1.1 SERVICE QUALITY ASSESSMENT
The percentage of students who are very satisfied or satisfied with a series of non-academic services (for example: sports, housing, community life, cultural activities, food services, bookstores, computer services, online services, counter services).
Source: Canadian University Survey Consortium (CUSC) and Graduate and Professional Student Survey (GPSS).

1.2 FINANCIAL AID / FTES
The ratio of the total annual financial aid offered to the number of full-time equivalent students. Financial aid includes:
• University of Ottawa financial aid bursaries (University budget bursaries, tuition fees exemption);
• Financial aid bursaries from private companies and various organizations (OSSTF, AUSC, other companies, the Queen Elizabeth II Aiming for the Top scholarship, fellowships for studying in French in Ontario, scholarships from the Government of Quebec, other scholarships offered by the Ministry of Education);
• The University’s Work-Study Program;
• The Work-Study Program offered by Ontario’s Ministry of Education;
• Millennium Scholarships (Ontario and other provinces);
• Excellence Scholarships from the University (admission and renewal, other excellence scholarships, tuition fees exemption scholarships);
• Assistantships. (Government loans are excluded.)
FTES = (2 x undergraduate FTES declared to the Ministry on November 1) + (1 x graduate FTES declared to the Ministry on November 1).

1.3 LINGUISTIC BALANCE
The percentage of full-time and part-time Francophone and immersion students (undergraduate and graduate).
Françophones: students whose first language is French and all students whose first language is neither French nor English but whose language of competence is French.
Immersion students: Anglophone students who have studied in a French immersion program in a Canadian high school or who are registered in a University of Ottawa French immersion undergraduate program.

1.4 INTERNATIONALISM INDEX
The number of international students and the number of students whose language of correspondence is French.

1.5 REPUTATIONAL INDEX
The percentage of the general population in the National Capital Region and the general Canadian population who rate the University of Ottawa as a top-quality university.
Source: Annual survey from Ipsos-Reid.

2.1 ENGAGEMENT INDEX
The percentage of staff members who have answered favourably to five questions about their level of commitment to the University and its mission. Source: Work climate survey completed by regular and part-time staff support and by regular and full-time faculty members.

2.2 BILINGUALISM INDEX
The percentage of regular faculty and regular support staff members who are actively bilingual. For the support staff, active bilingualism is determined by a written and oral proficiency score of 2 or 3 in the Second Language Certification test. For faculty members, active bilingualism is based on their ability to teach in their second language.

2.3 STAFF DIVERSITY INDEX
The percentage of all the diversity targets reached as part of the Federal Contractors Program (FCP). There are four designated groups: women, Aboriginal people, members of visible minorities and persons with disabilities.

3.1 LEARNING QUALITY ASSESSMENT
The percentage of students registered in their first-year who are actively engaged in learning is expressed as a percentage relative to the results of the peer groups of universities.
Source: National Survey on Student Engagement (NSSE) and Graduate and Professional Student Survey (GPSS).

3.2 FEDERAL RESEARCH AGENCIES FUNDING
The University’s ranking among Canadian universities based on the total annual research grants for all programs received from the three main federal research agencies, namely NSERC, NERSC and CIHR.
Source: federal agencies.

3.3 RESEARCH INTENSITY
The average external funding from all sources per full-time equivalent faculty position as well as University of Ottawa’s ranking among Canadian universities, excluding the IRS. Source: ReSearch Infosource.

3.4 PERCENTAGE OF STUDENTS RECRUITED WITH AN AVERAGE OF AT LEAST 85%
The percentage of students from an Ottawa high school entering an undergraduate program with an average of at least 85% who have accepted an offer of admission.

3.5 GRADUATE STUDENT REGISTRATIONS
The ratio of graduate students registered (certificate, master’s and doctorate) to the total number of registrations at all levels, full-time and part-time.

3.6 GRADUATION RATE (UNDERGRADUATE)
The percentage of students registered in their first-year seven years ago who have since graduated with a bachelor’s or first professional degree.

3.7 UNDERGRADUATE STUDENT-FACTOR RATIO
The ratio of full-time equivalent undergraduate students per full-time equivalent regular faculty.
• Full-time equivalent undergraduate students include all students, eligible or non-eligible for provincial funding, who are registered for the fall and winter semesters.
• Full-time equivalent faculty include regular and term professors, limited-term replacement professors and CRC holders. It includes vacant positions, retired faculty, part-time professors, research fellows, librarians and counselors.

4.1 LEARNING SPACE / FTES
The ratio of the net assignable square metres of learning space to the number of full-time equivalent students every fall. Source: Council of Ontario Universities (COU).
• Learning space: classrooms, class laboratories, research laboratories, graduate student offices, study and library spaces. Space at Saint Paul University is included.
• FTES = (2 x undergraduate FTES declared to the Ministry on November 1) + (1 x graduate FTES declared to the Ministry on November 1), including Saint Paul University.

4.2 ENDOWMENT / FTES-2
The ratio of the endowed funds to the number of full-time equivalent students (definition #2). Source: COU.
• Endowed funds: funds comprising money or securities received by way of gift or endowment, with a capital usually maintained or allocated, as well as the resulting financial products that are used for the purpose established by the donor or donor.
• FTES-2 = total number of full-time equivalent students for the year (undergraduate and graduate, eligible and non-eligible for provincial funding).

4.3 UNIVERSITY DEBT / FTES-2
The ratio of the money borrowed as of April 30th of every year, less the money accumulated in the sinking fund including the interest accumulated, to the number of full-time equivalent students (definition #2). Source: COU.
• FTES-2 = total number of full-time equivalent students for the year (undergraduate and graduate, eligible and non-eligible for provincial funding).

4.4 ADMINISTRATIVE EXPENSES AS % OF TOTAL EXPENSES
The ratio of administrative expenses to the operational budget (excluding the research budget and endowed funds). Source: COU.
• Administrative expenses: general administrative expenses, computer and communication expenses (central service), expenses for physical resources (including the renovation budget) and for external relations.

For the last five years, the scorecard has been helping us measure our progress and the impact of our initiatives in meeting the ambitious goals set out in Vision 2010. In fact, the University of Ottawa is the first to give itself such a tool, showing our drive for transparency. Other universities are now following our example.

Taking stock, we can see that far we’re come. We’ve actually made significant progress on 14 of our objectives, and renewed expectations for three others: increasing financial aid for students, growing our endowment funds and reducing the University’s debt. Our reputation index score continues to rise, as well as the level of satisfaction with the quality of teaching and campus services. I’m also happy to note that bilingualism is alive and well at the University. The percentage of francophones remains relatively stable, but we’re seeing more and more immersion students and the rate of bilingualism for professors and administrative staff is on the increase.

Even if we haven’t reached all of our targets, I’m convinced that actions taken in light of Vision 2010 have put the University on the right path. For example, as the many young professors hired in the last few years develop their research programs and receive grants, we’ll see an even further ahead among the leading Canadian research universities. As well, the innovations undertaken across the campus and the construction of the new Vanier Tower, now under way, will allow us to move closer to the one target where we’ve fallen back somewhat—due to the explosive growth in our student population—namely, the amount of physical space allocated to learning.

It’s important to continue to set ourselves ambitious goals, which express our will to excel and take on new challenges. Very soon, we will have a new strategic plan which reflects what we aspire to as an institution. This will allow us to move together to the next stage in our development. And there is no doubt that the achievements of recent years will be the key to our future success.

Allan Rock
President and Vice-Chancellor

Source of data: University of Ottawa (Institutional Research and Planning, Human Resources Service, Strategic Enrollment Management, and Financial Services) unless otherwise stated.
UNIVERSITY OF OTTAWA SCORECARD DEFINITIONS

STUDENTS AND COMMUNITY

1.1 SERVICE QUALITY ASSESSMENT
The percentage of students who are very satisfied or satisfied with a series of non-academic services (for example: sports, housing, community life, cultural activities, food services, bookstore, computer services, online services, counter services). Source: Canadian University Survey Consortium (CUSC) and Graduate and Professional Student Survey (GPSS).

1.2 FINANCIAL AID / FTES
The ratio of the total annual financial aid offered to the number of full-time equivalent students. Financial aid includes:
- University of Ottawa financial aid bursaries (University budget bursaries, tuition fees exemption);
- Financial aid bursaries from private companies and various organizations (OSSEF, RIC, other companies, the Queen Elizabeth II Aiming for the Top scholarship, fellowships for studies in French in Ottawa, scholarships from the Government of Québec, other scholarships offered by the Ministry of Education);
- The University’s Work-Study Program;
- The Work-Study Program offered by Ottawa’s Ministry of Education;
- Millennium Scholarships (Ontario and other provinces);
- Excellence Scholarships from the University (admission and renewal, other excellence scholarships, tuition fees exemption scholarships), Assistantships. (Government loans are excluded.)

1.3 STAFF DIVERSITY INDEX
The percentage of all the diversity targets reached as part of the Federal Contractors Program (FCP). There are four designated groups: women, Aboriginal people, members of visible minorities and persons with disabilities.

1.4 INTERNATIONALISM INDEX
The number of international students and the number of students who participate in an international exchange, undergraduate and graduate, part-time and full-time.
- International student: A student who has a visa or another status (refugee, diplomatic mission), or who was originally admitted on a visa, including incoming exchange students.
- International exchange: Student exchanges, including Co-op placements abroad.

1.5 REPUTATIONAL INDEX
The percentage of the general population in the National Capital Region and the general Canadian population who rate the University of Ottawa as a top-quality university. Source: Annual Survey from Ipsos-Reid.

EMPLOYEE QUALITY AND ENGAGEMENT

2.1 ENGAGEMENT INDEX
The percentage of staff members who have answered favourably to five questions about their level of commitment to the University and its mission. Source: Work climate survey completed by regular and term support staff and by regular and part-time faculty members.

2.2 BILINGUALISM INDEX
The percentage of regular faculty and regular support staff members who are actively bilingual. For the support staff, active bilingualism is determined by a written and oral proficiency score of 2 or 3 in the Second Language Certification test. For faculty members, active bilingualism is based on their ability to teach in their second language.

2.3 STAFF DIVERSITY INDEX
The percentage of all the diversity targets reached as part of the Federal Contractors Program (FCP). There are four designated groups: women, Aboriginal people, members of visible minorities and persons with disabilities.

ACADEMIC EXCELLENCE

3.1 LEARNING QUALITY ASSESSMENT
The University score is expressed as a percentage relative to the results of the peer groups of universities. Sources: National Survey on Student Engagement (NSSE) and Graduate and Professional Student Survey (GPSS).

3.2 FEDERAL RESEARCH AGENCIES FUNDING
The University’s ranking among Canadian universities based on the total annual research grants for all programs received from the three main federal research agencies, namely SSHRC, NSERC and CIHR. Source: Federal agencies.

3.3 RESEARCH INTENSITY
The average external funding from all sources per full-time equivalent faculty position as well as University of Ottawa’s ranking among Canadian universities, excluding the NIMES. Source: Re$earch Infosource.

3.4 PERCENTAGE OF STUDENTS RECRUITED WITH AN AVERAGE OF AT LEAST 85%
The percentage of students from an Ottawa high school entering an undergraduate program with an average of at least 85% who have accepted an offer of admission.

3.5 GRADUATE STUDENT REGISTRATIONS
The ratio of graduate students registered (certificate, master’s and doctorate) to the total number of registrations at all levels, full-time and part-time.

3.6 GRADUATION RATE (UNDERGRADUATE)
The percentage of students registered in first year seven years ago who have since graduated with a bachelor’s first professional degree.

3.7 UNDERGRADUATE STUDENT-FACULTY RATIO
The ratio of full-time equivalent undergraduate students per full-time equivalent regular faculty.
- Full-time equivalent undergraduate students include all students, eligible or non-eligible for provincial funding, who are registered for the fall and winter semesters.
- Full-time equivalent faculty include regular and term professors, limited-term replacement professors and CRC holders. It includes vacant positions, retired faculty, part-time professors, research fellows, librarians and counselors.

RESOURCES

4.1 LEARNING SPACE / FTES
The ratio of the net assignable square metres of learning space to the number of full-time equivalent students every fall. Source: Council of Ontario Universities (COU).
- Learning space: classrooms, lab classrooms, research laboratories, graduate student offices, study and library spaces. Space at Saint Paul University is included.

4.2 FEDERAL ENDOWMENTS / FTES
The endowment funds to the number of full-time equivalent students.

4.3 UNIVERSITY DEBT / FTES
The ratio of the money borrowed as of April 30 of every year, less the money accumulated, to the number of full-time equivalent students from the three main federal research agencies, namely SSHRC, NSERC and CIHR.

4.4 ADMINISTRATIVE EXPENSES AS % OF TOTAL EXPENSES
The ratio of administrative expenses to the operational budget (excluding provincial funding).

For the last five years, the scorecard has been helping us measure our progress and the impact of our initiatives in meeting the ambitious goals set out in Vision 2010. In fact, the University of Ottawa is the first to give itself such a tool, showing our drive for transparency. Other universities are now following our example.

Taking stock, we can see how far we’ve come. We’ve actually made significant progress on 14 of our objectives, and found expectations for three others: increasing financial aid for students, growing our endowment funds and reducing the University’s debt. Our reputation index score continues to rise, as well as the level of satisfaction with the quality of learning and campus services. I’m also happy to see that bilingualism is alive and well at the University. The percentage of francophones remains relatively stable, but we’re seeing more and more immersion students and the rate of bilingualism for professors and administrative staff is on the increase.

Even if we haven’t achieved all of our targets, I’m convinced that actions taken in light of Vision 2010 have put the University on the right path. For example, as many young professors hired in the last five years develop their research programs and receive grants, we’ll see our endowment even further ahead among the leading Canadian research universities. As well, the renovations undertaken across the campus and the construction of the new tower, now under way, will allow us to move closer to the one target where we’ve fallen back somewhat—due to the explosive growth in our student population—namely, the amount of physical space allocated to learning.

It’s important to continue to set ourselves ambitious goals, which express our will to move and take on new challenges. Very soon, we will have a new strategic plan which reflects what we aspire to as an institution. This will allow us to move together to the next stage in our development. And there is no doubt that the achievements of recent years will be the key to our future success.

Allan Rock
President and Vice-Chancellor

Source: University of Ottawa (Institutional Research and Planning, Human Resources Service, Strategic Enrollment Management, and Financial Services) unless otherwise stated.