one learns about oneself and discovers one's real motivating factors. Relevant connections must also be established with the outside community. For employees, the University of Ottawa is a stimulating workspace where excellence is an objective, but red tape often stands between them and the excellence they want to achieve. The points to improve in terms of experience focus on the importance of supporting staff and taking care of employees and the community in general. In this regard, a call for general physical, mental and environmental well-being was made. Several mentioned a major increase in activities they participated in over the past few years, an experience that is sometimes difficult or a path marked with obstacles. The shortage of staff, layoffs, uncertainty related to the political climate or what direction to take all point to a need for balance. Bureaucracy, complexity and the feeling of being stuck in a rut are some recurring themes. Furthermore, women are not sufficiently present in certain units, such as IT. Seniority sometimes outweighs competency, and some participants remark that senior management doesn't consult HR staff enough. Needs for adapted spaces, training and IT equipment are also mentioned. Finally, there is mention of the need for more teamwork and better integration for recently immigrated employees.

The feeling of having to fight against bureaucracy and the desire to develop better means of collaboration are the themes associated with **Effective governance**. Working in a vacuum, the dragging pace at which things move and certain changes lead to a call for more horizontal and inclusive operations. A silo mentality seems to be an obstacle at every level, and there is a dire need for collaboration and interdisciplinarity. Too many regulations in the work process, administrative redundancies and a lack of space for students, professors and alumni are some of the points mentioned. Some participants also mentioned a desire for updated technological tools that are more user-friendly and facilitate interdisciplinary, interfaculty work. Also mentioned was a need to increase funds for the University in general, but particularly for the students. A need for an "equitable" budget and greater transparency is mentioned. Lastly, re-focusing activities around students is also mentioned, in addition to issues related to better communication (more? less?) and to more consultation and participation in the way the University is run.

As for the topic of **Transformative learning**, statements speak to a positive experience, cordial relationships (including with professors), and a sense of accomplishment and fulfilment, especially through co-op placements and various academic paths offered by the University. The University is a place where learning does not have to be solely theoretical, but also practical. As reported by participants, field experiences are essential to contextualizing, anchoring and firming up knowledge. Once again, the idea of placing student activities at centre stage appears. A need was brought up for more efforts regarding teaching, research, funding, equity in the treatment of different categories of students, student well-being, student integration, and interdisciplinary and collaborative learning. Learning also happens through student activities, graduate student networking, experts' involvement, more time spent with assistants

and professors, a more participative approach and suitable study spaces. Courses offered in both languages and a more sparing flow of information are mentioned.

Many consider bilingualism a defining trait of the University that should be better leveraged. The Francophone character of the University is the result of much effort, which must be sustained and stepped up to increase the appeal and unlock the full potential of the University. Over the years, the sense of belonging at the University has been strongly marked by Franco-Ontarian identity. These statements characterize the **Commitment to Franco-Ontarian and Franco-Canadian culture** aspiration. Participants speak about how proud they are to work or study at the University of Ottawa. The bilingual aspect is mostly referred to as a valuable asset but is at times criticized with regard to a lack of resources or unequal treatment. What's more, French speakers at the University don't have enough of a connection to the Francophone communities in the city, in Canada or on the job market. In some programs that are more Francophone-based, Anglophone students do not feel adequately involved in activities and vice versa. Students also feel there are not enough activities and socio-cultural events in French and that there should be a greater presence of the University's Francophone community online.

The **Commitment to our community** key aspiration reveals a series of rich, diverse statements. Beyond the plainly evident Franco-Ontarian identity, the commitment to the city of Ottawa is noteworthy and worth developing. The weakness of this commitment perceived by some speaks to a need for strengthening connections and developing more partnerships with the community, particularly to diversify donors. The community is also interested in the campus and green spaces. Enhancing them and creating more enjoyable areas are some of the desires related to lived experience, given the importance of the environment and well-being. The breadth of the community's diversity is viewed as a valuable asset that guarantees a better society, nationally and internationally. However, this diversity remains has yet to find its place, for example, for people with disabilities. And international students are not always well integrated into the University community or the local population. Lastly, although a sense of belonging and pride toward the University of Ottawa exists, an identity beyond the image of the Gee-Gees must be developed to increase inclusion. There could be a greater focus on student and employee mental health. University life is too one-dimensional and access to services is too limited for many students and employees. Lastly, professors are not sufficiently involved in community activities.

Research is being developed, and there is a need to diversify and increase funding while reducing obstacles. There is also a need for more research equipment that is available to student researchers and researchers as well as more research centres and chairs in the humanities and social sciences. For many, graduate student research projects should be better funded, especially those conducted internationally. Research work is too often done in silos as opposed to in teams and is thought of as being not adequately connected to the community outside the University. More research could be carried out in both languages. These are the main statements that concern the experience in line with the **Cutting-edge research** aspiration.

In short, the University is more than a place to study and work—it offers a rich experience in every sense of the word. Interdisciplinarity, collaboration, communication among all

stakeholders, involvement on the ground and relationships with the community are promising avenues for the future, ones in which improvements are expected.

5. Briefs: Findings and areas of convergence and divergence (six key aspirations)

The content analysis of Phase II consultation and participation activities led the team to produce six briefs for the six key aspirations to present key findings, statements classified by sub-theme, and main areas of convergence and divergence. It should be noted that in the presentation of the findings, sub-themes were organized in a way that recognizes some recurring remarks in relation to the theme (aspiration). We were therefore able to consider the intensity and intention of the statements. Key findings, and areas of convergence and divergence were identified through an analysis of results that reflects this choice.



TRANSFORMATIVE LEARNING

Key findings

- * **Students must be at the centre of uOttawa operations.**
- * **The importance of not cutting the research and teaching budget (especially from faculty).**
- * **These three areas must be connected: research, teaching (learning) and real-life experience.**
- * **Tension: uOttawa as a teaching institute versus a research institute.**
- * **Choices must be made: we cannot do everything.**

Student experience

- It is important to maintain efforts to improve the student experience.
- The student experience refers not only to studies, but also to all aspects of student life.
- Students need better support, including financial support, and should be included in decision-making processes. Their well-being should be a priority.
- The importance of community and relationships formed at school, both as a support system during studies and a network that will last a lifetime.
- Increase emphasis on student excellence beyond strict academics.
- Culture, experience and international and interdisciplinary learning are essential for improving our identity.
- Art plays an important role in the well-being of University members.

Teaching

- We need student-centred teaching models.
- Effective technology that is better adapted (e.g., problems with Brightspace, not accessible, no screen readers).
- Professors are not recording their courses; ECHO 360 is very rarely used despite providing a flexible learning mode.
- Videoconferencing and online courses are expensive.

Programs of study

- Concern about the recognition and value of short or seminar-only MAs.
- The idea of bachelor's/master's programs risks reducing the value of a master's.
- Encourage flexible academic paths and the option to take classes in other disciplines.
- All our programs should offer our students an international experience.
- Certain workshops or conferences should be accepted for credits.
- Collaborating with Carleton would be good for joint programs.
- Collaborating with other Canadian and international universities makes for better learning.
- University hubs, but with the option to go from one to another.
- Undergraduate students should take courses in all of the different faculties.
- Required course on Indigenous culture and history.
- Success and failures of certain international programs: learn from these experiences.
- Make programs more attractive to develop their reputation and attract researchers.

La Francophonie

- Being bilingual increases employability and opportunities to work abroad.
- Better equip uOttawa to fulfill its Francophone mission (lack of professors).
- Insufficient number of programs in French (loss of graduate students).
- Difficulties finishing programs in French (lack of course options).
- uOttawa can change Anglophones' perception of Francophones.

<ul style="list-style-type: none"> ● Dilemma: Bringing students here to study versus exporting our curriculum. ● Recurrent demand to develop transdisciplinary approaches. ● Mix hard sciences and engineering with arts and social sciences (STEM). ● Option: uOttawa could be the main interdisciplinary university in Canada. ● Tackle geographical obstacles and other limitations related to interdisciplinary collaborations and learning experiences. ● Multidisciplinary studies for a more well-rounded education to prepare for different future careers. ● Need to vary teaching methods. ● Two aspects of learning must be implemented: knowledge for knowledge's sake and applied knowledge. ● Students' "blue sky" perception of the faculty reality: the complete reality and current constraints of professors/researchers. ● Ensure that professors can be more available. ● Major frustration surrounding the quality of teaching and assistance received at the undergraduate level. ● Teaching must be taken more seriously (teaching and learning research). ● uOttawa should encourage peer learning among students (from all backgrounds and corners of the world) and integrate it into the assessment process. ● uOttawa should focus on excellence in terms of teaching, innovation in education. ● Resources to train teaching assistants are negligible. ● Undergraduate students come to uOttawa to learn, not to do research. ● Undergraduate students also choose uOttawa because of its proximity and/or the cost, not necessarily because of research. ● Strategy can be based on broader values, such as teaching in innovation. 	<p>Space and environment</p> <ul style="list-style-type: none"> ● Need for more spaces for meetings, discussion and collaboration as well as for creativity. ● Need for greener spaces. ● Sustainable development must be a significant part of learning. ● We need new courses and programs on climate change and the environment. <p>International students</p> <ul style="list-style-type: none"> ● Better reception for international students and more financial aid to build a more diversified environment. ● Assessments of international students' needs and their impact on the faculties must be improved. ● Foreign students want to learn the languages and culture of Canada. <p>Inclusion and diversity</p> <ul style="list-style-type: none"> ● Students with disabilities on campus help us develop a sense of inclusion and community. ● Improve campus accessibility for everyone (wheelchairs—Engineering building). ● The current resources available to assist students with specific needs (SASS) must be improved. ● We should foster more frequent contact between the University and former students, professors and researchers to share their experiences with students. ● uOttawa must do more to encourage respect and inclusion between professors and students. <p>Professors</p> <ul style="list-style-type: none"> ● Teaching and assessment training for professors. ● Encourage professors to improve their teaching. ● People holding a PhD can only teach once they have taken teaching courses. ● Teaching training for inclusive and equitable education that reflects Canada's multiculturalism. ● More consequences for "bad" professors (teaching). ● Allocation of courses based on professor quality. ● Review the tenure requirements for professors — for more open source publication. ● Improved recognition of good professors through rewards. ● Multiple roles for professors: teacher, administrator, grant writer, adviser.
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<p>Practical experience</p> <ul style="list-style-type: none"> ● Maximize opportunities for field work, co-op experiences, internship experiences and stays abroad. ● Teaching “globalization,” to further international employability. ● Academic standing should not determine admission into the co-op program. ● uOttawa should be in first place for experiential learning and co-op. ● Students must choose uOttawa because we offer the best learning experience/environment for them. ● Strengthen the link between knowledge and industry, job searching, and professional skills; focus less on theory and more on practical application. ● Teaching should be more practical and geared towards social needs. 	<ul style="list-style-type: none"> ● Constraints on professors from placing more emphasis on teaching. ● We need professors who are capable of teaching undergraduates and doing research: it is possible to be both a good teacher and a good researcher. ● It is rare to find a professor who is good at teaching and research and who wants to do both. ● We need professors to teach; highlighting teaching. ● Teachers should act as facilitators for free online courses. ● If professors teach online from home, this reduces costs. ● We need the political will to change the culture of what we consider a university career.
<p>Areas of convergence</p>	
<ul style="list-style-type: none"> ● Imperative to re-focus the University around the student. ● Support all forms of the student experience. ● Do not jeopardize the central activities of teaching and researching with budget cuts. ● Transdisciplinary approaches (programs/faculties) must be further developed. ● Encourage more experiential learning (co-op, internships, stays abroad). ● Vary teaching methods and make better use of technology. ● Certain courses to be added to the curriculum (contemporary topics). ● Bilingualism and the <i>francophonie</i> play a direct role in transformative learning: they should be better supported. ● Sustainable development must be a part of learning. ● Increase initiatives to encourage inclusion and diversity to enhance learning. ● Adjustments are to be expected for international students. ● Encourage teaching training for professors. ● Recognize the diversity of professors’ tasks. 	

Areas of divergence

- Develop bilingual programs for everyone in all faculties / Bilingualism is expensive / Requests for fully French programs.
- Choices based on academic excellence guarantee program and research success / Emotional intelligence is replacing IQ / Academic excellence does not guarantee a contribution to diversity or culture.
- Strong appeal of short or non-thesis programs for professionals on the job market / Incompatibility of short MA programs with the PhD track.
- Increase co-op programs / Lack of local co-op placements.
- Increase online courses (flexibility and cost) / Online courses are “dismal.”
- It is not possible to be good in all fields / It is possible to be good in all fields.
- Leveraging teaching and encouraging research / Encouraging practical experience and a connection with industry.
- Professors can be good at both teaching and research / It’s either one or the other.

Key findings

*** Need to develop research to improve reputation.**

*** Identify specific and socially relevant areas of research.**

*** Increase the time and funds dedicated to research.**

Appeal and reputation

- Option to become a research-intensive university. Mobilization of all resources (even learning) to promote research is necessary.
- Develop cutting-edge research to enhance our international reputation.
- Competition between universities on a global scale is fierce; we need to attract the best professors and students.
- Absence of suitable strategies for attracting the best research professors.
- Cutting-edge research is necessary for fundamental research.
- Have cutting-edge facilities/labs and draw in the best of the best.
- Several uOttawa researchers are renowned in the knowledge mobilization and transfer field, and this strength should be put to better use.
- Publishing (frequency and quality) remains a key aspect of a university's reputation.
- Publish in high-quality journals and avoid predatory journals.
- Research is not what sets us apart; we have to find something else.

Methods and interdisciplinarity

- Importance of not cutting the research and teaching budget.
- Develop and maintain research collaborations and programs.
- Need to develop relationships outside the University, not only with industry, but also with civil society, social entrepreneurs and government.

Funding and management

- Research is expensive; we must find funding for unifying research fields.
- Research funding is insufficient in general.
- Have cutting-edge facilities/labs and makes the best researchers want to join us.
- Space (physical) is limited for developing research.
- Big projects, big funding!
- Partnership and funding: research requires academic freedom.
- Professors lack the time for major research projects because of the lack of staff, constraints of bilingualism, administrative expenses (approvals from REB, particularly for multicentre projects).
- The collective agreements value both research and teaching, but the culture and evaluation committees place more value on research.
- Professors must ask for more research funding to pay graduate students' salaries.
- Importance of increasing the time professors dedicate to research.
- Encourage the government to invest more in research and in universities.

Research agenda

- Research requires many resources: priorities must be defined.
- Research must be development-oriented.
- Values and morals are an integral part of research.
- Research is needed to address the fundamental issues of our society.
- Importance of sustainable development as a priority research area.
- uOttawa should position itself with regards to artificial intelligence.
- Artificial intelligence must be interdisciplinary/interfaculty.

<ul style="list-style-type: none"> ● All faculties must receive research support. ● A lack of resources for developing research interdisciplinarity. ● Research in French needs more support. ● Importance of transdisciplinarity in research. ● Find a balance between disciplinary and interdisciplinary research. 	<ul style="list-style-type: none"> ● One of our main areas of interest should be the North, where potential research topics abound. ● Importance of valuing less “glamorous” research projects. ● Difficulty establishing strategic areas of research because everyone wants to be represented; risk of losing people. <p>Learning and research</p> <ul style="list-style-type: none"> ● Students must develop research skills. ● Including undergraduate students in research would encourage retention for master’s and PhDs.
Areas of convergence	
<ul style="list-style-type: none"> ● Make uOttawa a research-oriented university. ● Free time and resources (funding and staff) for professors to develop research. ● Develop strategies to significantly increase research funding. ● Transdisciplinarity and interfaculty research must be promoted. ● Develop research in partnership with industry, government and civil society. Collaborate more with other research centres and universities. ● Define the University’s research agenda and areas: what research topics, why, by whom and to what degree (the <i>francophonie</i>, artificial intelligence and sustainable development). ● Develop socially relevant areas of research. ● Recognize the importance of developing ways to make the University more attractive in terms of research. 	
Areas of divergence	
<ul style="list-style-type: none"> ● Research is not what sets us apart; we have to find something else / Become a research-intensive university. ● The constraints that result from bilingualism in research / Bilingualism as a strength and to uniquely position the University. ● Research limits teaching / Research and teaching complement each other. 	

3 TALENTED AND DEDICATED STAFF

Key findings

*** Strong consensus regarding the quality and dedication of staff.**

*** Great potential for staff development.**

Flexibility, collaboration and organization

- Major frustration regarding the central administration and the silo mentality.
- Need for flexibility, more communication and transparency in decisions.
- Demand for mobility within the University.
- Need to review certain work practices, like the possibility of working remotely.
- Need for more collaboration between stakeholders (professors, staff, students, administrators).
- Too many supervisors and managers, too many levels and not enough staff.
- Lack of clarity and information regarding work processes.
- We need a standardized virtual system for all administrative sectors to share information and avoid redundancy.

Staff needs

- The weight of budget cuts always seems to be shouldered by employees.
- Staff need more support to handle changes, including an increase in staff members (growth was strong), mentoring and community support.
- Need to develop technology that is better adapted to the work.
- Flexible work hours improve staff engagement.
- Improve the work environment and proximity so that employees can improve their quality of life and feel completely fulfilled.
- Staff performance should be recognized beyond the terms of the Halogen assessment.
- Benefits: University programs should be free.
- Customer service quality could be better.

Mental health and dialogue

- Position cuts affect morale and health.
- Need to take care of people; more awareness regarding mental health problems.
- Need to be able to engage in dialogue more frequently and better understand senior management's direction.
- The staff are very overworked and stressed, which affects their work.

Areas of convergence

- Employees are uOttawa's most valuable asset.
- High demand for varied support (training, health, collaboration, etc.).
- Desire to engage and work collaboratively.
- Need for dialogue and exchanges at every level.
- Demand for increased consideration of well-being and mental health.

Areas of divergence

- We have dedicated and talented staff and great potential / Mental health issues are not sufficiently taken into account.
- Growth has been strong and has led to stimulating challenges / There is a lack of clear direction and a need for support.

4 COMMITMENT TO OUR COMMUNITY

Key findings

*** Our communities are the city, the region, the province, the country, the world.**

*** uOttawa should further develop its community relationships, not only with industry, but also with civil society, government and social innovations.**

*** uOttawa must better integrate the community in its research using greater incentives.**

Strengthen relationships between uOttawa and communities

- Imperative to be more open to the local, national and international communities.
- uOttawa must build bridges and find a balance between teaching, research and the community.
- The needs of society in terms of discipline diversity are infinite, but not necessarily for uOttawa: choices will need to be made.

Regional and national community

- Co-op students are uOttawa's ambassadors in the community.
- Located between Ontario and Quebec, uOttawa embodies bilingualism.
- uOttawa's social responsibility toward the *francophonie* to preserve heritage.
- The University's location in Ottawa should be an advantage in terms of its relationships with the government.
- uOttawa must examine how it can earn the trust of the community and of society as a whole.
- uOttawa could offer courses outside the University (for example, in museums).

International community

- uOttawa promotes immigration.
- uOttawa is visible abroad thanks to international students.
- uOttawa must be connected to the world.
- uOttawa must find ways to serve our global community.

Community/campus

- Improve the atmosphere between students, employees and professors so that they help each other more.
- A centre for mental health and wellness mentoring is needed.
- There is no team spirit among University community members.
- Develop the sense of belonging and community.
- Identify challenges to boosting community spirit on campus.
- uOttawa must invest in facilities and services for the university community.
- We need businesses that meet students' needs on campus.

Diversity and inclusion

- Develop diversity, inclusion and multiculturalism.
- Recognize disability as a means to convey social justice, even outside of uOttawa.
- It is uOttawa's civic and community responsibility to consider disabled people.
- uOttawa must examine what it can do to promote reconciliation with First Nations.
- Social responsibility for a global university.

Sustainable development

- Develop teaching to act for the environment.
- A greener community that serves as an example.
- Determine the major problems currently facing humanity and try to combat one or two of society's major problems.

Community and student experience

- A more welcoming environment is needed.
- Increased support for students from the administration is needed to bolster their relationship with the community.

<p>Developing programs based on the local market</p> <ul style="list-style-type: none"> • This is an obsolete approach. • This is the responsibility of colleges. • Limits our international dimension (jobs for Canada). <p>Community appeal</p> <ul style="list-style-type: none"> • Social sciences students choose uOttawa for its proximity to the political milieu. • Engineering students choose uOttawa for the tech centre. 	<ul style="list-style-type: none"> • More interactive student activities, more student activity clubs. • Students suffer from a sense of uncertainty about their future and their professional life after graduation. • Student life should not be limited to class. • Eliminate the sense of competition because it harms student well-being. • Further develop collaboration between students (mutual aid) on their university assignments. • University alumni should be more involved; encourage networking.
<p>Areas of convergence</p>	
<ul style="list-style-type: none"> • The uOttawa community is multi-faceted: local, regional, national and international. • Need to develop relationships with the outside community (civil society, the state and the private sector / industry). • A committed and responsible university: uOttawa must make an impact on the world (solve current problems); incubator in the area of globalization (sustainable development, First Nations). • uOttawa must be a diverse and inclusive university. • uOttawa community/campus: kindness and mutual aid. 	
<p>Areas of divergence</p>	
<ul style="list-style-type: none"> • A multi-level community / choices to make. • The Francophone community as a legacy / Openness to the world. • Unique regional appeal (government, technology, bilingualism) / Pressure for internationalization. 	

Key findings

- * La Francophonie and bilingualism are a central part of uOttawa's mission and identity
- * Work regarding the *francophonie* worldwide needs to be furthered
- * Invest in uOttawa's Francophone mission
- * There is tension between development of the *francophonie*, bilingualism and multilingualism

Continuing the legacy of our mission towards the *francophonie*

- uOttawa must reserve a place for the *francophonie*.
- There is less competition for Francophone students.
- Francophones have a different worldview than Anglophones (enrichment).
- uOttawa fosters the development of Francophone culture.
- We must recognize the oppression of Francophones, who are a part of the University's history.
- Increase funding for the *francophonie* and for recruiting Francophone students.
- Most Francophone students are not from Ottawa and need better support.
- Fill the gap in the market created by the scrapped plan for a Francophone university in Toronto.
- Budget cuts are a threat to uOttawa's Francophone identity.
- Better publicize the fact that there are academic paths offered entirely in French.
- Make sure support to Francophone communities does not discriminate against Anglophones.

Develop the *francophonie* worldwide

- Promotes global thinking.
- Develop international Francophone culture.
- The strong increase in international Francophone students is beneficial to uOttawa.

Bilingualism

- Bilingualism is a key part of uOttawa's identity.
- Bilingualism: a strength to develop.
- uOttawa is a bilingual institution that is historically significant and unique.
- Bilingualism is a noble cause, but it's killing us.
- Lack of consensus about reinforcing uOttawa's bilingualism.
- African students come because of bilingualism; need to maintain this appeal.
- Being bilingual makes you more employable and gives you more international job opportunities.
- Because we are bilingual, people often perceive us as more open and tolerant of differences, which attracts students to our faculties.
- What is the cost of bilingualism at uOttawa?
- Promote mix of French and English courses in the academic path.
- uOttawa must consider how to leverage bilingualism in research.
- The University needs to use the word "bilingualism" instead of "*francophonie*" so it doesn't exclude Anglophones.
- There is no room for Francophones while bilingualism exists.
- We can't sell the idea that we're bilingual and something else. False impression of bilingualism.
- Stabilize the International Office.
- Frustration of Anglophone students (special treatment for Francophones).

Multilingualism/multiculturalism

- Multilingualism is important at uOttawa.
- Bilingualism can make space for multilingualism: develop other languages.
- Some classes could be offered in a language other than French or English.
- Promotion of multicultural and Indigenous topics, not just bilingualism and the *francophonie*.

<p>La Francophonie and tuition fees</p> <ul style="list-style-type: none"> • Competition from universities in Quebec if tuition fees go up for Francophone international students. <p>Francophonie and research</p> <ul style="list-style-type: none"> • Promote research in French as well. <p>La Francophonie and programs</p> <ul style="list-style-type: none"> • There are not enough programs in French (losing master's and PhD students). • Hard to complete programs in French (not enough courses to choose from). 	<ul style="list-style-type: none"> • Also promote languages other than French and English (but the two viewpoints are not necessarily mutually exclusive). • uOttawa's bilingualism can be promoted, but so can the values and connections with globalization. A global perspective should be developed.
<p>Areas of convergence</p>	
<ul style="list-style-type: none"> • The <i>francophonie</i> is a central part of uOttawa's identity, mission and heritage. • A need for resources to support the <i>francophonie</i>. • Bilingualism is a major selling point: uOttawa is unique and specific at an international level because it is bilingual. • Bilingualism increases one's chances of success. 	
<p>Areas of divergence</p>	
<ul style="list-style-type: none"> • Develop bilingualism / Develop the <i>francophonie</i> / Develop multilingualism. • Bilingual identity / Coexistence of French and English side by side. • Evolve into a multilingual, globalized university / Protect the heritage of the <i>francophonie</i> at uOttawa. • Appeal of bilingualism / Costs of bilingualism. 	

Key findings

Acceptability of running a deficit to maintain essential operations** Cooperation, flexibility and transparency should be the guiding principles of governance***** Need more specifics in regard to uOttawa's overall direction and brand***** New funding strategies are needed***** Consider more partnerships (research, teaching and procurement)***** Excellence and diversity must guide recruitment efforts****Budget: Potential deficit, operations that need to be protected**

- uOttawa has no choice but to remain a leader; short-term budget deficit, balanced budget in the long term.
- If all universities are running a deficit, the Ontario government will have to act; a balanced budget shows you have enough money.
- Don't make cuts to research or teaching.
- Don't make cuts to services or faculties.
- We can't save on building upkeep.
- The campus and its infrastructure need to be protected from potential cuts.
- If you make too many cuts, you risk compromising education quality, employee morale, building conditions.
- Budget cuts are possible, but student and employee experience will be negatively affected.
- Governance is about more than just the budget.
- We have concentrated our investments in specific areas and we need to keep investing in this way although circumstances have changed.

Funding

- More donations need to be brought in, but should not become the main source of funding.
- Find out why we don't have more donations from alumni.
- Consider sponsorships for buildings spaces and classrooms.
- Identify the risks of privatization.
- Generate money from sales (intellectual property, professors' businesses, etc.).
- Being clear about our identity will help bring in more funds.
- Develop shortened master's programs to attract international students.
- Developing shortened master's programs: a short-term vision, issues with the credibility of these types of programs and actual retention of program students.
- Form buying groups with other institutions to generate economies of scale.

General directions and brand

- Better promote uOttawa's mission and set clear objectives.
- uOttawa must concentrate on its strengths.
- Accept that choices are met with criticism and dissatisfaction.
- uOttawa should be a capital city university, but that doesn't seem to be the case.
- uOttawa could focus on sustainability and feminism.
- uOttawa can focus on the fight against climate change, on science and technology, on reconciliation with First Nations.
- uOttawa must focus on mental health and a healthy work environment.
- uOttawa needs a new slogan.
- We need to better define the value of scholarship and expertise, and promote uOttawa's "brand."

Budget: potential savings, choices and risks

- Review administrative positions that are non-essential or that do not align with the University's priorities (academics, research).
- Recruitment costs, costs of bilingualism, accommodation costs: we have to keep all this in mind as we decide where to make cuts and where we can generate income.
- Review non-essential (nice to have) services.
- Freeze salaries = risk losing employees.
- Examine the cost of disability insurance, benefits packages and pension funds.
- The urgent nature of major cuts often has the positive effect of forcing questioning.

Organization and management: Agility and collaboration

- Far too much bureaucracy: have to cut down on red tape and delays in operations and decisional processes.
- uOttawa has to build bridges between "silos."
- We need to be more flexible and transparent.
- Staying on the cutting edge: depends on management's agility, ability to spur innovation, change direction and adapt quickly.
- uOttawa must rely on agility and quality.
- Too many supervisors and managers, too many levels of hierarchy and not enough staff.
- Importance of deciding on the ideal size of uOttawa.
- AC members come from outside and don't really understand the University or its internal processes.
- Importance of better optimizing the use of resources.
- Alumni are a fantastic resource that the University should take advantage of.
- A high number of new programs are introduced, but few existing programs are ever removed.
- We don't need more employees, we need procedures that are more efficient and transparent.
- Partnering with other institutions (La Cité, Algonquin College, Carleton University) and question notion of competing with them.
- Avoid overlap with Carleton's programs.

- We need to better analyze the market and adapt accordingly.
- uOttawa's identity should be "the Canadian Global University" or "the Nation's University."
- Consider creating a specific status for Canada's capital connected to uOttawa.
- The reputation should be improved with a more targeted brand.
- Dilemma: benefits and constraints of closer ties to government.

Maintaining the status quo

- Pertinence of building on multiple identities.
- Relative importance of uOttawa's ranking.
- Degree of satisfaction with the current situation.
- Standing out is not essential (like it would be if we were a private organization).

Students and recruitment: Excellence and diversity

- uOttawa must attract the best applicants (and Francophone applicants and/or applicants living with a disability).
- Selecting the strongest admission files is a fair, transparent, simple process (standard university practice) but doesn't guarantee success.
- Having brilliant students improves the University's reputation for research and funding.
- uOttawa isn't playing the identity game if it only accepts students on the basis of academic excellence.
- The admissions process lacks transparency; there are social inequalities.
- Lifelong learning: target not just young students.
- Appeal of uOttawa's tuition fees when compared to other universities.
- Risk losing international students if enrolment fees go up.
- Cost of living in Ottawa (e.g., housing) is higher than in Gatineau; risk losing students.
- Brain drain: uOttawa attracts international students who stay in Canada = taking

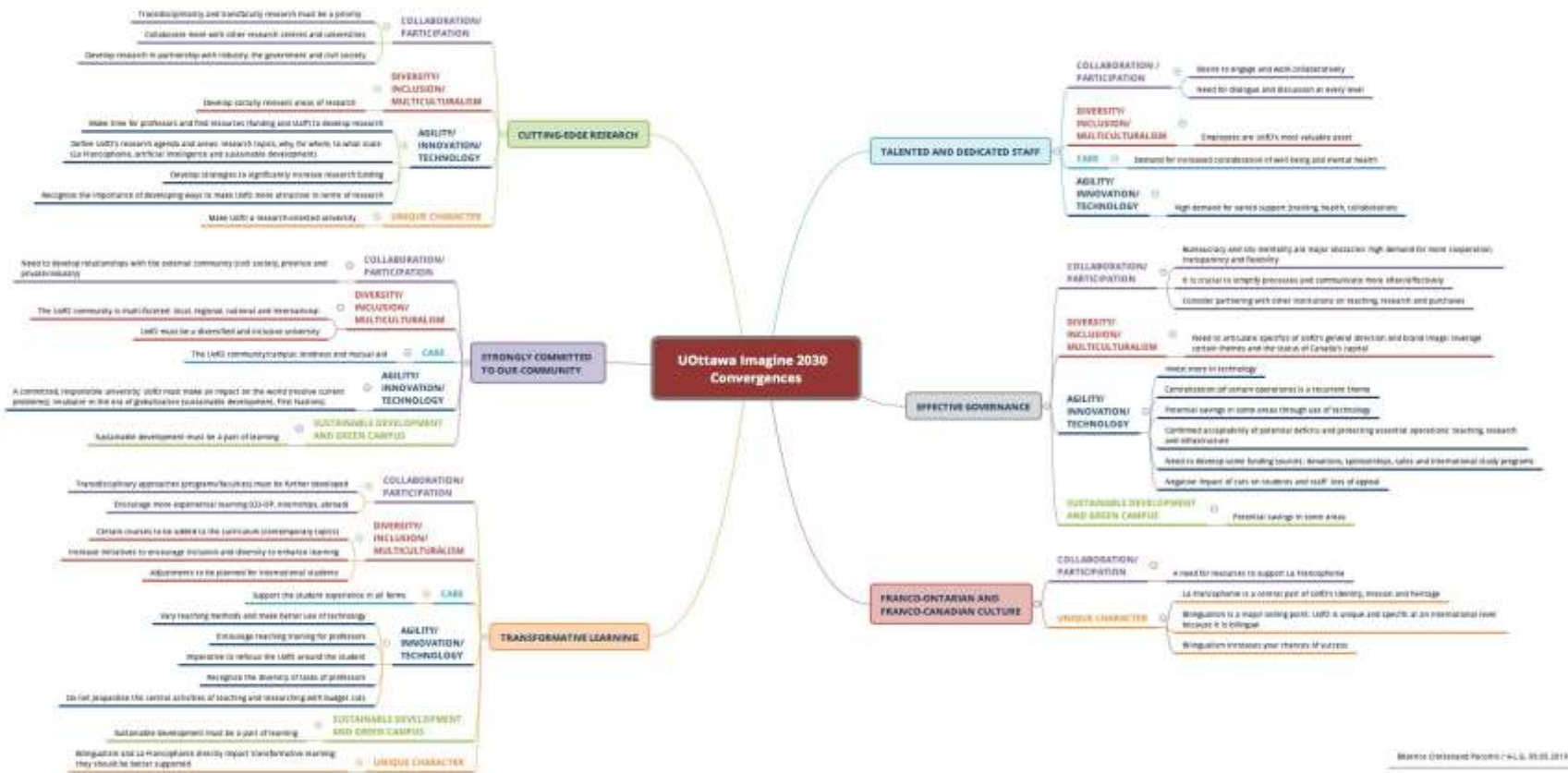
<ul style="list-style-type: none"> ● Try to see Carleton as a sub-institution. ● A merger with Carleton isn't supported by students, who don't want uOttawa to get bigger. ● Things to consider regarding a Kanata campus: amplifying problems with siloed management and a potential to strengthen interdisciplinarity. ● Professor also play an essential role in running the University. <p>Investing in technology</p> <ul style="list-style-type: none"> ● uOttawa should invest in technology. ● Information is hard to find on the website (frustration). 	<p>engineers, doctors, teachers out of countries that need them most.</p> <ul style="list-style-type: none"> ● uOttawa may be able to leverage the political situation in the U.S. to increase its appeal. ● Every university needs to have a specialty that draws interest and applications. ● Prospective students often choose a school based on university rankings; we need to improve our position.
<p>Areas of convergence</p>	
<ul style="list-style-type: none"> ● Bureaucracy and silo mentality are major obstacles: high demand for more cooperation, transparency and flexibility. ● It is crucial to simplify processes and communicate more often and effectively. ● Confirmed acceptability of potential deficits and protecting essential operations: teaching, research and infrastructure. ● Potential savings in some areas. ● Negative impact of cuts on students and staff: loss of appeal. ● Centralization of certain operations is a recurring theme. ● Consider partnering with other institutions on teaching, research and procurement. ● Need to develop some funding sources: donations, sponsorships, sales and international study programs. ● Need to specify uOttawa's general direction and brand: focus on certain themes and on Canada's capital. ● Invest more heavily in technology. 	
<p>Areas of divergence</p>	
<ul style="list-style-type: none"> ● Politically speaking, it's not always good to run a deficit; savings can be had / Look at a deficit as an investment; run the risk of a deficit to maintain essential operations. ● Don't limit the University to a single identity; we have multiple identities / We need a single identity to stand out and increase our appeal. ● Growing and standing out / Consolidating and maintaining the status quo. ● International students as a source of funding / Fairness and capping increases on international student fees and high failure rate of undergraduate international students. ● Programs in step with the job market give uOttawa higher visibility with the government (funding) and potential employers (sponsorships) / Risk becoming dependent on employers. 	

- We need more staff / We don't need more employees — we need procedures that are more efficient and transparent.
- Standing out and developing by harnessing excellence / Choosing diversity as our brand image.

Mind Maps

The following mind maps summarize the areas of convergence and divergence in observations, while linking them to the cross-cutting principles described in the following section.

Mind Map - Areas of convergence



Mind Map - Areas of divergence



Marlene Desrosiers-Poirier / Nov 23, 2020-2021

6. Cross-cutting principles

By analyzing the statements and suggestions gathered from the consultation and participation exercises, we were able to inductively identify a series of principles that we have designated as “cross-cutting,” in that they are evident in several key aspirations. These principles appear as “values” that could be used to inform decisions.

Collaboration	Designing more collaborative and flexible academic paths and promoting interdisciplinary collaborative research are ideas that appear in statements sharing the principle of collaboration and participation. Encouraging the sharing of ideas and practices and supporting the creation of spaces for dialogue to listen more effectively to community stakeholders and external partners are examples of actions that embody this principle. This principle applies to all aspirations: Effective Governance, Transformative Learning, Commitment to Franco-Ontarian and Franco-Canadian Culture, Talented and Dedicated Staff, Cutting-Edge Research and Commitment to Our Community. Imagine 2030 is a perfect example of this principle, which emerged strongly from the content analysis.
Technology	More accessible, better adapted technological innovation; technology in the service of knowledge, research and teaching; and new information technology and communications to bring people together and facilitate exchange are all recurring themes that relate back to the need to give technology a central role in the future. In other words, choosing and implementing better-adapted, cutting-edge technology to strengthen our capacity and simplify tasks is a principle valued by the community. This principle applies to several aspirations: Effective Governance, Transformative Learning, Talented and Dedicated Staff, Cutting-Edge Research and Commitment to Our Community.
Uniqueness	A desire to stand out, make a difference and fill key niches is an example of a theme that cuts across a number of key aspirations. While this principle does directly address Franco-Ontarian and Franco-Canadian Culture, it is far from being limited to this area. Leveraging the context of being in Canada’s capital, bilingualism, cooperative and/or international experiences and certain research areas are suggestions that emerge strongly from the consultation and participation exercises. This principle therefore applies to Cutting-Edge Research, Commitment to Our Community and Transformative Learning, in particular.

Sustainable Development and Green Campus	A high number of statements address sustainable development in various ways. While these statements focus on appeals for more green space, usage of transportation energy, designing and building more environmentally friendly infrastructure and reducing greenhouse gas emissions, there is also a desire to focus teaching and research on this topic. This principle cuts across several key aspirations such as Transformative Learning, Effective Governance, Cutting-Edge Research and Commitment to Our Community.
Taking Care	This principle pertains to concern for others, taking care of each other and mutual assistance. It is a general attitude related to empathy that encompasses, for example, the importance of preventing mental health problems of all types. It highlights the importance of creating a stimulating workplace that promotes collaboration between units and well-being. Focused on quality of life, healthy living and well-being, this cross-cutting principle applies to several key aspirations, particularly Talented and Dedicated Staff, Transformative Learning, Commitment to Franco-Ontarian and Franco-Canadian Culture, Effective Governance and Commitment to Our Community.
Diversity Inclusion Multiculturalism	These three concepts, grouped together as one principle, describe a position of openness to difference and the sharing of ideas, experience and knowledge. This means using diversity, inclusion and multiculturalism as resources to inspire and help strengthen our community. This principle directly addresses languages, culture, Indigenous issues, the international aspect of University activities and their value for society. It specifically applies to statements related to Commitment to Franco-Ontarian and Franco-Canadian Culture, Talented and Dedicated Staff, Transformative Learning, Effective Governance and Commitment to Our Community.

7. Short points: Ideas, suggestions and actions

The ideas heard and received during the consultation were compiled in this section. Some are very specific, while others are more general. The majority of them were transcribed as is, to stay as true to the source as possible. When ideas were very similar, they were combined. When the same idea appeared multiple times, a plus sign (+) was placed next to it to indicate a high level of interest. Ideas were classified based on the six key aspirations and a seventh category called Campus: A Green, Attractive Space, which was added to reflect a large portion of the ideas collected.

Ideas were also categorized based on the six cross-cutting principles. Coloured dots were used for each idea, to refine the analysis. Sometimes ideas have multiple dots; some have none.

Sustainable development●

Taking care●

Diversity/Inclusion●

Collaboration●

Technology●

Uniqueness●

These ideas are not listed in order of importance. Sometimes, ideas were organized into subgroups; other times, this was not necessary. In addition, some ideas are contradictory, and they were reported as such. Consensus is not always possible and the ideas merely reflect this.



Transformative Learning

Sustainable Development	1●
Taking Care	2●
Diversity/Inclusion	3●
Collaboration	4●
Technology	5●
Uniqueness	6●

Directions	A global space of great; varied learning, agile genuine action, driven to solve the world's complex problems with empathy, social justice, leading edge technology; Canadian values. 5● 6●	Promote creativity and critical thinking so that students can take charge of their destinies. 2●	The learning process should encourage interaction among students and between students and professors. 4●	Tuition fees should be more affordable.
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Content	Ethical dimensions explored in every program. 1● 2● 3●	At least one course on economic drivers in Canada. Students need to learn to appreciate the value of Canada's regions. 6●	The School should provide workshops/courses on financial literacy.	Include wellness class: to learn about harm reduction, nutrition, mental health and resources, sustainability, etc. 1● 2● 3●
	One mandatory class in sustainable development. ++ 1●	Being able to take more electives, to explore and enrich the study experience through an interdisciplinary approach. ++ 4●	Practical side of engineering should be developed.	Allow students to enrol as auditors online just like they enrol for regular classes!
	Mandatory digital literacy course in first year, electives available all the way through to graduation. This should include courses in AI, Machine learning, RPA, data science tools, and data visualizations. 5●	Some management courses should be offered to teach students in different faculties about resource management. 1●	Teach the basics of critical thinking and data analysis to all first-year students. 2●	Are there options other than sitting for hours in a lecture? Can you attend class at a standing desk? 2●

Online/Open	Need to bring more international students to the University of Ottawa through technology and online courses. 3● 5●	Zero textbook costs Open Educational Resources (OERs) in both French and English. 1● 5●	Active use of technology and online/blended courses. 1● 5●	Webinars and online courses. 1● 5●
				Online submission of assignments for all courses. 1● 5●

Support	Expand our definition of diversity. 3●	Improve current resources (SASS) (disabilities). Improve accessibility. 2● 3●	Include screen reader in Brightspace to help international students and students with disabilities. 3● 4●	Redefine uOttawa's mission in regard to inclusion and respect. 2● 3●
	Promote mentoring. 2● 4●			
	Artificial intelligence should be developed until it is more accessible and students feel more included and respected. 2● 3● 5●	uOttawa needs to give students better psychological support during exam periods by offering them assistantships and making it easier to have student meetings. 2●		
	Smart classrooms with better accessibility 3● 5●	There needs to be a platform to record student needs and accommodations before they begin their programs. 3● 5●	Accessibility is key - tuition fees, campus infrastructure, classroom design. Accessibility should be taken into account in all planning. This includes alternative learning opportunities, more financial aid options, and encouraging diversity. 2● 3●	
	There needs to be a centre devoted to promoting internationalization, especially for students. 4●		Teaching excellence means having educators with empathy, knowledge and ability to create trust within their environment. 2●	
	Make sure that the student experience isn't limited to sports facilities, food services, etc. but also includes academic integration, learning and students' personal development. 2●		Build a more inclusive educational platform. This includes giving access to people with mobility, mental health and location issues. In other words, online and perhaps virtual reality. 3● 5●	

Programs	Design local and international co-op programs, labs. ++ 3● 4●	International student exchanges and internships. ++ 3● 4●	uOttawa needs more extracurricular activities for students. 4●	Develop globalization programs. 4●
	Develop programs in technology and jobs for the federal government. 4●	Shorter and more concise programs.	Need to optimize marketing strategies in fields like engineering.	More micro-programs and certificates need to be developed by the University.

Job Market	Need to relate student knowledge to the job market and thus help students commercialize their ideas. 4●	uOttawa must facilitate the transition between work and university.	Collaborate with partners in the workforce. 4●	Negotiate with the government to grant international students a two-year work permit after they graduate. 4●
	Determine what skill sets will be in demand. Conduct an industry survey to determine the skill sets required moving into the future. 4●	uOttawa needs to lighten the student workload, especially for students who are working and studying at the same time. 2●	Continue to increase connections with the local and international community, provide real life knowledge/experience, and employment contacts. 4●	



Future	Alternative teaching spaces should be created; they could even be off campus. 2●	The University needs to get more women into fields like engineering. 3●	Technology will probably become increasingly predominant, in predictably unpredictable ways. However, there does seem to be a questioning of its omnipresence in our lives. The university is a space where such questioning does and should take place. Personally, I find that most of my students respond with positive relief to my “chalk and talk” approach, to the live spontaneity of the classroom experience, the reciprocal questioning and shared communal aspect of face-to-face interaction. This may well become the way of the future - a reaction against the omnipresent “digital,” back to the “analogue.”
	Need to use business analysis to improve student experience. 2● 5●	Talk about learners instead of students.	
		Attract the most talented students with the best applications.	



Cutting-Edge Research

Sustainable Development	1●
Taking Care	2●
Diversity/Inclusion	3●
Collaboration	4●
Technology	5●
Uniqueness	6●

Directions	Re-instate doctoral research as a key University priority. Give doctoral students enough financial support. 2●	Redefine “academic excellence.” 6●	Interdisciplinary and international teams, external experts. +++ 4●	Promote and use non-traditional approaches to disseminating and mobilizing knowledge and teaching. 5● 6●
	A university that funds French-language research in hard sciences, as well as the humanities and social sciences. 3●	Set quotas for academic excellence based on region, country, culture. 3●	Increase promotion of the arts at uOttawa. 6●	uOttawa should position itself regarding artificial intelligence by focusing on practical application rather than a theoretical approach like others are doing.
	Students need to be the priority. 1● 2● 3● 4● 5● 6●	Demand a clear strategy for increasing research funding. 6●	We need to clearly define the areas (fields) in which we want to achieve the most. 6●	5● 6●

Teaching and Research	Relief for graduate student advisers (master’s and PhD) like in the UQ network = an incentive. 2●	Get undergraduate students interested in research.	Form a selection committee with professors, too. 4●	More holistic evaluation (not just grades).
	Recognize the impact of excellence on the community. 4● 6●	Professors should do a better job exposing students to relevant research in fields other than their own. 4●	Overhaul our degrees and teaching philosophy. 6●	Strengthen ties between research and teaching. 4●

Teaching & Research (cont'd)	Have flexible spaces for research and work. 2●	Make it easier to access information about research programs and professors' interests.	Choose a theme and plan six months of activities with local and international partners. 4●	Use technology more effectively to improve access to instruction. 5●
	Make work and research spaces more conducive to research and well-being. 2●	Offer more optional research-related courses.	Offer condensed courses when uOttawa hosts international professors for a short period.	Offer open source courses and resources to encourage the flow of knowledge and expertise. 4● 5●
	Enhance and promote the quality of class instruction.			
	Offer personalized programs, micro-programs for recertification and to improve accessibility. 3●	Promote internationalization of teaching and learning; integrate it into the program.	Set aside more time for researchers to do research and not other tasks. 2●	Develop hybrid teaching/research models.
	Promote team teaching (two profs from two different faculties for the same course). 4●	Introduce teaching supervision (pedagogy) to improve teaching quality.	Push teaching to develop creativity and critical thinking skills.	Promote interdisciplinary research more heavily, for example, between social sciences and hard sciences. 4●
	Find a way to think of education as interwoven through all the stages of the lives of community members (not just for 17-year-olds).	Review instructor promotion procedures.	Encourage inter-faculty teaching and cross-disciplinary teaching. 4●	Improve the teaching quality (pedagogy) of all professors.
	Train professors to effectively supervise graduate students.	Encourage development of professors' research and relationship skills with students.	Introduce additional pedagogical qualifications for professors.	Provide students with better supervision.
	Teach technology to beam students into meetings around the world. Integrate globalization into every program and field. 5●	One week per term, allow multidisciplinary teams to present a challenge and propose a solution. 4●	uOttawa needs to jump on new ideas, sometimes with new professors with new expertise. 6●	Balance research and teaching to improve quality.
	Professors need a more balanced workload so they can spend more time on community activities. 4●	Encourage professors to develop research skills and interpersonal skills to build relationships with students.	Introduce additional pedagogical qualifications for professors.	Introduce pedagogical tracks for professors.

	Have professors focused on teaching and professors focused on research, with support and recognition for both groups.	Have different teaching loads based on where professors are in their careers.	Change evaluation models.	Introduce a teaching portfolio for professors.
			Diverse and equitable workload models across faculties.	
	Leaders in simultaneous enrolment in two or more postsecondary institutions (Educity).	Facilitate/encourage flow of students/staff/professors between faculties/services (courses, teaching, position sharing). 4●	Do inter-faculty collaboration work and pay for it out of a separate budget (reward for cross/joint disciplinary impact and learning). 4●	Sharing international research infrastructure/diplomas/practicums in all fields! 4●
	Have professors focused on teaching and professors focused on research, with support and recognition for both groups. Give both students and teachers the opportunity to create a transdisciplinary culture. 4●	Have different teaching loads based on where professors are in their careers. Use local experts as profs + international resident profs. 4●	uOttawa has to focus on research; that means other activities, especially teaching, should support research more. 6●	Develop practical research through the use of research chairs in applied social sciences.
			Professors should be able to work from home. 2●	

Collaboration/Inclusion	Create collaborations with researchers. 4●	Collaboration with major research centres (national, international). 4●	Integration with national laboratories to create research centres. 4●	Voluntarily merge with Carleton in relation to federal research centres. 4●
	Add spaces for startups. 4●			
	Improve communication about research at uOttawa, publicize research being conducted (UniWeb isn't used). 4● 5●	Create exchange and learning programs with public and private universities and polytechnic schools in Switzerland. 4●	In the national capital, stimulate a dynamic campus, cross-disciplinary learning. 4●	There should be meetups between researchers from different disciplines. 4●
	Rename STEM Complex to STEAM (include arts), visual arts in engineering labs! 4●	There needs to be greater accommodation of women working on research projects; especially women from other countries and women with children. 3● 4●	More international students need to be included in research projects in disciplines with fewer international students. 3● 4●	Collaborate with La Cité, Algonquin and Carleton. 4●

Funding	Collaborate with industries to fund research. 4●	Let researchers who can bring in large amounts of funding teach less.	Offer continuing education programs to increase revenue.	uOttawa needs to distribute grants more fairly among professors and disciplines.
	Humanities and social sciences should be better recognized and receive more research funding.		Better support (financial and otherwise) for post-docs at uOttawa — especially those recruited to the laboratories of new faculty.	

Research Topics	Sustainable development should be of relevance to all faculties and units. 1●	Sustainable development should be a research topic. +++ 1●	Research in psychology and cognitive science.	Research on climate change. +++ 1●
	Research on AI, electric vehicles, renewable energies, autonomous systems, machine learning. +++ 1● 5●	New research with quantum computing. 5●	Research on social responsibility. 1●	Research on space tourism. 5●
	Research on influence of social media on democratic processes.	Research on synthetic protein engineering	Research on aging and seniors.	Research on stem cells.
	Research in computer science. 5●	Research in energy transition. 1●	Research in genetics. More spending on machine learning. 5●	Research on cannabis/psychedelic drugs and other drugs.
	Research in robotics. 5●	Research on cosmic ray chronometers (84Mn, 86Ni).	Research on medical science for growing population and fertility.	Research on data analytics, data science. 5●
	Legal implications of new technology. 5●	Open doors to artificial intelligence, sustainable development and climate change, the brain and mind, new topics in contrast to traditional ones. 1● 2● 3● 4● 5● 6●	The knowledge economy.	User experience. 2● 5●
	Research on how to grow food sustainably. 1●		Research on introducing virtual reality in daily life. 5●	Research on health management and policy.

	With Indigenous communities and organizations, do research that is relevant, useful and oriented toward social justice for Indigenous people. This concerns many disciplines and fields of study, and perhaps some more than others because of their specific role in the colonization of Indigenous people (for example, law, education, social work). 3● 4●	Aerospace courses and facilities	The University of Ottawa should become a leader in the creation of no-cost and copyright-free resources in French. 3● 4● 5● 6●	There now exists a rich literature on inter- and transdisciplinary research and education, for example, through the Association for Interdisciplinary Studies. We should use that and organize at least some programs accordingly. 4●
	uOttawa should create a research chair in artificial intelligence and health. 5●	Food sustainability, as we all need food to survive...And with growing population and shrinking landmasses and increasing pest resistance, we need to think. 1● 2● 3● 4● 5● 6●	Intersect with bilingualism, the <i>francophonie</i> , multiculturalism Indigenous dimensions in research. 3● 4● 6●	Research in the arts and the humanities is the most important. We are living in a world where the very concept of humanity is under siege, from artificial intelligence, technological progress, big data etc. The University itself is based on the idea of humanity and has a mission to further it. This is what the arts and humanities do.
Research Topics (cont'd)	French in the world. Africa. Political institutions and ethics. Artificial intelligence. The environment. 1● 4● 5●	Warfare and armed conflict linked to resource scarcity and climate change; right/left wing extremism emergence and the threat it represents. 1●	Advanced research in behavioural economics. Econ labs for nowcasting. Better econ forecasting using Big Data and AI. 5●	
	Technology Ethics of technology Social impact of technology Indigenous research Climate science Artificial intelligence Environmental research Food science — increasing quality and quantity of food production / grains / seeds that can grow in arid zones. 1● 3● 5●	Economic inequality, AI, AI-generated news, climate migration, bioethics, fascism. 1● 5●	Data science and AI-driven industrial revolution, AI ethics and regulation, AI-generated fake content in social media, genetic bioengineering (CRISPR) technology, decentralized banking (bitcoin, etc.), decentralized educational institutions. 5●	
				Researching how to improve the disposal of human waste and refining it to the point where there are no residual chemicals on fields that produce our food. This will improve respiratory health, especially for people in rural areas, as well as the quality of food products. Researching the impact of under-funding the arts and how it affects the human psyche. 1● 2●

		<p>Linking more research to the United Nations Sustainable Development Goals. The Times Higher Education Rankings have now included them in their evaluations of the best campuses in the world.</p> <p>1●</p>
	<p>Becoming the national and international centre for the promotion of teaching, scholarship, applied policy and coalition building based on the values of the G7 countries. These values include promoting and strengthening democracy, the rule of law, sustainable and inclusive economies in the G7 and around the world, and maintaining and strengthening the post-World War II peace and security framework. The University should plan for establishing a multidisciplinary Centre of Excellence that focuses on this goal and that includes academics, students, NGOs, government officials, diplomats and business leaders.</p> <p>4●</p>	

Technology	<p>Push distance learning courses. ++</p> <p>5●</p>	<p>Offer blended courses.</p> <p>5●</p>	<p>IT needs to better serve cutting-edge research.</p> <p>5●</p>	<p>New updated software needs to be available to researchers.</p> <p>5●</p>
	<p>Get equipment to digitize courses and make resources accessible from anywhere in the world.</p> <p>3● 5●</p>	<p>More online courses and resources.</p> <p>5●</p>	<p>Use technology (virtual presence for professors, remote work, recruitment).</p> <p>2●</p>	<p>Enhance transparency in research, sharing of raw data, better dissemination of results, open data.</p> <p>5●</p>

Programs and other	<p>Combine programs, reduce the number of units.</p>	<p>Offer all programs up to at least a professional master's.</p>	<p>Get more women into STEM.</p>	<p>We need to differentiate ourselves from Carleton so we can avoid competing with each other.</p> <p>6●</p>
	<p>Offering an English master's of speech pathology program.</p>		<p>Now we have major or minor program changes. Add MINI program changes, final approval at faculty level (e.g., course descriptions, prerequisites, etc.).</p>	
	<p>No aspiration represents access to university education and, consequently, the transfer of knowledge to the largest number of people possible. This aspiration could be called: Diversified access to an advanced education.</p>	<p>Create and modify programs in a timely fashion. Keeping up with the growing/changing skill demands will become more and more challenging.</p>		



3 Talented and Dedicated Staff

Sustainable Development	1●
Taking Care	2●
Diversity/Inclusion	3●
Collaboration	4●
Technology	5●
Uniqueness	6●

Career development for support staff. 2●	Possibility for employees to change positions and make lateral moves. 2●	Make work more human, encourage teamwork, fewer HR structures.	Possibility to work from home. 2●
Need more professional development opportunities for staff.			
Offer opportunities for internal advancement to improve retention of qualified employees. +++	Employees also need to be given opportunities to receive training within their field of expertise, instead of being limited to the general offer by CODL (LLOD).	Promote talent and set up a recognition system by encouraging internal promotion. +++	It would be nice to have a permanent discussion platform scaled to the size of the campus and give employees and managers ways to recognize employees' work on a daily basis.
The University needs to do a better job of recognizing employees' work and accomplishments. ++	There shouldn't be competition between support staff and professors; everyone should be recognized. 4●	We will make serious strides by 2030 by acknowledging and addressing the precarity of the contract faculty that teaches more than half of our students.	4●
uOttawa needs to facilitate career development for its employees. It needs to raise their status over time. 2●	uOttawa needs to put mechanisms in place to help staff have more personal interactions with students (like weekly meetings). 4●	Staff need to take advantage of artificial intelligence to make remote work easier. 5●	Staff need to talk to students more. 4●
		We need brighter buildings with open floor plans to improve the well-being of the community and staff who are always in the buildings. 2●	Managers and supervisors should trust their employees more and support them more. 4●
There needs to be an employee retirement plan. 2●	There needs to be more work done in teams to improve team spirit among the staff. 2● 4●	The University needs to help staff achieve a better work/life balance. 2●	The University needs to effectively accommodate staff members who want to study or have specific needs. 2● 3●

Need to focus on mobility and greening of work at the University. 2●	We need more collaborative work spaces. 4●	We need to give staff free access to all University facilities. 2●	The University needs to raise staff compensation. 2●
Staff need to receive more mental health training to better serve students. 2●	The University needs to help women find a place in predominantly male fields, like IT. 4● 5●	Young people need to have more of a say in decisions. 4●	Have internal postings about our successes (intranet). 4● 5●
Build or convert a building on campus to move towards unassigned spaces (for example, book research spaces, teaching/project spaces and office spaces). 4●	Skill should be valued over experience when hiring staff and employees.	New politics and collective agreements to allow working from anywhere in the world. 5●	Every office needs a window. 2●
Ways to incentivize and reward employees for being innovative, service delivery-oriented and problem-solving. Gaming the process with points, contributions to community groups or just plain \$\$\$ based on the saving potentially they offer?	Age (young or old) shouldn't be a barrier to working for the University of Ottawa. 3●	Need to equip employees through workshops and access to key performance indicators (KPIs).	Staff, especially management, should be proactive instead of reactive in addressing potential challenges.
	Staff should be ready to handle unforeseen and emergency situations.		Managers should have more time for employees and weekly meetings.
The academic and work environment needs to encourage collaboration among students and staff instead of competition. 4●		Graduate students need support for their particular needs, especially professional needs. 3●	There needs to be a stronger relationship between the Housing Service and campus security. 4●

4 Commitment to Our Community

Sustainable Development	1●
Taking Care	2●
Diversity/Inclusion	3●
Collaboration	4●
Technology	5●
Uniqueness	6●

<p>Capitalize on Ottawa's regional ecosystem.</p> <p>4● 6●</p>	<p>Better leverage uOttawa's position — city ranked as a good place to live, job market, government, big private industries.</p> <p>4● 6●</p>	<p>Hold classes outside uOttawa (museums, Gatineau Park, NCC, etc.).</p> <p>4●</p>	<p>Expand the University on Lees Campus rather than eastwards into a residential neighbourhood. Partner with the schools and community association.</p> <p>4●</p>
<p>Build tangible relationships with high schools. Organize mini-class workshops and tours tailored for schools. Let Grade 12 students sit in on real classes.</p> <p>4●</p>	<p>Create a model that balances societal needs with employability — motivate and mobilize students.</p> <p>4●</p>	<p>Further relationships with government and other countries to promote knowledge sharing.</p> <p>4●</p>	<p>Build partnerships with embassies, which could in turn support their students.</p> <p>4●</p>
<p>More community outreach on behalf of the University.</p> <p>4●</p>	<p>Create opportunities for and with Indigenous community members.</p> <p>3●</p>	<p>Partner with Carleton to make sure both schools offer quality programs that do not overlap. Work together instead of competing.</p> <p>4●</p>	<p>uOttawa needs to do a better job of involving the community in research (scholarship-related incentives, for instance).</p> <p>4●</p>
<p>Create a media centre to broadcast world news, with an emphasis on objective reporting.</p> <p>4●</p>	<p>Build partnerships with universities in Africa with digital training methods.</p> <p>4● 5●</p>	<p>Use Kanata North to develop partnerships, co-op.</p> <p>4● 6●</p>	<p>A university serving its community (Ottawa, National Capital, Ontario) with the ability to influence policies and procedures.</p> <p>4●</p>

The University needs to seek knowledge outside the University, like in industrial research centres and laboratories / policy research groups. 4●	uOttawa needs to better recognize past community contributions (university history) and alumni experiences.	Protection Services needs a stronger and more effective presence on campus. 2●	The administration should consult more frequently, especially students. 4●
uOttawa needs to do a better job keeping in touch with its graduates. 4●	The University needs to support social entrepreneurship among students, professors and even employees. 1●	The University needs to equip and guide students to become social/economic innovators. 1●	Cultures on campus need to talk to each other and communicate more. 3● 4●
Immigrant and newly-arrived students and employees need to be better integrated into the University community. 3●	Tools need to be developed to both increase the speed of technology and cybersecurity. 5●	IT needs to be better developed to provide students with the accommodations they need. 5●	We need an adaptation centre so members of the University community can better adapt to university life. 2●
		Fully integrate into the city and its private and public institutions — e.g., museum/uOttawa co-employment. 4●	Need to start holding weekly mentoring meetings for students. 2●





Commitment to Franco-Ontarian and Franco-Canadian Culture

Sustainable Development	1●
Taking Care	2●
Diversity/Inclusion	3●
Collaboration	4●
Technology	5●
Uniqueness	6●

Hire more Francophone professors. ++ 3●	Recruit more Francophone students. ++ 3●	French immersion program. 3●	Open up bilingualism to other languages. 3●
Offer programs entirely in French (also at the master's level) 3●	Increase the number of bilingual and Francophone profs. 3●	Set a Francophone quota. 3●	Enrich the French-language course offering. 3●
Require students to take a course on the Canadian and/or Ontarian <i>francophonie</i> (HIS, POL, SOC). 3●	Develop professors' skills in an increasingly diverse Franco-Ontarian environment, to educate confident students. 3●	Give free one-year French courses for students undergraduate or graduate, local or international. 3●	Need to find Francophone donors.
Provide a space English natives can go to practise their French without someone switching to English when he or she realizes it's not a French natives. 3●	Define levels of bilingualism.	Build a partnership with the government: jobs, bilingualism, continuing education. 3● 4●	Create a true bilingual course offering. 3●
	Make it "Franco-Canadian" or simply "Francophone" culture. 3●		Don't settle for being the largest bilingual university in the world—why not shoot for trilingual? 3●
Have uOttawa Francophone satellite campuses throughout Canada. 3● 4● 5●	Redefine bilingualism, Francophone. 3●	Create a research chair in the <i>francophonie</i> , Francophone mobility. 3● 4●	Recognize bilingualism as part of our identity (no one else is doing it). 3● 6●
It's not everywhere on campus that we can be served and helped in French. Make your employees bilingual and let Francophones be free to speak French! 3●	Need to connect Francophone students living on campus with Francophone students living off campus and in Francophone communities in the city. 3●	Give Francophone students opportunities they won't find elsewhere. 3● 6●	Use our bilingualism to prepare students to work on a global scale. 3●
A university that strengthens its position with the Ontarian, Canadian and international	Promote bilingualism. Maintain and develop bilingualism. 3●	Promote bilingualism for academic excellence. 3●	Promote Francophone culture. 3●

<i>francophonie.</i> 3● 4● 6●			
Need to attract more Anglophones who are also interested in learning and practicing French. 3●	Offer free French classes to English speakers. 3●	Create new bilingual student job opportunities. 3● 4●	Better recognize Ontario's Francophone history. 3● 6●
Francophone entrepreneurship involving Francophone communities in other provinces/territories should be encouraged. 3● 4●	Demonstrate the importance of knowing French, particularly in Canada. 3●	Teach how young people speak French. Where I'm from, what people are most dissatisfied with concerning French is that we don't show youth how to make speaking it fun. We teach them how to speak in a professional setting, which means that they speak English among themselves, even in an entirely French environment.	
Make French a requirement to graduate from high school or university. 3●		Staff should get in the habit of using the "Bonjour/Welcome" greeting. Not all Francophone students have this reflex (to speak French). 3●	
Keep speaking both languages, speak English but always translate into French. 3●	Educate the public about linguistic diversity with the help of our musicians, authors and visual artists. 3●	Having classes either in French or English for everyone. 3●	Make French classes a possible elective course for engineering students. 3●
Put less emphasis on grammar and structure and more on Francophone culture and entertainment. 2● 3●	Offer more classes in French, especially at the master's level (information science). 3●	Promote our Francophone artists and researchers. 2● 3●	Add a pass/fail option for students taking a class in English that isn't offered in French. 3●
Do more to help those who don't know French/are weaker at French. 3●	Practise my French more to help increase French presence on campus. 3●	More French-language music. 2● 3●	More classes in French, the same class is offered seven times in English and two times in French. 3●





Effective Governance and Agility

Sustainable Development	1●
Taking Care	2●
Diversity/Inclusion	3●
Collaboration	4●
Technology	5●
Uniqueness	6●

Directions	Cut down on bureaucracy. ++++	Take advantage of internal resources, motivate people like in today's exercise. +++ 4●	Improve management, review administrative procedures, transparency. ++ Change decision-making structures.	Optimize services. +++

Budget	Cut down on budgetary requests from faculties and service units.	Don't go further into debt. Use crowdfunding more generally for research. 4●	Slow the growth of the operating budget.	Pare back the central administration over the next 10 years.
	Ban all programs and faculties from running a deficit.	Freeze positions, don't replace staff who leave.	Freeze all hiring. Put the marketing budget on hold.	Institutionalize the funding of resources. 1●
	Centralize spending. ++	Reduce programs that are not financially viable.	For the next 10 years, set up a working group to experiment with other types of higher education (low fees, lifetime subscription, advertising, private funding, etc.).	Don't fire employees, but reduce salaries by 2% across the board and cut vacation time—a value of \$12 million.
	The University should be leading the way on ESG investments with its endowment fund! 1●	Cut salaries and benefits by 4% to 6%.		
	Moratorium on all spending.	Reduce salaries and benefits for employees.	Use the contingency fund to balance the budget.	Don't touch the contingency fund.
	Present a deficit budget with a plan to break even in the next 3–4 years.	Keep maintaining buildings to support the student experience. 2●	Reduce funding for renovations.	Cut maintenance costs in half.

		Regulate spending and investments.		
Students	Need to develop student leadership so students have more of a voice and get involved in workshops.	University needs to invest more in students. 2●	uOttawa needs to push learning in the following areas: communication, confidence, innovation and quality.	
			I see the University taking measures to fulfill a market need by collaborating with Soshal (user experience). This is a very great step. However, the University needs to take more measures because there is an opportunity there that needs to be seized. 5●	

Communications	Transparency by the University is the first step in ensuring that investors are engaging in sustainable practices. 1●	Need transparency to make the university community aware of the management board's ideas.	Regularly hold informational meetings between management (governance) and the uOttawa community to better understand budgetary constraints.	
	The University should better articulate its expectations of staff from different departments, including Facilities.	The University needs to be more receptive to staff from different services, including Facilities staff, and include them in the strategic planning process. 4●	I am proud that you have started holding townhalls. It's incredible, but these events are siloed, as they are limited to one sector at a time. It would be nice to see open platforms for discussion on a particular topic where we as employees can talk openly to one another. 4●	
	uOttawa needs to clearly set its goals and guidelines for each unit/department.	Criteria for allocating grants and funds to students and professors need to be clearer and more transparent.	Every week, we get an issue of the Gazette. It would be very informative if every week, there was a feature on a team, department, service or faculty. We could use this tool to open a dialogue and get to know each other better. 4●	

Faculties/Departments	10 faculties instead of 13.	Merge some faculties.	Distribute staff more effectively.	Dismantle departments and rebuild them based on themes (possible for some faculties).
	Learning teams, best practices. 4●	Don't increase funding for faculties.	Think about shrinking uOttawa.	

	Consolidate faculties and services: civil and common law / health sciences and FOM.	Take research funding and put it toward maintenance for research buildings/equipment.	Work with other universities/colleges on joint programs (capitalize on successful programs). 4●	Upper management needs to set the rules but shouldn't get involved in units' internal affairs.
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Human Capital	Use human resources more effectively.	Review job descriptions, avoid redundancy, break down silos, merge services. ++	Facilitate sharing of resources and expertise between faculties. 4●	Hire teaching professors under contract only (no research / no need for space).
	Merge identical positions (position cuts).			
	Changing from quantitative measures of success (# of graduates, # of research papers published) to qualitative measures (quality of learning, academic environment, work-life balance). 2●		A key wellness /recreation / campus life strategy is needed. 2●	Leverage the expertise of our University community when carrying out University infrastructure projects. 4●

Positioning	Define the University's DNA. 6●	uOttawa should be known as the "Canadian Global University." 3● 6●	Change the university motto. Right now it's "God is the lord of knowledge." I suggest "Defy the conventional." 6●	Let go of things we aren't good at anymore. 6●
	Examine the cost of bilingualism. 3●	Bilingualism is in high demand in public service; this should be developed for funding. 3● 6●		Encourage a feeling of belonging.
	Make Ottawa a district capital (like Washington) to be more flexible to get funds 6●	Educate Canadians about all the benefits uOttawa has to offer. 6●	Redefine bilingualism in relation to programs and services. 3●	Examine other universities' work and programs in order to integrate innovative ideas into the University's plans. 6●

Funding Sources	Find donations for very specific projects.	Rent out our spaces. ++	Standardize procedures across faculties.	Get sponsors on board for big events.
	Reduce spending on paper, supplies, unused space.	Sell Lees and/or develop other locations, lease or sell the land in Sandy Hill.	Analyze our demographic data and take it into account when choosing	Increase the number of domestic and especially international students.

			programs.	
	Have an invoicing process.	Review cell phone plans.	Have employees and professors work from home, share offices among employees, among professors.	Leverage the political situation in the U.S.A. to attract even more international students.
	Francophone donors around the world.			
	Develop continuing education programs.	Online education.	Consider the exchange rate of the Canadian dollar when setting tuition fees.	Promote donations, foster a culture of giving.
	Deferred building maintenance.	Massive demonstration to protest against the Ontario government to get funds.	Determine what is no longer viable (programs, pool of potential students).	Bring in more staff and raise tuition fees for international and domestic students.

Technology/Infrastructure and Other	Sustainable campus, ways to increase energy efficiency, reduce consumption of water, electricity and heating. 1●	We need to build bridges and tunnels to connect University buildings.	Happiness (and not profitability) should be the University's goal. 2●	Advanced ecological and environmental technology should be developed, including for irrigation on campus. 1● 5●
	Building construction should take into account the following elements: spatial interconnectivity, openness to the outside (windows, doors) and accessibility. 3●	uOttawa needs to become energy independent. We need to use new energy generation technology like solar panels. 1●	Leverage existing platforms to centralize data, agree on source data and ensure quality to drive next generation predictive analytics. Centralize all services into one application for mobile use. 5●	
			Important to keep buildings and surrounding space clean and well maintained. Increases overall student and employee satisfaction and pride. 2●	
Technology/Infrastructure and Other (cont'd)	How much have we actually done that was set out in Destination 2020? Can we instead focus on improving the University now, please?	Review the six key aspirations and break them down into four components: Component 1: Excellence in education Component 2: Cutting-edge research, academic work and creative activities Component 3: An unshakeable commitment to our community Component 4: Bilingualism in everything we are and everything we do 3● 4● 6●		
	Everyone should use a tool like Halogen for our objectives. 5●	Students at the Roger Guidon campus are missing out. There are no wellness, recreation nor sports facilities at that campus and based on the schedules that the students and faculty/staff have there, it is not making it easy for those individuals to lead healthy and active lifestyles. What can we do to change this? 2●	The University needs to widen its relationships with other universities when it comes to the way they manage their infrastructure and projects. 4●	



Sustainable Development, Green and Attractive Campus

Sustainable Development	1●
Taking Care	2●
Diversity/Inclusion	3●
Collaboration	4●
Technology	5●
Uniqueness	6●

Directions	University of Ottawa should become the first institution in Ontario to actually become waste-free and lead the way. 1● 6●	The University should be leading the way on ESG investments with its endowment fund. 1● 6●	Faculties should include sustainability content in their learning outcomes to make sure that students are exposed to sustainability content. 1●
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Transportation	Promote a carless campus. Encourage people to take the bus, walk or bike to campus instead of driving. For students but also for profs and staff. 1● 2●	Campus rideshare program. 1● 2●	Campus as a pedestrian-friendly zone. 1● 2●	Bike renting for students More bike lanes. 1● 2●
	Put the needs of pedestrians and transit users before the needs of those who drive to campus. Or, bring EV charging ports to parking lots to prioritize electric cars. + 1● 2●	Deal with Via Rail to make more trips by train instead of planes. 1●	Is it time for more cycling lanes? 1● 2●	I think that employees should have a Universal transit pass (U-Pass) just like the students do. 1●

Waste/Recycling	More hand dryers and less single-use paper towels. 1●	Going paperless. ++ Using fewer brown paper towels on campus. 1●	More composting receptacles. ++ Require composting of biodegradable waste in all cafés and restaurants on campus. 1●	Use eco-friendly cleaning products. 1●
	Less/no packaging on campus. No more disposable stuff. Use real dishes for events and reusable mugs mandatory and assignments submitted electronically +++ Ban straws on campus. 1●	We could open ourselves up to the community to help recycle even more things (like batteries, tires, paints, etc.). 1● 4●	More community service related to sustainability in the community, with the Michaëlle Jean Centre for Global and Community Engagement. 1● 4●	Put cleaning stations like sinks next to recycling receptacles so people can rinse off their items before recycling them. 1●

Trash/Recycling (cont'd)	Furniture Reuse Program it is time that the program is scaled up again and promoted broadly across the campus. 1●	Open a pop-up used-clothing store. 1●	Advocate reusing books/selling books to stop production of new. 1●	Offer discounts for people bringing mugs/containers to food locations. 1●
	Investing in eco-friendly decorating alternatives. We use too much salt. 1●	Pizza box recycling in CRX. 1●	Ban disposable water bottles. 1● 6●	Expand the Free Store. 1●
				Give away clothes you don't need anymore. 1●

Campus Life	Plant more trees. 1● 2●	More green spaces indoor and outdoor. + 1● 2●	Cover campus with Algonquin and Anishinaabe art. 3● 6●	Improve mental health services for students and staff. More psychologists and student counsellors to better service our community. ++ 2●
	Less textbooks, more ebooks. 1●			
	Identify and hold social events for students beyond drinking and partying. 2●			
	More living walls/ More green spaces. 1● 2●	Add a skating rink on campus in the winter. 2●	Smoking-free campus including marijuana. 1● 2●	More space to work, inside and outside. 1● 2●
	Outdoor water fountains. 1● 2●	How is the air quality? 1●	Create hypermodern architecture worthy of the great international expositions to put the focus on uOttawa in the national capital. 6●	
	Sleep cubicles A safe space to nap on campus. 2●	Integrated, science-based wellness program for students/profs/employees. 2●	There need to be more social, musical, sports and fun activities on campus, especially during the summer and fall. 2●	

Campus Life (cont'd)	Walk around the uOttawa campus with your portable AMR (Augmented/Mixed Reality) headset to view a digital overlay of historical buildings, people, and facts about the University. Dive into a transient reality that's social and ubiquitous. 6●	How about interconnected buildings? Students need to be able to navigate and walk on campus all year without being hindered by the weather conditions. 2●	Dedicate a building to international students. 2● 3●	Students who are parents need more support to balance student and family life. 2●
			The University needs to connect students and graduates at social events. 2●	
	uOttawa needs to offer and provide support and assistance to students. The University shouldn't expect students to come to them for help. 2●	Students need to venture out of their social circles to better integrate into the University community. 2● 3●	It would be really cool to touch screens (like what you find in mall directories) in all faculty buildings and residences. The purpose would be to have all events and activities on campus that students can sift through. 2●	The University needs to renovate old buildings and bathrooms, and add showers. 2●
				An app that lets students manage their schedules/exams/campus alerts.
	Continue improving security in University residences. 2●	More affordable student residences on campus.	More outlets everywhere.	Make the enrol process less tedious and time consuming.

Advocacy/Communications	Becoming fair trade leaders in Ottawa The University has leverage when it comes to purchasing of food and sports equipment and we can encourage the City of Ottawa and high schools to do the same. 1● 4●	Raise awareness surrounding the University's Policy 72 (Environmental Management and Sustainability). 1●	Sustainable 101 Week kits. Restrict the number of single-use items in the kits. 1●	Stop investing millions in fossil fuel companies that are jeopardizing the futures of your students. Advocacy for fossil fuel divestment. 1●
	Creating videos or a package on what is happening in regard to sustainability on campus. 1●	Follow up on \$10 million pledge by the University towards environmental initiatives. 1●	We need a code of conduct for all students on campus. 2●	More in-depth explanations of what is/isn't recyclable/compostable. 1●

Food Services	Bring more vegan and vegetarian dining options to the dining halls. ++ 1●	Planting a pollinator garden. 1● 2●	Open up only eco-friendly food vendors. 1● 2●	Hydration station for events Purchasing and lending out a hydration station for outdoor events. 1● 2●
	The University needs more dining services. 2●	Healthy/organic vending machines. 1● 2●		

Energy/Water	Using green / renewable energy ++ Geothermal. Low-consumption lighting. 1●	Energy awareness. Reduce the school's energy consumption. 1●	Adding solar panels Making all cars electric. 1●	Greenhouses on the roofs of buildings on campus to work towards greater food sustainability. 1●
	Start by turning all the office lights off at a certain time. 1●	The door of the passageway between Morisset to Perez should open the other way. 1●	Phase out automatic flushing toilets in favour of foot initiated models. 1●	Improve infrastructure to minimize our campus footprint. 1●

8. Interviews held by the research firm Prairie Research Associates (PRA)



Introduction

As part of the Imagine 2030 strategic planning process, the University of Ottawa (uOttawa) reached out to a number of leaders who have had a long-standing relationship with the institution, to gather their insights on the direction that it should be embracing in the next 10 years. Ten individuals were engaged in semi-structured interviews conducted by PRA Inc., an independent research firm. These leaders come from a variety of fields, including Indigenous organizations, politics, postsecondary institutions and the private sector. They all share a deep commitment to uOttawa and provided insights and suggestions based on their own personal and professional experiences. The following paragraphs summarize the key findings that emerged from these consultations.

Where uOttawa currently stands

uOttawa is seen as a postsecondary institution that keeps growing, pursuing every opportunity to secure more funding, but in doing so, also risks clouding its core identity.

- The predominant image of uOttawa that key informants shared is one of a university that has grown substantially over the past decade. This student population growth is seen as both a respectable achievement, but also the source of significant challenges.
- There was a general feeling that we are now looking at a university that is harder to define, whose core identity is somewhat unclear. “uOttawa is trying to be everything to everybody” is a concept that was systematically raised.
- There are fields in which uOttawa is seen as being strongly positioned, such as medicine, law, business and STEM-related areas of study. In these areas, particularly in medicine, uOttawa is perceived as being at the forefront of innovation and research excellence.
- uOttawa’s coop program is seen as a core strength, which could be expanded. It was suggested, for instance, that access to coop opportunities should be extended to more students. Also, there was a suggestion that stronger linkages be established with industry and with governments (municipal and federal governments in particular) to further build on what has been achieved thus far in coop opportunities. There was a perception, in particular, that the City of Ottawa is largely absent from the coop program.

The identity challenge

Perhaps the most predominant issue that emerged from the interviews to date relates to the identity of uOttawa and, by extension, its branding.

- There was a large consensus that uOttawa has a unique position in Canada as being THE bilingual Canadian university. Looking at the next ten years, interviewees are urging uOttawa to pursue this opportunity much further. The bilingual nature of uOttawa should be at the very core of the institution's identity. Every student coming to uOttawa should be excited to join an institution that reflects one of the most predominant characteristics of Canada.
- While the bilingual nature of uOttawa is certainly present and somewhat promoted, it is not placed at the forefront of what defines the institution. For some, it is too often presented as a challenge, as a historical legacy that the university is attempting to maintain, rather than a source of pride and a driving force.
- Being THE bilingual university means exercising dynamic leadership in that field. For instance, it means proactively pursuing every opportunity to expand access to French education in Ontario or in other regions of Canada, through innovative partnerships with leading French-speaking universities in Quebec, in other provinces, and in other countries. It also means providing an opportunity to every student to further his or her capacity to master Canada's official languages. According to interview findings, uOttawa is not currently playing that role to the extent that it should.
- The identity challenge means for uOttawa to establish itself as the leading institution in public administration, building on its unique positioning in Ottawa. As summarized by one key informant, "UO needs to own Ottawa." Students thinking of the nation's capital and of the federal government should immediately think of uOttawa. Again, while there are achievements in that regard, this is something that should be further pursued in the next decade.
- The next 10 years also provide a unique opportunity for uOttawa to expand its engagement and relationships with Indigenous communities, particularly in light of the calls to action issued by the Truth and Reconciliation Commission, which the federal government endorsed. This commitment should be reflected both symbolically and practically. This includes ensuring that the vision and mission of uOttawa include considerations related to the institution's relationships with Indigenous communities, integrating visual representations of Indigenous cultures on campus, and holding activities that promote Indigenous cultures and raise general awareness among the student population. It also includes addressing systemic barriers that limit access to postsecondary education for Indigenous students, and to positions within the university personnel (including faculty members). Indigenous ways of learning and sharing knowledge need to be more systematically integrated in uOttawa's delivery of its programs.

Responsive governance to remain relevant

All universities must find innovative strategies to pursue research excellence that is directly linked to economic opportunities and trends. One way to support this is to maintain a flexible and responsive governance structure. Much has yet to be achieved by uOttawa in that regard, and this should be a predominant goal for the next 10 years.

- How research programs are defined, how they are linked to innovative economic activities and how they are delivered are predominant concerns for all leading universities around the world. There are no easy answers to these questions, but uOttawa must be a prominent actor, actively engaged in these discussions. Other universities, such as the University of Waterloo, are seen as being systematically at the forefront of this trend, particularly when it comes to technological innovation and industry partnerships. uOttawa must strive to be in the same pack, building on its own core strengths such as bilingualism, public administration, medicine, business administration and STEM.
- Being responsive to emerging trends and opportunities requires a flexible management structure that uOttawa has yet to fully establish. This is seen as another key priority for the next 10 years. The governance structure must be more flexible, and must allow for prompt implementation of new initiatives. The lasting image that universities are paralyzed by processes and never-ending approval structures must be set aside by clear evidence that universities are, in fact, responding in ways that colleges are often seen as being capable of delivering. This is another area where uOttawa should distinguish itself, through concrete achievements and the promotion of such achievements.
- The ongoing governance of uOttawa should be more clearly dictated by the vision that it wishes to pursue, and less by the desire to capitalize on every funding opportunity.

Promoting an inclusive vision of excellence

Excellence does not equate elitism. Pursuing excellence means providing an opportunity to all Canadians, particularly young Canadians, who are eager to engage in higher education. A concern was expressed during interviews that uOttawa is not as accessible as it should be.

- The fundamental responsibility of any public learning institution is to provide an opportunity for committed individuals, particularly young citizens, to build the knowledge and skills required to meaningfully engage in their community and the broader society to which they belong. This means avoiding any barrier that would unduly limit access to education.
- There was a concern that uOttawa is setting entry requirements that are counterproductive. As one key informant put it, “refusing access to a student with (an) 85% average is a disservice to the individual, to the university and to Canada as a whole.” There are many students who are eagerly committed to higher education, but who may need to work part time and who may not have access to all the support measures that would allow them to achieve a 90% or more average. uOttawa should not turn its back on these individuals and should, rather, strive to recognize their strength and provide them with the learning opportunities they deserve and that employers seek.
- As previously noted, upholding the value of diversity and inclusiveness also means supporting Indigenous students, who may face a number of systemic barriers that limit their ability to acquire skills and competencies that enable them to pursue personal goals, including their ability to support their own communities.

Conclusion

These findings reflect the most predominant messages provided by the leaders who engaged in interviews. Each one of these individuals expressed a profound attachment to uOttawa, and was grateful for the opportunity to provide input. All acknowledged that what they are advocating is certainly “easier said than done.” But since a strategic planning process is an opportunity to think big and to conduct a hard and honest assessment of the road travelled thus far, they wanted to challenge uOttawa in a constructive manner.



Conclusion

The participation of members of the University community was crucial to the success of this strategic planning exercise. Due to the varied audiences targeted by our activities and the significant number of opportunities to join the conversation—in person or virtually—between January 22 and March 29, 2019, a large quantity of data was generated. All of the data—in the form of words, images and photos—were analyzed during Phase II of the strategic planning process, which will help collectively define the University's future. From the synthesis of experiences, findings (areas of convergence and divergence), mind maps, cross-cutting principles and idea and action points, we have been able to report on the content of the consultation and participation activities. This is an unprecedented experience for the University of Ottawa. The decision to carry out consultation and participation activities of this scale was greatly appreciated by participants, and the fact that they were so well received will, without a doubt, influence the University of Ottawa's trajectory for the next ten years and its culture in the future.