



# **Faculty of Arts Roadmap 2030**

**April 11, 2018**



## FACULTY OF ARTS ROADMAP 2030

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# 1. Introduction

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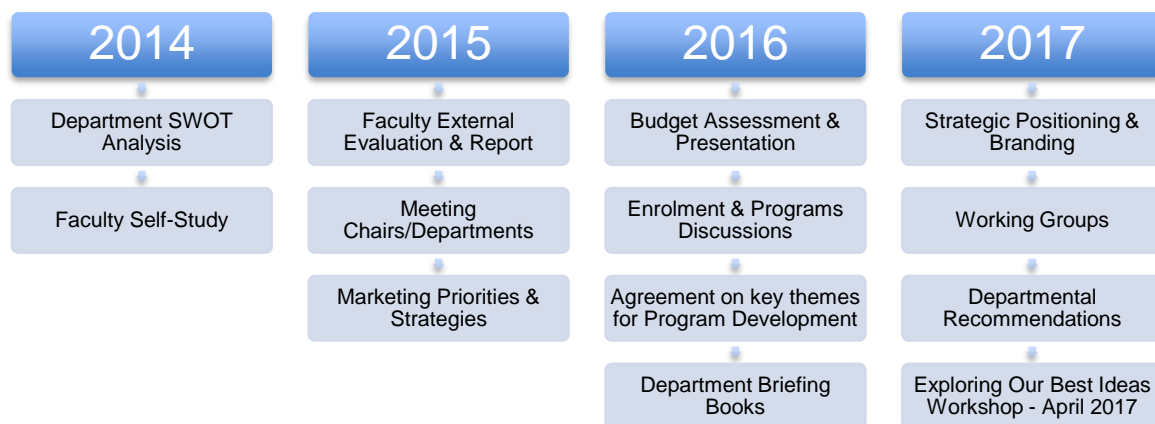
**Roadmap 2030 provides a framework for our future.** The Roadmap defines our strategic directions and the values that will guide us on our journey forward. It is intended to foster collaborative and creative dialogue, not to quell it. The Roadmap is not a static document – it is intended to stimulate further exploration, renewal and action. The Roadmap highlights areas for our collective action. By working together towards these common directions, we believe more can be achieved.

**Roadmap 2030 has been developed through a consultative and creative process,** which has taken place over the past four years – bringing together the best ideas of our Faculty to shape and transform our future.

The process has been grassroots and interdisciplinary, involving discussions with Faculty Council as well as strategic thinking and discussions in all of the Faculty's 16 departments and through 6 cross-disciplinary working groups. A total of more than 125 individuals were engaged through the working groups, and all 16 departments participated in multiple working sessions to prepare their inputs to the process.

The development journey to date is illustrated below:

## The Planning Process to Date (2014 to 2017)



A number of key milestones and decisions have occurred during the process:

- **In October 2015** it was agreed that strengthening and expanding the Faculty's efforts at telling our story (what we refer to as "marketing", for the sake of brevity) was a priority. As a result, some research was conducted and in recent months the Faculty's website and Viewbook have been reviewed and updated. Work on clarifying and communicating the Faculty's message ("brand") continues.
- **In January 2016** at Faculty Council we agreed that our main challenge was not a budget one but an enrolment one. To address the decline in enrolment we recognized the need to take action by closing, revising or launching new programs in keeping with our academic missions and the needs of contemporary students.
- **In March 2016** two Faculty Council meetings were dedicated to a discussion of the Faculty's enrolment challenges and explored "What do we want to be as a Faculty in the coming years?" It was agreed that 6 themes should be pursued further:
  - ⇒ La Francophonie et le bilinguisme
  - ⇒ Interdisciplinarity
  - ⇒ International Partnerships
  - ⇒ National Capital Region Partnerships
  - ⇒ Student Entrepreneurship
  - ⇒ Enriched Programs
- **In September 2016** guiding principles for idea generation were established to provide context for planning and idea generation work to be undertaken by departments and working groups:
  - ⇒ **Increase visibility of Faculty:** Make the Faculty better known to the public and other organizations, creating an automatic association between its name and its programs, environment, values, qualities.
  - ⇒ **Differentiate the Faculty of Arts:** Make the Faculty different and instantly recognizable compared to any other universities' faculty of arts in Canada, North America, and the world.
  - ⇒ **Draw "student of the future":** Identify demographic and other trends to understand what type of student is the future of the Faculty (e.g. career-oriented, new Canadians, high entrance averages) and devise ways to attract (e.g. program design, research, professors).
  - ⇒ **Strengthen programs:** Design programs that attract enough students to be self-sustaining in the long run and address societal needs.
  - ⇒ **Simplify:** Our programs are easily understood by students, professors and staff.
  - ⇒ **Be financially self-sustainable:** Each program/course should aim to cover its expenses through student enrolments and the Faculty's administration should strive to reduce costs.

Through the Fall 2016 and the Winter 2017 departments and working groups (made up of faculty members) generated ideas for the future. Working groups generated ideas for the Faculty and departments with a focus on: i. la Francophonie; ii. learning modes; iii. National Capital Region partnerships; iv. International partnerships; v. entrepreneurship; vi. research and creativity support.

- **In April 2017** the reports of the Working Groups and Departments were shared, and discussed at a Faculty workshop involving over 40 full-time professors, part-time professors, and staff members. The theme of the workshop was ***Exploring our Best Ideas: Towards the Roadmap for Arts 2030***. At the workshop a long list of ideas generated by working groups and departments were reviewed. The group evaluated a list of 76 collaborative initiatives including interdepartmental, inter-faculty and external initiatives (involving international, national or regional partners). Through a priority-setting process the 40 Arts members in attendance identified a total of 10 priority strategic initiatives which are reflected in this Roadmap:

- ⇒ Francophonie and Bilingualism
- ⇒ Research Collaborations
- ⇒ Research Visibility
- ⇒ Internationalization
- ⇒ Interdisciplinary Programs
- ⇒ Microprograms and Certificates
- ⇒ Foundation Year
- ⇒ Entrepreneurship and Competencies
- ⇒ Inter-Faculty Degrees
- ⇒ Summer Programs and Courses

- At the end of this workshop it was agreed that this draft Roadmap should be summarized and then shared with Faculty Council.

The next steps in the planning process are summarized below:



## 2. Our Changing Context

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The Faculty of Arts, which was celebrating its 125<sup>th</sup> anniversary in 2014, comprises 16 academic departments that can be clustered in 3 key fields of study: the humanities, the languages and literatures, and the fine arts.

Today the departments within the Faculty include:

**Fine Arts:** School of Music; Department of Theatre; Department of Visual Arts

**Languages and Literatures:** Department of English; Département de français; Department of Modern Languages and Literatures; Official Languages and Bilingualism Institute; School of Translation and Interpretation

**Human Sciences / Humanities:** Institute of Canadian and Aboriginal Studies; Department of Classics and Religious Studies; Department of Communication; Department of Geography, Environment and Geomatics; Department of History; School of Information Studies; Department of Linguistics; Department of Philosophy

In the past the Faculty counted all program options as distinct programs. If instead the Faculty counts its core programs and identifies the possible options, we get a more accurate picture of who we are and what we do. In the Fall 2016, we stated that the Faculty had all in all 103 undergraduate programs and 69 graduate programs. With the new suggested method, we can attest that the Faculty, in the Fall 2017, had a total of 48 undergraduate programs and 38 graduate programs, including 10 doctoral programs.

Professors in the Faculty are renowned for research excellence, and the contributions of many have been recognized by the Order of Canada, the Royal Society of Canada, l'Ordre des francophones d'Amérique, and the Order of Ontario. In the last six years, for example, six members of the Faculty have been named to the Royal Society of Canada, and two have received the Order of Canada. In addition to success in research funding competitions, the outstanding contributions of several professors have been recognized by highly meritorious awards including the Social Sciences and Humanities Impact Award and the Ontario Early Researcher Award. Below is a list of awards that the Faculty has won over the last 5 years and in total.

	2012-2017	Overall
Royal Society of Canada	6	35
Order of Canada	2	6
Royal Society medals	1	7
Royal Society College	4	4
Order of Ontario	1	4
Ordre des francophones d'Amérique	1	2
SSHRC Impact awards	2	2
Ontario Early researcher award	2	2
Killam Fellowship	0	1
Ontario Francophonie Award	0	1
Ordre des Palmes académiques	1	1
Trudeau Fellowship	0	1

In a recent survey (February to April 2017) of 589 students of the Faculty of Arts on the distinguishing characteristics, the strengths and the brand of the Faculty, most students indicated that the institution, along with its curriculum, are:

- **Fundamental:** meaning normative, grounded, essential
- **Versatile:** meaning adaptable, flexible, evolving, transversal
- **Engaged:** meaning involved in the community, world citizen, visionary, influential

This strategic positioning exercise of the Faculty, sustained by student voices as well as a working committee (of professors, donors and graduates), continued until May 2017. It will culminate with a series of recommendations to implement the new branding of the Faculty.

At the same time as this Faculty's strategic work, similar efforts are made by all 16 departments. These efforts are focusing on "branding" the departments with their own identity mark as well as the community mark of the Faculty of Arts (fundamental, versatile and engaged). For example, the Department of Geography, Environment and Geomatics will be positioned based on its "connection" to places, spaces and people: "Geography, Environment and Geomatics is a field of connections."

From a **research** perspective, the Faculty has a number of strengths and is positioned well among external rankings:

- 19% of uOttawa Professors are in the Faculty of Arts; 37% of uOttawa Fellows of the Royal Society of Canada are members of the Faculty of Arts
- The Faculty represented 2 out of 10 uOttawa Departments in QS rankings of the top 150 (2017) [20%] and 4 out of 15 uOttawa Departments in the top 200 (2017) [27%]. In a few short years, the research standing of several Faculty of Arts departments has improved substantially. In 2014-15, no departments were in the top 100 QS rankings by subject, and only one was in the top 150 departments. However, by 2016-17 two departments had risen in rank to be included in the top 100 and four were in the top 200.
- Professors in the Faculty have been very successful in obtaining research funds from a number of different sources, including SSHRC and NSERC. Over the last 5 years, researchers have received \$770,000 in SSHRC funding to develop new streams of research, and another \$6 million to support research ongoing research projects. As of July 2017, the total research funds held by professors in the Faculty of Art totalled \$11.7 million spread over 126 grants and contracts.
  - **Insight Grants** – from 18% in 2013 to 27% in 2017; Total of \$883K awarded
    - An additional \$606K in Insight Grant funds awarded to uOttawa Arts Faculty as co-investigators
  - **Partnership Development grants** – 100% (2017) \*\*\* note: Only one grant application and it was successful
  - **Connection grants** – 50% success (based in February and May 2017 results)

GRANTS AND CONTRACTS CURRENTLY HELD IN ARTS		
Funding programme	Total funds	Number of grants/contracts
TOTAL SSHRC (UO as PI*)	\$7,045,390	61
Insight Development	\$586,162	10
Connection	\$289,167	13
Partnership Development	\$363,005	2
Insight	\$5,807,056	36
NSERC Discovery	\$1,332,500	8
TOTAL Grants as co-applicants	\$425,460	18
Insight Development	\$16,698	1
Insight	\$133,160	7
Partnership	\$147,764	4
Misc. sources	\$127,837	6
Grants (PI*) from other agencies	\$864,003	18
Contracts	\$2,035,940	21
<b>TOTAL grants and contracts</b>	<b>\$11,703,293</b>	<b>126</b>

\* Principal investigator(s)

From a **teaching and learning** perspective, the Faculty is recognized for its high overall quality. The 2016 Student Experience First Year Student Survey, conducted by Janet



LeBlanc + Associates Inc. for the University of Ottawa highlights the service excellence of the Faculty's Undergraduate Studies Offices. In 2017, the University's Registrar's Office underlined the excellence of the Graduate Studies Offices in their processes for handling graduate students' service requests through the university's new student information system. The University's Student Rights Centre also recognized the Faculty's important improvements in how we meet our students' needs and their right to advocacy. In addition, members of the Faculty have played key roles in supporting the University's new initiatives such as the development of a strategic enrolment plan.

One of the Faculty's differentiating strengths is its commitment to **Francophonie and bilingualism** including:

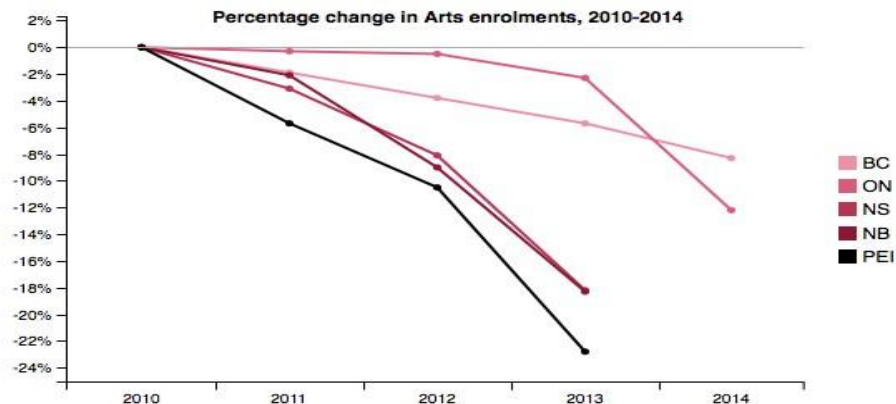
- French Immersion Studies
- Centre for Research on French Canadian Culture
- Département de français
- School of Translation and Interpretation
- 31% of Arts undergraduates are francophone
- Official Languages and Bilingualism Institute
- Four research chairs focused on aspects of the Francophonie/ French language
- 13% of current research projects in the Faculty of Arts deal with subjects pertaining to the Francophonie (value = \$2.3 million)

## Our Challenges

This is a time of significant challenge both for the Faculty of Arts at the University of Ottawa and for faculties of Arts across the country:

- The Faculty of Arts faces several challenges. These include:
  - Addressing the decline in enrolment and improving retention
  - Demonstrating our value to, and building stronger relationships with, the University and our communities
  - Strengthening the culture of research and creative excellence, and increasing funding to graduate students
- The Faculty is not alone; as the authors of the 2015 Prospective Arts Student Survey observed: “at universities and colleges across Canada, Faculties of Arts face an unprecedented ... challenge.” See chart below:

Arts Studies in Canada



- From 2010 to 2015, at the University of Ottawa, overall Arts program enrolments dropped 31% at the undergraduate level and 16% at the graduate level, and new entrants (students entering university from secondary school, CEGEP or college) have dropped by 51%. An analysis of undergraduate pathways into the Faculty confirms the same tendency for university and college transfer students, including uOttawa students transferring to the Faculty of Arts from other faculties. However, international student enrolment is on the rise at both the undergraduate and graduate level, although our numbers remain small when compared to other Faculties. At the same time the Faculty has been serving a growing number of students external to the Faculty.

Overall the enrolment challenges have had a profound effect on revenues, because the decline in revenues has outpaced our ability to reduce expenses, creating a growing structural budget deficit.

- Our student body is changing, which is both a challenge and an opportunity. According to Statistics Canada (“Immigration and Diversity: Population Projections for Canada and its Regions, 2011 to 2036”) by 2036 as many as one in two Canadians will be foreign-born or have a parent who is; immigrants and children of immigrants will constitute a greater percentage of the university-aged population. University-aged students who identify as indigenous will also constitute a greater percentage of the population.
- The Faculty has been in an operational deficit since 2008-2009 (this deficit was initially masked because the Faculty drew from its surplus fund to cover the deficit), resulting in an accumulated debt of \$15,712,099 by 2016-2017. To address this challenge, the Faculty has made cuts since 2010, reducing its faculty complement by 49 positions. Since 2010, 20 APUO positions had been abolished in the Faculty of Arts. An additional 29 APUO positions have been held open (i.e. the faculty member was not replaced after his/her departure). In addition, 3 full-time support staff positions and 2 long-term contract positions have been abolished since 2014.

As shown in the following tables, **the number of Arts students in Arts courses is declining, while the number of students from other faculties taking Arts courses has been increasing.** Simply put, many students want to take our courses, but they are decreasingly interested in majoring in Arts programs.

#### Undergraduate Student Enrolment

Number of students*	2010-2011	2011-2012	2012-2013*	2013-2014*	2014-2015*	2015-2016*	2016-2017*	Variation
<b>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>-year students</b>	6,090	5,864	5,765	5,351	4,892	4,624	4,217	<b>-31%</b>
<b>New entrants (college, CEGEP, high school)</b>	1,322	1,251	1,288	1,049	890	824	651	<b>-51%</b>
<b>Other</b>	585	464	563	543	474	532	467	<b>-20%</b>

Source: Institutional Research and Planning, University of Ottawa, 2017

\*Excludes the B.A. spécialisé en lettres françaises and baccalauréat en éducation (double degree)

### Single Student Enrolment by Teaching Term

Number of enrolment (courses)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016-	2016-2017	Variation
<b>Internal students (within the Faculty of Arts)</b>	12,590	12,181	11,876	10,998	10,165	9,648	8,754	<b>-30.5%</b>
<b>External students (from other faculties)</b>	20,824	22,353	23,110	24,111	23,962	24,090	23,718	<b>+13.9%</b>

Source: Institutional Research and Planning, University of Ottawa, 2017

### Graduate Student Enrolment

Number of students	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016-	2016-2017	Variation
Graduate students	826	849	813	782	761	737	697	<b>-15.6%</b>

Source: Institutional Research and Planning, University of Ottawa, 2017

In contrast to 2010, more courses are now taught by part-time rather than full-time professors.

### Courses Taught by Professors (APUO/APTPUO)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
<i>APUO</i>	<i>APTPUO</i>	<i>APUO</i>	<i>APTPUO</i>	<i>APUO</i>	<i>APTPUO</i>	<i>APUO</i>	<i>APTPUO</i>	<i>APUO</i>	<i>APTPUO</i>	<i>APUO</i>	<i>APTPUO</i>	<i>APUO</i>	<i>APTPUO</i>
<b>896</b>	779	878	863	890	927	860	877	751	896	753	946	726	883

Source: Institutional Research and Planning, University of Ottawa, 2017

## Opportunities for the Future:

A variety of facts demonstrate the value of an Arts degree and the unique opportunities available at the University of Ottawa:

- **\$65K+: Arts grads earn good incomes:** Social sciences and humanities grads share in the income premium university graduates enjoy. For example, full-time workers with degrees in History earn, on average, above \$65,000 annually. Source: Statistics Canada. National Household Survey, 2011
- **Positive labour market outcomes:** A recent study conducted by Dr. Ross Finnie and his colleagues at the University of Ottawa's Education Policy Research Initiative (EPRI), drawing on Statistics Canada data, shows strong and positive labour market earning patterns for graduates of the Faculty of Arts. The study looked at the labour market outcomes of graduating students and found that a degree from the Faculty of Arts leads to three major benefits: i) constant increases in earnings; ii) acquisition of valuable skills sets relevant to the labour market and iii) stable career paths.
- **55% of leaders are liberal arts grads:** Leaders often hold a BA. In the United Kingdom, where data is available, the social sciences and humanities make up more than half of bachelor's degrees held by current professional leaders with higher education qualifications, across 30 countries and all sectors. Source: British Council. Educational Pathways of Leaders: An International Comparison, 2015
- **The Faculty of Arts at the University of Ottawa offers significant student support:** Over 560 scholarships and bursaries are available to students in the Faculty of Arts. There is a renewable French Studies Bursary of \$1,000 per year, which is awarded automatically to full-time students who enroll in a French program, in French Immersion Studies or in the Extended French Stream, and who register for the corresponding minimum credits offered in French or FLS. This bursary is in addition to the amount of any other bursary. The Faculty of Arts created an endowed fund as part of its 125th anniversary celebrations, which provides students with mobility bursaries as well as helps support student activities at the Faculty.
- **Students are given opportunities to study in both languages** – for example they can take a class in French and write their assignment in English.
- **Students are given opportunities for interdisciplinary studies within the Faculty and across faculties.** There is a variety of opportunities for students to combine disciplines offered by the Faculty of Arts with those offered by other Faculties. For example, students can add a Minor in Management from the Telfer School of Management or a Minor in Law from the Faculty of Law, Civil Law Section. The Faculty of Arts has expanded its interdisciplinary course offerings at the undergraduate level through courses offered under open course codes (i.e. AHL courses).

- **Access to unique opportunities in the National Capital Region**, including for example, leading cultural institutions, 130 embassies and high commissions, and many large tech and government employers.

Now more than ever, the world needs thinkers, communicators, professionals and artists solving complex problems and adapting to the changing needs of today's work environment. Contemporary workplaces are becoming increasingly complex, and studying at the Faculty of Arts enables students to develop the skills and abilities needed to adapt to the changing workplace and transform it. Our programs enable students to create a unique degree that matches their personal interests and career ambitions. We are well positioned to build on these strengths and opportunities for our future.

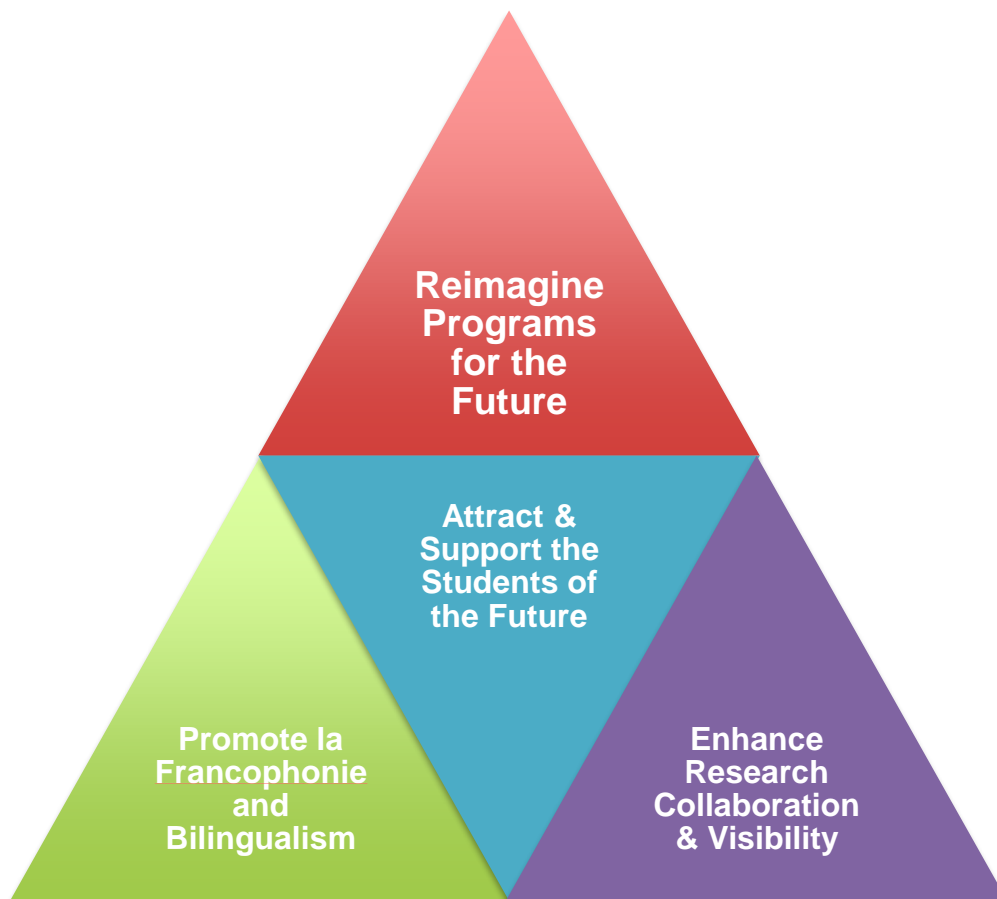
The status quo is not an option. Our future strength and sustainability require focused effort and transformation.

### 3. Roadmap 2030: Our Strategic Directions

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Through a consultative process we have tapped into the ideas and insights of all of the departments, centres and institutes within our Faculty. We have reviewed the changing external environment and the powerful drivers of change in post-secondary education and arts faculties across North America.

Collectively we have identified four key strategic directions for our future:



## Strategic Directions:

### Reimagine Programs for the Future:

We will hold on to the best of the past and reimagine our programs for the future. We will value traditional domains and we will also cross traditional academic boundaries and renew or develop new programs that meet the needs of the students of today and tomorrow. We will explore and implement alternative learning models that address the changing needs and interests of our students in order to bring new experiences to learning.

Over the next 2 years we will focus on the following strategies:

#### Crossing the Boundaries:

1. We will develop a number of **new Inter-Disciplinary/Inter-Faculty Programs**. Options to be explored further will include unique programs which link and integrate disciplines (e.g. Animal Studies, Medical Humanities), new concurrent programs with the Faculty of Education, and other opportunities to differentiate and enhance programs and the student experience through combinations with other faculties, for Graduate and Undergraduate programs. The Faculty's new undergraduate Entrepreneurship, Creativity and Social Innovation Option, which incorporates three Telfer courses, is a key example of this proposed inter-faculty collaboration.
2. We will explore **new ways of combining existing Arts programs, courses, and course content** to meet the changing needs of current and future students.
3. We will also **publicize more effectively the collaborations and interdisciplinary initiatives** that already exist.

#### Developing Alternative Learning Models:

4. We will explore and develop a number of **microprograms**, known as options (i.e. short and specific program offerings ranging from around 9 to 18 course units which result in a mention on the transcript). These programs would help to attract and retain students from the first year on, but also expand the Faculty's appeal to students who already have a degree (e.g. mid-career), those who have a college diploma, and those who have never taken university courses. These programs could be added to an existing program or taken on their own. For example, the above-mentioned Option in Entrepreneurship, Creativity and Social Innovation has already been approved by Faculty Council and the CEPC. We will work at getting these individual microprograms attested as certificates for those who enroll in them outside a traditional degree.
5. We will expand the offering of **intensive courses**. These courses could be offered over a weekend, a week or a series of weekends, making them



particularly accessible for students from all pathways.

6. We will also further explore the development of **modular intensive microcredit courses** – these short intensive courses, often delivered workshop-style would be particularly beneficial for students who are working full-time. Students could earn 1 or 1.5 course units for these more focused learning opportunities.
7. We will pursue the development of a **“Université du 3<sup>e</sup> âge”** in cooperation with other internal and external partners. By positioning our Faculty as age-friendly we can target the growing group of retirees and seniors in the Ottawa area.
8. We will also **build on current efforts to enhance experiential learning** – providing more students with more opportunities for practical and applied learning within their studies. To this end, we have created several new courses such as Introduction to Community Service Learning, a Seminar in Museum Studies as well as an Experiential Learning Practicum.

#### **Building Local and International Connections:**

9. We will continue to build and leverage **relationships with key partners in the National Capital Region** related to research, teaching and learning (including more opportunities to interact with the diplomatic and heritage communities in the National Capital Region).
10. We will **expand our co-op programs** from the current 12 programs in 6 departments to at least one program in more than half of our departments.
11. We will establish a **clearing house/database of existing international links and collaborations** in the Faculty.
12. We will **add “International” to majors** that have an important international component through study abroad or content.
13. We will enhance **relations between the Faculty & the International Office**, as we create new Memoranda of Understanding (MOUs) for double degree pathways and study-abroad opportunities for our students.

Over the longer term we will explore a number of other future directions for the Faculty related to reimagining our programs:

- **An Indigenous Programs and Student Support Strategy:** We will take up our role as a key partner and work with others in the University on the development and implementation of a strategy for decolonizing the university’s programs, processes, procedures and spaces.
- **Foundation Year:** We will develop a foundation year that introduces students to the fundamental skills of university studies and the range of disciplines that they can choose to focus on after this year of exploration.

- **Hybrid & Online Learning:** We will continue to implement alternative modes of delivering programs, both online and through hybrid programs which combine the best of classroom-based and online learning.
- **Competency-based Learning:** We will explore ways to highlight where key competencies of the job market and citizenship are achieved in the Faculty, and ways to demonstrate them in a tangible way.
- **Flexible build-your-own degrees:** We will transform our 90 and 120 course-unit Bachelors of Arts degree to allow students greater flexibility to build their own degrees and take advantage of the many options, minors and certificates at the Faculty of Arts and across the university.
- **Advanced standing:** We will explore advanced standing and credit recognition for possible students, still enrolled in secondary school or who have not yet completed their Secondary School Diploma.
- **Elite programs:** We will examine the possibility of an elite interdisciplinary program at the Faculty of Arts

To support these and other major change initiatives, we will work closely with the University's Teaching and Learning Support Services to best support professors.

### **Promote '*La Francophonie*' and Bilingualism:**

The **Francophonie** lies at the heart of our Faculty's work and its identity.

Moreover, the University of Ottawa is obligated by law, under Bill 8, the Ontario French-Language Services Act, to offer Faculty of Arts students, among others, the possibility of completing their programs in the language of their choice. Reflection is needed, however, as to the reconciliation of this part of the University and Faculty's mission, given the pressure on the Faculty to address the financial implications of small French-language classes and programs.

We will look at new ways to enhance our commitment to the Francophonie:

1. Building and maintaining relationships and partnerships in our communities (e.g. Salon du livre) here and beyond.
2. Having an open, honest and respectful discussion on the challenges faced by the Francophonie in a minority context.
3. Supporting chairs serving the Francophonie.
4. Having a discussion on the definition of today's Francophonie, here and beyond.

5. Supporting the Intensive French Program (PIF) for better integration of international Francophile students into our French-language programs.
6. Having a discussion on the Centre de recherche en civilisation canadienne-française (CRCCF) and the leadership role the Faculty plays in the CRCCF.
7. Supporting marketing strategies (for recruitment and retention), as well as communications on and for the Francophonie.
8. Enhance the attractiveness of French language and culture for all students, whichever language they speak.

**Bilingualism:**

We will support and enhance the University's goals in this area, in the following ways:

9. Refocusing on bilingualism to ensure equity in terms of support to students whose second language is French or English.
10. Fostering an honest and respectful discussion on program bilingualism requirements and on the language expectations of the teaching faculty regarding bilingualism.
11. Opening a forum of discussion on what bilingualism means today, in Canada and internationally.
12. Supporting marketing strategies (for recruitment and retention), as well as communications for the Francophonie.
13. Supporting professors in the implementation of a pedagogical approach well suited for modern realities of student linguistic diversity.
14. Assisting students in taking linguistic risks (in their second language).
15. Assisting professors in taking linguistic risks in teaching and research.

## Enhance Research Collaboration and Visibility:

We will leverage the power of digital media and clear communications to raise awareness of our research. We will explore new research synergies through clusters within our Faculty and with others at the University of Ottawa and beyond.

Over the next two years we will focus on achieving the following results:

1. We will **increase the profile of our professors and their research** through effective use of the website and social media. This will include website improvements and equipping professors with tools that enable them to increase their presence in social and traditional media. We will also develop a targeted strategy that raises awareness of our professors as experts and increases calls to them from the media looking for expert views.
2. We will **define common research themes and develop collaboration clusters** for these themes.

Over the longer term, or as opportunities arise, we will focus on the creation of virtual and physical labs to support our research.

- We will assess the feasibility of establishing a **Centre for Research on Knowledge Transfer** which would focus on research into the processes by which knowledge, ideas, and experience move from the source of knowledge to the recipient of that knowledge.
- We will also assess the potential for an **interdisciplinary institute to promote collaboration between the Faculty of Arts and Canada's "memory institutions"** in addressing the challenges of digital transformation.

## Attract and Support the Students of the Future:

We will reach out to the students of the future in new ways through creative recruitment, marketing and communications efforts. We will support the success of our students through ongoing services and student supports and we will continue to monitor changing student needs and interests and ensure our programs meet their needs.

Over the next two years we will focus on achieving the following results:

1. We will **complete our "rebranding" of the Faculty** – building awareness of our unique strengths and brand traits (fundamental, versatile and engaged). We will develop messaging and new media that ensures a strong and consistent brand.
2. We will **attract and facilitate the entry of non-traditional students** by exploring the potential for simplified administrative processes and a one-stop shop to support non-traditional students.
3. We will **continue to improve our student services** – providing a range of

services and supports to meet the diverse needs of our students.

4. We will **continue to monitor emerging student needs** (both current students and potential students) and reimagine our programs and services to foster and support student success.

## Faculty of Arts Roadmap 2030: Strategic Directions

### Summary of Desired Results

Reimagine our Programs for the Future	Promote La Francophonie and Bilingualism	Enhance Research Collaboration & Visibility	Attract & Support the Students of the Future
<ul style="list-style-type: none"> <li>• New interdisciplinary programs, build-your-own degree B.A.s</li> <li>• Enhanced use of alternative learning models: microprograms, modular intensives; Université du 3e âge, Experiential learning</li> <li>• Strong local and international connections</li> <li>• Foundation Year</li> <li>• Hybrid &amp; Online Learning</li> <li>• Competency-based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Strong local, provincial, national and international connections with francophone partners and organizations</li> <li>• Fully operational Collège des Chaires de la Francophonie</li> <li>• Broader PIF programme</li> <li>• Educational approach suited for language diversity</li> <li>• Track scientific publications in French</li> <li>• Further encourage linguistic risk taking for students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increased profile of our professors and their research</li> <li>• New research hubs and collaboration clusters</li> <li>• New virtual and physical labs</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty rebranding</li> <li>• Facilitated entry of non-traditional students</li> <li>• Improved student services</li> </ul>

## Our Core Values and Guiding Principles

Achieving our aspirations for the future will require commitment and collaboration. Our success will rest on living the core values of our University, and paying attention to key principles of our Faculty which have been developed during our work:

University of Ottawa Values:

The University Strategic Plan (Destination 2020) indicates that these are the core values that define and inspire us:

- We put students at the centre of our educational mission.
- We foster the individual and collective development of our staff.
- We exist in order to create and share knowledge.
- We have the responsibility of promoting both Francophone culture and communities, as well as bilingualism.
- We value and teach an ethic of service and civic responsibility.

## Guiding Principles for the Faculty of Arts

**In addition** to these broad institutional values we have identified guiding principles which will be critical to our future success:

- **Collaboration:** We believe that collective efforts within our departments, across our Faculty and with others at the University make good use of our scarce resources and enhance our impact. We value the traditional disciplines reflected within our Faculty. We also know that by crossing traditional boundaries and working together in new ways, we can open up new possibilities in research, undergraduate and graduate programs, and student services and enhance our contributions to communities locally and internationally.
- **Local to International Connections:** Our location within Canada's capital, our diverse community, our commitment to bilingualism, linguistic and cultural diversity, as well as our unique areas of research and study position us well to make connections locally and internationally. We are committed to maximizing these connections when they advance our common goals. Furthermore, we are committed to developing and nurturing relationships with key Indigenous, Metis and Inuit students, scholars, communities and partners locally, provincially and nationally.
- **Creativity & Innovation:** A core strength of our Faculty is our ability to understand the world in new ways, to transcend common ways of thinking, to find hidden patterns, and to make new connections. Our commitment to creativity is part of who we are today, will guide our program development for the future, and is key to preparing our graduates for tomorrow. We will challenge ourselves to be creative and give priority to hiring into our Faculty new professors who will renew and refresh our research, teaching and service. As we move forward, we will embrace

new technologies that support our teaching, research and creativity.

- **Financial Sustainability:** We are guided by our commitment to financial sustainability – to ensure that future generations can benefit from the powerful impact of our research and programs. We need to live within our means, not least by continuing to create programs that will attract students.

## 4. Moving Forward

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### **Approach to Implementation**

Each year we will identify specific priorities and areas for action. Specific plans and strategies will be developed and implemented at the departmental level and at the Faculty level.

### **Tracking our Progress**

We will conduct a data-informed annual review of our progress in implementing new directions and the results of our efforts and realign accordingly.



## Appendix A: Participants & Processes in the Roadmap Development Process

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Information provided by each group is summarized below. In some cases, details are also provided related to the processes used by the various groups:

### *Working Groups:*

#### **Entrepreneurship**

- Elena Valenzuela (Associate professor, Modern Languages and Literatures)
- Sylvie Lamoureux (Vice Dean Undergraduate Studies, Faculty of Arts)
- Jean Quirion (chair, Department of Translation)
- Stephen Daze (Dom Herrick Entrepreneur in Residence, uOttawa Telfer School of Management)
- Miranda McQuade (undergraduate student, Department of Communication)
- Mireille Piché (alumni Relations, Faculty of Arts)
- Guillaume Cosette (Marketing and Communications Manager, Faculty of Arts)

#### **Francophonie and Bilingualism**

1. September-December 2016 (Laura Ambrosio / Lucie Joubert)  
A survey was created by Laura Ambrosio and conducted with Faculty of Arts colleagues to measure their interest in some proposed activities. Listing the four most popular activities in order of importance, I only suggest the first two initiatives:
  - a. Booth at the Salon du livre de l'Outaouais (Initiative #1)
  - b. Capsules to promote bilingualism at the Faculty of Arts (Initiative #2)
  - c. Bilingual language contest based on the current *Concours de français langue seconde*.
  - d. Bilingual activity calendar
2. January-February 2017 (Lucie Joubert / Mitia Rioux-Beaulne)  
The Faculty of Arts held its first booth at the *Salon du livre de l'Outaouais* (February 23-26). In total, 20 professors took turn at the booth. Lucie and Mitia concluded that this activity has been a very positive experience. A document, that could be made available, contains details as well as ideas for next year. Excerpts can be found in Appendix I.
3. March 2017 (Lucie Joubert/ Béatrice Craig, Dominique Côté, Jeffrey Reid)  
A meeting was held to discuss the subject of bilingualism at the Faculty of Arts, which redirected the focus of the working group. As *bilingual activities* are punctual events, the group felt the need to take a closer look at the mission of the Faculty in the matter. It is urgent to address, improve and refocus the *perception* of the bilingual nature of the Faculty. This is why we made this issue the strategic Initiative #2. See Appendix II for detailed ideas and a list of proposed slogans.

## **International**

- Tamara Brunot
- Emilie Gruszecki
- France Martineau
- Frédéric Matte
- Andrés Pablo Salanova
- Dina Salha
- Andrew Taylor (chair)
- May Telmissany
- From the International Office:
- Sylvie Albert, Régine Legault-Bouchard, and Caroline Renaud

The taskforce has solicited comments and suggestions from the Faculty as a whole and received detailed comments from several departments, which are reflected in the Long List of Ideas Generated.

Two members of the Faculty taskforce, Caroline Renaud and Andrew Taylor, also sit on the President's Committee on International Policy.

The taskforce has consulted Reza Mashaie, Administrator of Undergraduate Studies, and Véronika Bernard, Student Experience Supervisor, on retention; Rex Fyles, International Practical Teaching Manager in Social Sciences on international field courses; Susan Gregson, of Graduate School of Public and International Affairs and three representatives of the Embassy of the People's Republic of China: the Minister Counsellor (Education) Yang Xinyu, the First Secretary (Education) Dai Zhehua, and the Second Secretary (Education) Zhu Meifen, on support for Chinese students; Sylvie Perrier, Chair of History, on possibilities for joint Masters; and Anne Strangelove, Counsellor, on counselling for international students.

## **Learning Modalities**

- Participants were identified through consultation with TLSS, analysis of lists of award winners and identification of colleagues who were known for their innovative thinking.
- Participants were invited to a brainstorm session on November 24, 2016. Constraints, issues and ideas were generated.
- Working with undergraduate and graduate student assistants, internal and external scans were conducted and an idea list from the brainstorming session was compiled.
- A second session took place on February 9, 2017 with the working group. The list of ideas was reviewed and discussed. Based on the meeting, the five strongest and most promising themes were selected for further evaluation and research.
- While working with two graduate students, the final draft report was prepared. During a final working group meeting on April 5, 2017, participants provided feedback and finalized the template and themes for submission of April 7, 2017.

Participants

- Aline Germain-Rutherford (Associate Vice-President, TLSS)
- Jovan Groen (Acting Director, Centre for University Teaching)
- Alexandra Baril (Manager, Community Engagement, Michaëlle Jean Centre for Global and Community Engagement)
- Olivia Faucher (Manager, Academic Writing Help Centre, SASS)
- Sylvie Albert (Manager and Senior Advisor [Strategic Initiatives] International Office)
- Simon Beaudry (Manager, Inspire Lab and PT-Professor, School of Psychology)
- Damien-Claude Belanger (Professor, Department of History)
- Marc Charron (Professor, Department of Translation)
- Eileen O'Connor (Professor, Faculty of Health Sciences)
- Alireza Jalali (Professor, Faculty of Medicine)
- Nicholas Jobidon (PT Professor, Faculty of Law, Educational Developer, CUT)
- Colin Montpetit (Professor, Faculty of Science)
- Natalie D. Montgomery (UOttawa Alumnus, PhD student)
- Jerie Shaw (UOttawa Alumnus (BA, MA), PT-Professor, Data Analyst, Shopify)
- Monique Moreau (UOttawa Alumnus, Director of National Affairs, Canadian Federation of Independent Business)
- Renée Michaud (UOttawa Alumnus, MA student, Liaison Officer)
- Taylor Lay (uOttawa Alumnus, MA student)
- Michael Smith (MA student)

## Research and Creativity

### Internal

- Informal Inquires/discussions with faculty members (~ n= 40) <sup>[L]</sup><sub>[SEP]</sub>
- Formal Inquires/discussions with faculty members (n=18) <sup>[L]</sup><sub>[SEP]</sub>
- Formal Meetings with VPRO (Associate Vice President Research & Executive Advisors) <sup>[L]</sup><sub>[SEP]</sub>
- Executive Committee (Chairs) Meeting <sup>[L]</sup><sub>[SEP]</sub>

### External <sup>[L]</sup><sub>[SEP]</sub>

- Consultation & facility tours of 2 Canada First Research Excellence awardees (Dal & uManitoba) <sup>[L]</sup><sub>[SEP]</sub>
- Consultation with 2 Canada Excellence Research Chairs (CERCs) (Rysgaard & Wallace) <sup>[L]</sup><sub>[SEP]</sub>
- Consultation with 2 Network Centres of Excellence Science Directors (ArcticNet & MEOPAR) <sup>[L]</sup><sub>[SEP]</sub>

**Institute of Canadian and Aboriginal Studies**

- The following ideas were developed by Emma Anderson, Director of ICAS, with input and suggestions solicited in group and individual meetings, and in-person, email, and telephone conversations, over the last academic year, from:
  - Kevin Kee (Dean of Arts)
  - Sylvie Lamoureux (Vice Dean of Undergraduate Studies)
  - Frans De Bruyn (Vice Dean of Graduate Studies)
  - Tracy Coates (ICAS LTA)
  - Carolyn Laude (former advisor on aboriginal issues to the University)
  - Brenda McDougall (Chair of Metis Studies, Cross-Appointed Professor with Geography)
  - Daniel Ruck (Cross Appointed Professor with History)
  - Rebecca Margolis (Vered Professor)
  - Seymour Mayne (Vered Professor)
  - Sonia Wesche (Cross-Appointed Professor with Geography)
  - Pierre Ancil (Professor of History, former Cross-Appointed Professor)
  - Alexandre Michaud (Part-time Professor)
  - Jennifer Haire (Librarian specializing in Aboriginal Studies)
  - Darren O'Toole (Incoming Director of ICAS as of July 1, 2017)
  - Dalie Giroux (Cross-Appointed Professor with Political Science)
  - David Walsh (Professor Emeritus of Social Work and Volunteer, ICAS)
  - Nicole St-Onge (Professor of History, my predecessor as Director of the Institute)
  - ICAS students of all levels and programs

**Classics - Ancient Studies Section**

- A working group for the Classic Studies (CLA) was created.
- Members of the CLA working group are: Richard W. Burgess, Marie-Pierre Bussi res, Dominique C  t   (Director), Jitse Dijkstra, Geoffrey Greatrex.
- CLA working group met on November 9 and 30, 2016.
- Two proposals for the roadmap of the CLA were prepared by C  t  .
- The two proposals were discussed in a CLA working group meeting.
- The CLA roadmap was drafted by C  t   based on the template adopted by the Faculty of Arts.
- The department held a special meeting on March 24, 2017
- The CLA roadmap as well as the roadmap for the Religious Studies (SRS) (prepared by Theo De Bruyn) were discussed in the special meeting of the Department.
- The CLA roadmap was finalized.
- The roadmap for the Department (both CLA and SRS) was adopted in a meeting on April 7, 2017.
- The Department's roadmap was submitted to the Faculty on April 7, 2017.

### **Classics - Religious Studies**

- The SRS future planning working group was created at the departmental meeting of 23 Sept. 2017. Professors Anderson, Beyer, de Bruyn, Gardaz, Piovaneli, and Valley volunteered to participate.
- The working group met four times in the Fall 2017 to assess the circumstances of the SRS undergraduate programs, generate ideas, and devise a specific plan. The working group reviewed programs across the University to identify courses that might contribute to a Religious Studies program.
- Professor de Bruyn, as Director of Undergraduate Studies (Religious Studies), met with the Executive of the Religious Studies Student Association (ReSSA) to discuss ideas emerging from the working group as well as ideas generated by ReSSA.
- A draft plan to reconfigure the SRS Honours B.A. and Major was discussed by all Religious Studies on 8 Dec. 2017. A revised provisional plan was completed 15 March 2017.
- Professor Beyer undertook to conduct focus groups with students in other programs who take Religious Studies courses, in order to learn why they took a Religious Studies course and on what terms they might register in a Religious Studies program (to be conducted in March 2017 but cancelled due to insufficient enrolment).
- As part of the evaluation of the SRS undergraduate programs (2017-2018), a questionnaire was sent to all current students in the undergraduate programs and to students who graduated from the programs between 2010 and 2016, to learn about their experience in the programs and obtain their views on its strengths, weaknesses, opportunities, and challenges (to be completed 4 April 2017).
- Of the course of the fall, Professor Valley collaborated with colleagues across the University on two new cross-disciplinary minor programs: one in Contemplative Studies and one in Animal Studies.
- The SRS submission was reviewed and discussed at a departmental meeting on 25 March 2017 and approved at a departmental meeting on 7 April 2017.

### **Centre de recherche en civilisation canadienne-française (CRCCF)**

- CRCCF self-assessment report – 2015
- Feedback from the CRCCF Director on the report provided by the external evaluators – 2015
- Reiteration of the findings of the self-assessment report (2015) and of the measures introduced in the feedback letter (2015) by the members of the CRCCF Executive Office – January 2017

## **Communication**

- The department went recently through the evaluation of its Master and bachelor in communication programs, including the bi-disciplinary bachelor in *Communication et lettres françaises*. Input from the self-evaluation reports and the external evaluators was used for this exercise.
- A questionnaire was sent to colleagues asking them to identify the main challenges, priority actions and collaborative opportunities (just a few colleagues responded).
- A meeting took place on March 31 to discuss the results of the survey and identify main challenges and priority measures to face these challenges.

## **Geography, Environment and Geomatics**

- The Road Map planning process falls on the heels of 4 program evaluations that took place between 2014 and 2016 (Graduate programs, Environmental Studies, Geography and BSc in Physical Geography); evaluation processes included student and professor consultations, curriculum analyses, student survey analyses, self-evaluation and external evaluation.
- An ad hoc committee was created, composed of professors, graduate and undergraduate student representatives; met in 2016/2017 to brainstorm, define and refine ideas;
- Worked with Department Assembly and Undergraduate Committee on an ongoing basis to identify challenges and opportunities and develop and refine ideas.
- Met with Carleton University Geography Chair (1 meeting), as well with and with Carleton Geography Chair + Executive Committee (1 meeting) to share experiences and insights, discuss common challenges and solutions and explore possibilities for collaborations aimed at raising the profile of Geography and Environmental studies in Ottawa and beyond.
- Sought opinions and advice from professors, other Department Chairs and graduate and undergraduate students.

## **History**

Undergraduate and graduate programs offered by the Department of History were assessed during the 2014-2015 academic year. Along the course of the assessment process and after the submission of the final reports, the members of the Department were involved in a wide reflection to revise some aspects of its programs. Many meetings were held in 2014-2015 and 2015-2016 to identify the key parameters of the revision. Intensive – and sometimes hard – discussions were very productive and covered more than the set narrow program revision framework, addressing issues related to course teaching and delivering methods. Work continued in departmental assemblies in 2016-2017.

The Department of History sees program, research and service improvements from an ongoing involvement perspective instead of from a punctual response to external circumstances. We continue to express our will to establish partnerships within the Faculty, with other faculties and with the outside community; we also continue to be sensitive to our students to provide them with a high-quality training; we are committed to adapt ourselves to the changing university realities.

It is in this spirit that we open our activities and initiatives to the whole Faculty of Arts for years to come.

### **Information Studies**

- As part of our School's ongoing planning and review process, and concurrent with the Faculty-wide strategic planning process, we have held regular discussions at each of the four departmental assemblies held during the Fall 2016. The primary areas of discussion have been resources, program development and marketing, and community building, including formalizing relationships across the Faculty of Arts.
- This fall our School completed the Cyclical Review of its programs, culminating in an external evaluation report. Following discussion of the evaluators' report by the departmental assembly, the School prepared a response that has direct relevance to the Faculty-wide planning process.
- We held a formal meeting with the School's External Advisory Committee in the late fall to discuss a number of issues arising from the cyclical review, including program tracks, modifying the Graduate Diploma in Information Studies (GDIS), and experiential learning, all of which are relevant to this submission. Note that we have not yet conducted consultations with alumni or other external stakeholders. Those constituents will be consulted later in the process as proposals are formalized.
- A draft proposal for a combined Honours Bachelor's degree in Translation and Master's degree in Information Studies was reviewed and approved by the departmental assemblies of the School of Translation and Interpretation and the School of Information Studies in December 2016.
- A draft proposal for the establishment of a Centre for Research on Knowledge Transfer was reviewed by the departmental assembly in February 2017. Preliminary informal discussions on the proposal have been held with the Research Working Group set up as part of the Faculty's strategic planning process, as well as with a number of potential participants in other units within the Faculty.
- A preliminary meeting has been held between the Acting Director of ÉSIS and members of the Common Law Section in the Faculty of Law to discuss the possibility of a combined JD/MIS degree.

### **Linguistics**

- Department-wide consultation
- Full-time faculty
- Graduate student representative
- Undergraduate student representative
- Part-time faculty representative
- Committee of undergraduate studies



## **Philosophy**

- Chair drafted document;
- Studied along with briefing book and financial statement by ad hoc committee
- Discussion; revision of document
- Further discussion in Departmental Assembly
- Further revision

## ***Langues et littératures***

### **English**

- The process of generating ideas and then considering, refining and prioritizing them was undertaken by the full-time professors of the Department, with the assistance of the administrative staff and representatives of the part-time professors, graduate students and undergraduate students. Various documents, including those provided by the Faculty of Arts concerning priorities, and departmental statistics and finances, were circulated to all these participants.
- Departmental discussion of initiatives took place at four 90-minute Planning Meetings, dedicated to the purpose, on October 4 and November 1, 2016, and January 24 and March 21, 2017. Further discussion of aspects of these initiatives took place at various of the monthly Departmental Assemblies between September 2016 and March 2017. At both Planning Meetings and Assemblies more detailed consideration and research of issues and initiatives were delegated to various members and committees of the Department. The Undergraduate and Graduate committees in particular were asked to develop plans, which then fed into the larger discussion and the final report.
- The final report was drafted by the Chair of Department, circulated for comment to the groups listed above, then presented and discussed at the final Departmental Planning Meeting on March 21, 2017. After the Chair revised it accordingly, it was adopted at the Departmental Assembly of March 28, and submitted to the Dean of Arts on April 6, 2017.

### **Français**

All the members of the Department attended a day of reflection in May 2016. Three assemblies of the full-time faculty were held in 2016-2017.



### **Modern Languages and Literature**

- ☐ The Roadmap was discussed at several Departmental assemblies
- ☐ Each language program contributed a written report of ideas
- ☐ The ideas were compiled into the Roadmap by an ad hoc committee of three members elected by the Department

### **Official Languages and Bilingualism Institute**

- All full-time regular professors of the Institute were consulted as well as the head of the Intensive programs, the Executive in Residence, the Director of French Immersion Studies and the Marketing and Communications Officer
- Steps followed:
  1. Call on all for initiatives
  2. Data collection
  3. First draft of the working document
  4. Meeting with the Department members to discuss proposed priorities
  5. Survey to identify and prioritize initiatives
  6. Circulation of the working document within the team, and approval

### **Translation and Interpretation**

- A call on all was sent for brainstorming development ideas for the School
- Were invited:
  - Full-time faculty
  - Part-time faculty
  - Undergraduate and graduate student associations
- Ideas were compiled, shared and sorted in a departmental assembly
- Four ideas were selected and implemented

## ***Fine Arts***

### **Music**

- General discussions – General Assembly of the School of Music (Winter 2017)
- Working discussions – performance and academic sectors (Winter 2017)
- Working discussions with THE and ART (Winter 2017)

### **Theatre**

- Numerous discussions and meeting between Department management, full-time faculty and support staff (technicians, designers, administrators);
- Numerous discussions and meetings with management, some professors and technical support staff of all the departments of Fine Arts (Andrew Wright, Lori Burns, Dillon Palmer, Teri Slade, Tina Goralski, Jon Lockhart, James Law, Sasha Phipps, David McDougall, Michel Vallières, Paul Auclair, Angela Haché);
- Briefing sessions at every departmental and professorial assemblies;
- Production of supporting material: tables, budget estimates, PowerPoint presentation;
- Various meetings with the Faculty (Dean and Vice-Deans, Marketing Team, Facilities, administration);
- Exit interviews with our future bachelors (2017).

### **Visual Arts**

- Meeting of 3 Professors: Lorraine Gilbert (Photography), Jennifer Macklem, Dir. 1er Cycle (Sculpture), Jakub Zdebik (History and Theory of Art)
- Analysis, brainstorming, and discussion
- Deliberation and drafting of proposals