

Appendix B: Multi-Year Action Plan for Universities

Approved by the Ministry of Training, Colleges and Universities

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the Ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to best way to measure performance and ensure the accountability of colleges and universities.

University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

<p>Our university is characterized by its unique history, its commitment to bilingualism, its location both in the heart of the national capital and at the juncture of French and English Canada, its special commitment to the promotion of French culture in Ontario and to multiculturalism. We are uniquely positioned among Canada's research-intensive universities to give students a remarkable education, to enrich the intellectual and cultural life of Canada and to help Ontario and the country achieve greater international prominence.</p>
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We do our utmost to help our students expand their knowledge, enrich their culture, boost their creativity, enhance their ability to question and analyze, and take full advantage of university life to become well-rounded, responsible citizens and leaders of our society.

We conduct first-class research in a broad spectrum of disciplines; this in turn enriches what and how we teach. The University pledges to increase research activities, aiming to place among Canada's top five in research. This goal is not only important for the reputation and status of the University, but also for the University's ability to fulfill its mandate to further knowledge and contribute to the common good. To achieve this goal, research must continue to develop on three planes. Sustained disciplinary and interdisciplinary research must continue; new and potentially significant areas of research must be identified and nurtured; and strategic areas of development have been established. The areas identified as research priorities can expect to receive attention in the form of funding and development, but they also have important responsibilities: to attract significant external funding in the form of grants, contracts, donations and external partnerships; to devote considerable resources to the training of students, particularly at the graduate level; and to disseminate knowledge widely within the academic community, to policy-makers as appropriate, and to the broader public. The University has identified the following key areas that are critically and strategically important provincially, nationally and globally:

Canada and the World

Given its bilingualism, its bijural tradition and its location in the nation's capital, the University of Ottawa naturally places a high research priority on issues and themes pertaining to Canada, Canada's place in the world, and its response to global challenges. Issues related to francophone communities in Canada, especially in Ontario, are an important priority for the University. Included in this area is a broad array of pressing cultural, social and ethical issues, alongside those pertaining to politics and policy. These themes touch on the core endeavours of all faculties at the University:

- Human rights
- La Francophonie
- Sustainable environment
- Governance and public policy
- Official languages and bilingualism
- Bijuralism

Health

Health has long been an area of strength in research and education at the University of Ottawa. The themes reflect a multifaceted approach, encompassing research based on four pillars: biomedical, clinical, health systems and services, and population and public health. Traditionally focused in medicine and health sciences, the study of health is rapidly becoming a multidisciplinary pursuit, engaging business and legal expertise, the humanities and social sciences, as well as the natural sciences and engineering:

- Population Health

- Women's health
- Health promotion and health care
- Neurosciences
- Cardiovascular sciences
- Regenerative medicine

e-Society

Over the past ten years, the University of Ottawa has developed significant strength in information and communication technology. These technologies enable innovation in many fields, such as health, scientific discovery, business, education, Internet law and the visual arts. Understanding the social, cultural and legal impacts of the evolution towards an e-society is an important theme within this area:

- Enabling technologies
- e-transactions
- Digital media and communications
- Safety and security
- Technology and society

Molecular Sciences

The convergence of technologies at the unit level (bits, atoms and genes) has the potential to generate important innovations in health, the treatment of diseases, and the environment, among other areas. At the same time, the ethical, legal and regulatory challenges posed by the power of these technologies are increasingly important, involving research in medicine, health sciences, science, business, law and the arts:

- Molecular and systems biology
- Biopharmaceuticals
- Catalysis and nanotechnology
- Environmental genomics

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

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

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

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

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

These characteristics are all reflected in our Academic Strategic Plan, *Vision 2010* (<http://chopin.cc.uottawa.ca/vision2010/>), which results from extensive consultations with the university community, and which has been approved by the Senate and the Board of Governors in 2005.

To monitor our progress and be accountable, we rely extensively on our Scorecard, which contains a series of 19 indicators directly relevant to students, academic excellence, employee quality and commitment, and judicious use of resources. (<http://chopin.cc.uottawa.ca/vision2010/scorecard.php>).

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- Enrolment growth at the undergraduate level
- Achievements of the growth targets agreed to for graduate expansion (if applicable)
- Targets agreed to for medical enrolments increases (if applicable)

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

Increased Participation of Under-Represented Students

The Ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

We estimate the number and proportion of under represented groups on campus via specific survey questions related to disabilities (CUSC), Aboriginal students (CUSC & NSSE), and First generation students (NSSE). In addition, individuals are invited to take advantage of the services specifically designed for them (see descriptions below).

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution's unique focus:

To help students with disabilities reach their full academic potential, the University of Ottawa offers a variety of services and resources with expertise, professionalism and confidentiality through **Access Service** (see <http://www.sass.uottawa.ca/access/>) To integrate students with disabilities into the greater university community, the Access Service acts as intermediary between students, their faculty and other University offices to ensure that the special needs of these students are addressed and that the best possible learning conditions are being offered. This underscores the University's commitment to creating and maintaining a learning environment that's open to all. Examples of services include: Adapted exams, adaptive measures available to students adaptive measures for specific disabilities, adaptive technology training, adaptive measures checklist, transcription services, faculty & staff guide, learning strategies for specific disabilities, general teaching strategies, summer transition program, etc.

The University has established its **Aboriginal Resource Centre (ARC)**, which works closely with all university faculties to develop initiatives that support and benefit the Aboriginal students. The ARC also promotes strong working relationships with government agencies, as well as with Aboriginal communities and organizations. The ARC website <http://www.sass.uottawa.ca/aboriginal/> describes available programs, scholarships, other useful websites, activities and events, monthly student luncheons, information sessions offered to new students, guest speakers, campus tours, (individual or group), social and cultural activities, and provides an on-line calendar for the latest events organized by the ARC.

In addition, beginning in 2005, the University has reserved space for cohorts of 8 aboriginal medical students per year for a total of 32 at maturity. There are already 13 aboriginal medical students in progress. We also offer programs that may be of particular interest to aboriginal students such as: Aboriginal Studies, Community-based Native Teacher Education, "Prédroit pour candidats autochtones", and course offerings in Aboriginal Law.

As stated above, we track **First Generation students** through NSSE. In addition, the University of Ottawa has modified its financial aids and awards forms to capture self-identification of First Generation students and tell them about the new scholarships available specifically to support them. The University of Ottawa is currently using a number of outreach, transition and retention strategies to facilitate access and improve retention of First Generation students. Some of the outreach activities are: 1) the IMAGINE magazine, 2) meshing projects with secondary schools, and 3) liaison activities with Ontario communities. IMAGINE is a completely new and fully bilingual paper and on-line magazine that has been developed to make university research easily accessible to students aged 14-17. It has the potential to reach all high schoolers, not just those already thinking about university studies . Meshing projects are designed to stimulate secondary students' interest for a wide range of topics and to

make them aware of the importance and usefulness of university education. One of these projects is entitled “Become a university student for one day”. A total of 15 high schools will be visited (classes of 8th and 9th graders) to clarify the students’ perceptions about university education. Interactive activities and games will be used to discuss careers and meanings attributed to university. Liaison activities include hundreds of community visits on an annual basis to inform potential students about the University and answer questions on such topics as programs, admissions, scholarships, co-operative options, student life, and careers. It also includes “Parents’ night at the University” and “University day” attracting several hundred parents and students each year. The University also facilitates the transition and integration of First Generation students with a communication strategy tailored to their needs: comprehensive information, mentoring, support to students and parents. Additionally, our enhanced career orientation and education program that will guide students in making more informed academic and vocational decisions.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Access Service. Our strategy is to continue to improve in key areas such as information and publications, technology and adapted equipments, physical installations, human resources, awareness campaign, academic success and extracurricular policies.	Service to students with disabilities
Aboriginal students, Aboriginal studies, and Medicine. Our strategy is to recruit more aboriginal students and to foster interest and expertise in aboriginal studies.	Aboriginal students enrolment and enrolment in related programs
First generation outreach and financial support. Our strategy is to recruit more first generation students by targeting them in our school visits and to publicize how we can support them through Student Academic Success Service and Financial Aid.	First generation students registered

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	Number of students with disabilities ¹ , number of those using the Access Service.	1150, 860
	Aboriginal students on campus ² , aboriginal students registered at the ARC, students registered in related programs.	460, 162, recruitment emphasis in the areas of Health, Medicine, Education, Law and Aboriginal Studies.
	First generation students ³	3450 students served + number of scholarships based on financial aid awarded
2007-08	Disabilities	1150, 860 + proportional growth
	Aboriginal	470, 165, recruitment emphasis in the areas of Health, Medicine, Education, Law and Aboriginal Studies.
	First generation	3460 + financial aid
2008-09	Disabilities	1150, 860 + proportional growth
	Aboriginal	480, 170, recruitment emphasis in the areas of Health, Medicine, Education, Law and Aboriginal Studies.
	First generation	3470 + financial aid
¹ Estimated from % CUSC 2005. Our results are on par with our peer universities (Group 3). ² Estimated from % CUSC 2005. Our results are on par with our peer universities (Group 3). ³ Estimated from % NSSE 2006. An estimate of the % in our catchment area will be required to assess the quality of the result.		

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

Although reporting on French and on second language is not required here, these are such integral components of our mission that we would like to emphasize the successes we have had in this area as well as the continued efforts made to advance even further. Through its offering of a *full range of undergraduate, professional, and graduate programs*, the University has attracted a growing body of more than **10,000 Francophones**, making us the *de facto* leader in Ontario and, indeed, anywhere in Canada outside Québec.

In addition, the University attracts 3,000 students who took **French immersion in high**

school, providing them with a continuing opportunity to maintain contact with both languages through our regular programs where they can take courses in the language of their choice.

We are particularly proud of our new **university-level French immersion program** (<http://www.immersion.uottawa.ca/eng/>) tailored to suit particular language goals in over 50 areas of study. This program is unique in Canada.

The provision of **full scale higher education service in both French and English** in a large, research intensive university requires literally thousands of excellent and bilingual professors and employees. This is a formidable challenge, which the University meets successfully and monitors very closely through indicators such as Linguistic Balance and Bilingualism Index in our Scorecard.

We track the number of French speaking students and the number of High school immersion and University immersion students in the Student Information System. The University plans to take full advantage of the Access to Opportunities Strategy Fund to attract more French speaking and Francophile students, and offer more courses in French. The overall bilingualism and French language funding level reached \$26 million in 1992. That amount was reduced to \$19,5 million in 1996-97 and had not changed until this year when the University received a \$3 million supplement. Nevertheless, as indicated in our recent study on the *Incremental Costs of Bilingualism* (<http://www.uottawa.ca/services/irp/eng/Reports.html>), there remains a shortfall of more than \$25 million.

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

The University of Ottawa's Financial Aid and Awards Service will continue to demonstrate case-by-case flexibility through its numerous financial aid programs (<http://www.uottawa.ca/student/englishguide/1section/finance/>).

The University's 2006 total budget for scholarships, bursaries, financial aid, work-study programs, research assistantships, and teaching assistantships is set at \$45.4 million, up from \$41.8 in 2005. It should be noted that in 2005-06, the University set aside 30% of the incremental tuition revenues, thus providing an additional \$1.6 million in financial aid above and beyond the mandated amount. This additional sum will be useful to meet the students' tuition and book related remaining financial need after receipt of available OSAP assistance, that is the need due to tuition and compulsory fees above 4,500/year (\$5,350 for co-op programs) and/or book and supply costs above \$1,000/year.

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

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

B. QUALITY

Quality of the Learning Environment

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

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

At the undergraduate level, we plan to enrich the university experience by enhancing best practices, including, but not limited to:

- Creating 85 net new faculty positions in 2006-7 and further expanding the number of positions in 2007-8 and 2008-9 in accordance with the amount of quality funding available.
- Expanding library services (e.g. expanding the collection, opening hours until 2 am, laptop loan program, providing study space within the library and its surroundings).
- Increasing the use of new technologies.
- Offering specialized training for teaching staff.
- Increasing the number of student placements in Community Service Learning.
- Recognizing students' community work throughout their studies.
- Implementing a number of small group sizes in key junior core courses.
- Add opportunities for engagement in research for undergraduates across all the disciplines.

At the graduate level, we plan to increase access by 850 Master's and 233 Doctoral full-time equivalents by the Fall of 2007 ¹, as allocated by the Ministry, while enhancing the level of financial support through scholarships and assistantships, as detailed in our previous submission. The quality of graduate programs will continue to be monitored through the OCGS reviews and we will additionally participate in the Canadian

Graduate and Professional Students Survey (CGPSS).

¹ Over 2004-5 level, including Saint Paul University.

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

Performance Indicators

Strategy / Program	Indicator
Undergraduate Best Practices	NSSE benchmarks scores and related actions initiated.
Graduate experience	OCGS evaluations. CGPSS implementation and results.

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	NSSE CUSC CGPSS OCGS review	Initial result: 84% ¹ . Initial satisfaction with services: 74%. Begins in 2007. 98% of programs are of good quality.
2007-08	NSSE CUSC CGPSS OCGS review	Enhancement of best practices begins Progress towards 77%. ² Initial results : TBA 98-100% programs of good quality
2008-09	NSSE CUSC CGPSS OCGS review	Progress towards 100% Progress towards 77%. TBA 98-100% programs of good quality

¹ Our goal is to reach the level of our Carnegie peers (a group of 19 large, research intensive, urban American universities) on the NSSE benchmarks. Their 2006 score constitutes 100%. This change will be a very gradual process and we cannot specify exactly how many points per year might be gained.

² 77% is the average score of our peers, i.e. CUSC Group 3.

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

Net New Hires

2006-07	Faculty / Academic			Student Services Staff*		Admin Staff** ³
	Full Time Tenured ¹	Full Time Limited Term	Part Time (FTE) ²	Full Time	Part Time (FTE)	Full Time
Hires	103	33.2		11	4	85.3
Retires/ Departures	39	9		4	(8)	41.3
Net New Hires	64	24.2	15	7	(4)	44

¹ Includes tenured and tenure-track.

² Part-time Faculty can be absent for a period and then return, making it difficult to identify departures. We just report change in the total number.

³ Although the label "admin" is used, this group includes many employees offering direct services to students.

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

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

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

Student Engagement and Satisfaction

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

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention.

Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

Student Retention Rates

	2006-07	2007-08	2008-09
1 st to 2 nd Year	89%	88-90%	88-90% ¹
After 2 nd Year*	83%	83-85%	83-85%

¹ The expectation should remain less than 100% as the University has an evaluation function beyond the selection at admission.

* The Ministry would prefer to receive information on student retention rates from 2nd to 3rd year and the rate from the 3rd to the 4th year, but will accept the student retention rate after the 2nd year.

Graduation Rates

Pursuant to Section 2.1 of the MYA, your university will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

During the month of October 2006, the plan was presented to the members of the Senate and of the Board of Governors, the two governing bodies responsible for such planning.

In addition, students, professors and employees were invited to comment on a draft of the plan posted on the University's web site between October 12 and 27.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the Ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.