Improving the Quality of the Student Experience—
2010–2013 Progress Report

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>3</td>
</tr>
<tr>
<td>SIMPLIFYING RULES AND INSTITUTIONAL PROCEDURES</td>
<td>5</td>
</tr>
<tr>
<td>STUDENT SERVICES AND INTERACTION WITH STUDENTS</td>
<td>7</td>
</tr>
<tr>
<td>FOOD SERVICES</td>
<td>10</td>
</tr>
<tr>
<td>CAMPUS INFRASTRUCTURE</td>
<td>12</td>
</tr>
<tr>
<td>BILINGUALISM</td>
<td>13</td>
</tr>
<tr>
<td>IMPROVING AND RECOGNIZING TEACHING, STUDENT SUPPORT</td>
<td>14</td>
</tr>
<tr>
<td>INTERNATIONAL PERSPECTIVE</td>
<td>17</td>
</tr>
<tr>
<td>MOBILIZING THE CAMPUS</td>
<td>19</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>20</td>
</tr>
<tr>
<td>APPENDIX 1</td>
<td>21</td>
</tr>
</tbody>
</table>
INTRODUCTION

In May 2010, in a document entitled *The Quality of Student Experience: What Is It? How to Improve It?* (Appendix 1), the President put together various components of his vision for a better student experience at the University of Ottawa. The solutions put forth by the President in this document can be grouped into eight main categories:

- Simplifying rules and institutional procedures
- Student services and interaction with students
- Food services
- Campus infrastructure
- Bilingualism
- Improving and recognizing teaching, student support
- International perspective
- Mobilizing the campus

Since May 2010, the task of overseeing the quality of the student experience has been entrusted to two key positions—the Associate Vice-President, Academic, and the Associate Vice-President, Student Services—so that they may coordinate their efforts. Two Committees on the Quality of the Student Experience were formed, one focusing on academics and the other on services. Twelve students are members of these committees and regularly provide input on students’ needs.

This document presents an inventory of the improvements made since 2010 in response to the needs identified in each of the categories above. Many projects have been developed based on initiatives from the Committees on the Quality of the Student Experience.
EXECUTIVE SUMMARY

Since 2010, following an analysis of student satisfaction surveys by the Committees on the Quality of the Student Experience, many improvements have been made. This long-term endeavour has already started to produce results. Indeed, data from the End-of-Program Survey confirm that there has been a 15% increase in students’ feeling of belonging within the University of Ottawa community compared to 2010 (59% in 2010 and 74% in 2012).

Simplifying rules and institutional procedures
Simplifying procedures is key to increasing student satisfaction. In 2010, the Committees on the Quality of the Student Experience compiled a list of more than 35 procedures to be streamlined and automated. Priority was given to the procedures with the highest frequency of use and greatest impact on the student experience, and 19 among those have been or are in the process of being addressed.

Student services and interaction with students
In recent years, student services have improved considerably. In terms of web services, tools such as uoZone and uoCal have been introduced, a new email system was put in place in 2013, and a website redesign is underway. In addition, the services and faculties have been able to work together thanks to the Cohort Project to better understand the needs of students and the challenges they face, and to make any necessary improvements. Finally, the service excellence program, which began in 2012, will have an impact on all of the services offered on campus.

Food services
Many efforts have been made in recent years to offer better food services to students. As a result, our main food services provider’s sales grew by 118%—from $5.5 million to $11 million—between 2005-2006 and 2012-2013, compared to a student population growth of 14% during the same period. Our internal surveys also show an increase in satisfaction levels, which rose from 58% to 70% between 2006 and 2011.

A working group made several recommendations in 2012, which are currently being implemented. In addition, other universities’ new service delivery models have been studied with a view to providing services better suited to students’ needs.

Campus infrastructure
One of the main topics of interest for the Committees on the Quality of the Student Experience has been the lack of space on campus for students. Since 2010, numerous student spaces have been improved or built.

Moreover, the five-year strategic plan for creating more spaces will result in more than 2,000 seats in classrooms, study space for more than 3,200 students, lounge space for more than 1,300 and more than 1,000 workstations for graduate students by 2017. New residences will also be added over the coming years to meet the urgent need for student housing.
Bilingualism
Considerable efforts have been made in recent years to prioritize bilingualism and reinforce the French fact on campus. Regional mentoring and summer orientation programs now help students to be better informed about what to expect on a bilingual campus. Other initiatives have also helped in successfully integrating and promoting Francophone culture on our campus, such as increasing the number of participants in French immersion, opening the Carrefour francophone in 2011 and inaugurating the Monument de la francophonie in September 2013.

Improving and recognizing teaching, and student support
Teaching recognition and student support were two major focus points for the Committees on the Quality of the Student Experience. Numerous initiatives, such as the summer orientation, regional mentoring and undergraduate research opportunity programs, have been implemented. In addition, a teaching recognition campaign was launched in 2011, which in turn supported the creation of Chairs in University Teaching, a training and recognition program for teaching assistants, and a professor-mentor system in the Faculty of Arts. All of these steps contribute significantly to improving student satisfaction.

International perspective
To meet the student mobility objectives set out in Destination 2020, the International Office devised a major international recruitment and student mobility strategy. In addition, the opening of the Centre for Global and Community Engagement in 2011 has allowed many students to participate in international volunteering programs.

Mobilizing the campus
Students are part of the University’s decision-making processes as members of several committees, notably the Committee on the Quality of the Student Experience, which directly involves twelve students annually in its work. In addition, frequent consultations take place with students to allow them to share their opinion on current and future projects and initiatives. With the opening of the Centre for Global and Community Engagement, student mobility has increased, through access to numerous volunteer and extracurricular opportunities. Several major projects related to the student experience (summer orientation, regional mentoring, etc.) also give our students the chance to take part in new and unforgettable experiences.
SIMPLIFYING RULES AND INSTITUTIONAL PROCEDURES

As a first step, an analysis of the procedures in place in faculties and services allowed us to identify 35 in need of simplification. Priority was given to 19 of these based on the volume of transactions they represent and their possible impact on the quality of the student experience. As this is an ongoing improvement process, other procedures and rules will eventually be simplified as well.

Initiatives completed:

- **Direct deposit for loans and awards (Financial Aid and Awards Service):** Since January 2012, loans and awards are deposited directly into students’ bank accounts. Some 25,000 students receive loans or awards at the University of Ottawa, and they no longer have to show up in person at the Financial Aid and Awards Service at the beginning of each session.

- **Automation of internal admission form (A2):** Students wishing to change faculties or register for part-time studies at the University of Ottawa no longer have to show up in person at the Admissions Office to submit their request. The form has been automated; submitting requests and making payments now takes place entirely online. More than 6,100 students used this service in fall 2012, considerably shortening lineups. Automating this process has also enabled the Admissions Office to process requests more quickly.

- **Intramural activities:** Online registration is now available for intramural activities at the University of Ottawa—no more waiting in line at Sports Services. Nearly 5,900 students used this option in 2012 and 6,500 students were expected to use it in 2013.

- **Consent form:** Students signing up for intramural activities can now fill out and submit their consent form online. Nearly 6,500 students were expected to use this service in 2013.

- **Payment plans and financial agreements (Financial Services):** To improve financial agreements and promise-to-pay plan procedures for students with an outstanding balance due to the University of Ottawa, online forms are now available for these services and transactions. In September 2012, some 900 students completed a promise-to-pay or payment plan online.

- **uOttawa card:** The uOttawa card was launched in 2011 to consolidate several cards (student card, photocopying card, meal plan card, etc.) into one. More than 46,000 cards have since been distributed and more than 22,000 students use flex dollars to pay for their purchases at all food services locations, the bookstore and more. Students and parents can also top up the card online.

- **Talisma:** This CRM (Customer Relationship Management) technology has been implemented gradually since 2007. In recent years, significant effort has been made to introduce it in all faculties. At present, InfoService, most faculties and some services use Talisma to effectively manage communications with our students (prospective, current and former).

- **Ventus:** Access Service (SASS) introduced a web application to simply and efficiently provide accommodations to students who need them. Around 1,300 students use this application annually.
• **Hotline**: An improved communication process was put in place between InfoService and the faculties to find information more quickly and to avoid giving students the “run-around” when they show up with specific questions.

• **Unofficial transcripts (InfoService)**: In the past, students who wanted a transcript had to pay for an official transcript. They now also have the option of accessing an unofficial transcript at no cost. This option has been available through uoZone since fall 2013.

• **Reservation of group study rooms**: In September 2012, the library put in place an online reservation system for its 30 group study rooms. This system was a great success from its first year with more than 20,000 requests submitted online. Improvements to the system will be made in 2013-2014, and the Faculty of Law library was added to the system at the beginning of the Fall 2013 session.

• **Availability of computers**: A computer program was installed at the library to post a list of available computers on its website. Students can access the list from their smartphones. This system has proven extremely useful to staff, who can now direct students to other floors or libraries where there are free computers. Television screens showing available computers will be installed at the Morisset Library entrance in the near future.

• **Web printing**: The RELMON self-serve system was introduced in fall 2013. It allows students to print from 26 points of service on campus by sending their request over the Internet directly from their computer. Students no longer have to log onto a campus computer to print their documents.

**Ongoing or upcoming initiatives:**

• **Changes to program and internal admission**: The University processes on average 8,000 requests for changes to a student’s program and 6,000 internal admission requests annually. The request forms will be standardized and automated by winter 2014, making the process easier for students and employees.

• **Request for deferred grade**: This process is complex and varies from one faculty to another. This initiative is intended to simplify, standardize and automate the process.

• **Make-up exam**: The current process is complex and must be performed manually. We are working to automate this process, which will accelerate and greatly improve the service.

• **Registration for the Faculty of Education second language proficiency test**: As of September 2013, students will be able to register and pay their fees online. This procedure affects around 2,200 students annually.

• **Refunds made to student bank accounts (direct deposit)**: More than 20,000 refund cheques are sent out to students annually. Financial Services is currently working to put in place a direct deposit system for students by spring 2014 to reduce wait times for refunds and lower operating costs.

• **New SIS**: A new Student Information System will be put in place in the coming years. A number of procedures will need to be quickly streamlined to adapt to the new software.
STUDENT SERVICES AND INTERACTION WITH STUDENTS

Completed initiatives:

- **Cohort Project**: The main goal of the Cohort Project, a joint SEM/SASS initiative, is to develop a platform and database to better understand the progress of incoming students during their first year of studies. This is done by recording, structuring and analyzing their interactions with our main points of service, and their feedback based on these interactions. The experiences of nearly 2,300 students were analyzed, which led to a new action plan involving several parties, including Housing Services, the Financial Aid and Awards Service, and Financial Services. Several improvements were put in place for the beginning of the Fall 2013 session:

  - **Coordinating invoices and financial aid**
    In 2012, students received their invoice before their scholarships or bursaries had been applied to their account. This was a stressful experience for many of them. In 2013, Financial Services and the Financial Aid and Awards Service solved the problem by applying scholarships and bursaries prior to issuing invoices.

  - **Course enrolment limits during registration period**
    The problem was that students couldn’t register for compulsory courses because of issues related to enrolment limits, and they often had trouble getting assistance in the evenings and on weekends, when faculty secretariats are closed. Four out of the six direct-entry faculties—Science, Engineering, Arts and the Telfer School of Management—allowed SEM to change the limits under specific conditions to free up spaces for students who need to register for a compulsory course that is showing up as full. In the case of Health Sciences and Social Sciences, students have to contact their faculty during business hours.

  - **Terminology for students from outside Ontario**
    All our course descriptions and documents are based on the Ontario system. This means we have entries such as “Prerequisite: Calculus 4U” in our descriptions. A table showing equivalencies for 4U courses for all Canadian provinces was developed and is available online.

  - **Housing request status**
    Students would worry when they hadn’t received updates on their requests for a place in residence. Housing Services made a commitment to better manage wait times and better inform students of when to expect a reply.

The 20129-20131 activity report of the Cohort Project will allow for ongoing improvements to be made on topics related to students’ needs.

- **Service fair**: The fair is one of the initiatives of the Committees on the Quality of the Student Experience. For one day, the services set up booths in the University Centre and on Roger Guindon campus to talk to students and tell them what is available to them.

- **Email powered by Google**: A new email system has been available to students since summer 2013. This affects the entire student population and will undoubtedly be an extremely welcome change for
students, who used to have to wrestle with an outdated email system (SquirrelMail). With Google, they can sync their email with their mobile devices, use Google Calendar, chat with their contacts and more.

- **Centralizing data and resources**: Several initiatives have been put in place to consolidate several types of related information.
  - A single calendar (uoCal) now displays all the events organized on campus. Launched in 2012, uoCal gets over 200,000 visits every year.
  - Launch of uoZone student portal in 2011. This portal, which was upgraded in 2013, allows students to view all their personal information (messages from professors, course schedule, uOttawa account status, uOttawa card balance, access to library resources, etc.) in one place. During the academic year, uoZone receives more than 15,000 logons per day.
  - **Academic regulations explained**: A website was set up to explain the academic regulations in simple terms. Examples are included to help students easily find answers to their questions in language they can understand.
  - **Guides**: A web page was designed to gather all the guides available to students in one location to facilitate access to and visibility of these tools.

- **Wireless Internet**: Since fall 2013, wireless Internet service has been available in all residences.

**Ongoing or upcoming initiatives:**

- **Service excellence**: This project was launched in 2012 to support the University of Ottawa’s goal of becoming a leader in service excellence, always putting students first. An analysis was conducted in 2012 to identify shortcomings in best practices compared to other institutions, and a roadmap for the next three years was established. Discussion groups with frontline employees from faculties and services, as well as with students, were held in order to collect feedback and encourage active involvement from these key players. Various projects are being put in place in 2013-2014:
  - An **awareness and promotional campaign** of best practices is underway to build employee engagement.
  - A **network of service excellence champions** will be launched in January 2014. These champions will drive change and provide expert advice on how to improve service, as well as generate enthusiasm for the service excellence program on campus.
  - The **employee recognition program** for service excellence will be reviewed by Human Resources throughout 2013-2014 to recognize service excellence and encourage staff members to put students first.
  - **Service standards** will be revised with the network of service excellence champions in 2014, and plans to integrate these standards in each sector will be developed and implemented. Performance indicators and metrics will be used to determine success.

- **Reviewing the role of academic secretariats**: Academic secretariats face numerous challenges, particularly due to the sharp spike in student numbers seen by the University in recent years. These challenges are reflected in student surveys. Following a recommendation by the Committees on the Quality of the Student Experience, a working group was put in place in April 2013 to review operations and descriptions of key positions in undergraduate academic secretariats. The working group will make recommendations throughout 2013-2014 on ways to adapt services to better meet the needs of students. Current objectives include improving the existing structure of the secretariats, recognizing the
work of frontline employees and offering better service to students. This group will also be directly involved in efforts to centralize services in the Faculty of Arts.

- **Academic staff training:** In 2012-2013, a pilot project focused on offering training to frontline employees was created and entrusted to Strategic Enrolment Management (SEM). This training touches on both service excellence and standardization of knowledge across the University. The goal is to offer quality training to frontline employees to equip them with the tools and knowledge they need to provide students with the right information. These workshops will initially be offered to new academic staff, but more advanced training will be put in place to allow current academic staff to improve as well.

- **Feedback system:** Standardized questionnaires have been put in place at InfoService, Financial Services, the faculties of Arts and Science, and the Financial Aid and Awards Service to solicit feedback from students following each interaction (in person, over the phone or by email). This allows us to obtain anonymous, immediate feedback from students, to assess these results and to improve our services. Work is ongoing to implement this feedback system in the other services and faculties.

- **Student communication strategy:** To improve communication with students, the position of student communications adviser was created in 2011 in the Communications Directorate. A communication, event promotion and web use strategy is in development. “Run-around” reduction is measured in part based on how easily students can find the information they need.

- **Website redesign:** A new University website was launched in fall 2013. The goal of this new site, which is hosted on a new server (Drupal), is easier and more intuitive navigation.
  - **Student experience web page:** A student experience web page will be published in 2014 (in line with the website redesign). This page will raise awareness of the steps being taken to improve the student experience, and it will include sections on experiential learning and service excellence.
FOOD SERVICES

The University of Ottawa’s downtown location means that there are numerous food options within a ten-minute walk of campus. In spite of this, our main food services provider’s sales grew by 118%—from $5.5 million to $11 million—between 2005-2006 and 2012-2013, compared to a student population growth of 14% during the same period. Our internal surveys also show an increase in satisfaction levels, which rose from 58% to 70% between 2006 and 2011.

A working group was put in place in 2012 and made the following recommendations:

- That the hybrid model be retained as the service and business model for food services at the University of Ottawa, that is, that an external provider be contracted to manage most service locations and that those currently managed by student groups or independent providers remain under their current management
- That the hybrid model eventually be expanded, with more service locations managed by independent providers or student groups
- That in the future new food services outlets be examined to determine who will oversee their operation, i.e. the main external provider, one or more student groups, or an independent provider
- That a bidding process be undertaken to determine who will operate the new food services location in the new Social Sciences Building

Completed initiatives:

Students made a major contribution to this improvement by participating in the following committees:

- Study group on improving food services on campus (2009)
- Working group tasked with reporting on the review of various food services business models for the University of Ottawa (2010)
- Study group on selecting an eating establishment for the new Social Sciences Pavilion (2011)
- Study group on selecting the main food services provider at the University (2012)
- Working group on examining the possibility of opening a new service location with around 400 seats
- Advisory committee on food services (ongoing)

In the food services provider’s new contract, clauses have been included on local sourcing, with benchmarks for increasing the use of local products:

- 2nd year: 7%
- 3rd year: 9%
- 4th year: 11%
- 5th year: 15%
- 6th year: 19%
- 7th year: 23%
- 8th year: 27%
- 9th year: 30%
- 10th year: 30%

Some service locations were altered or renovated to offer a larger selection of international cuisine:

- A Spice outlet was added in the University Centre to expand the ethnic diversity of the food selection, a decision that was praised by students.
• In 2012, a Bento Sushi was opened in the University Centre; it is now the company’s busiest Canadian franchise.
• Since 2011-2012, three new service outlets have been added in the form of food trucks.

The Director of Food Services, the Associate Vice-President, Student Services, and the Vice-President, Resources, visited the University of Winnipeg in March 2013 to study the food services model put in place there two years previously.

Finally, Food Services is working continuously with all providers to ensure excellent value for money for all students and members of the community, while offering a wide selection of healthy options.
CAMPUS INFRASTRUCTURE

Completed initiatives:

- Displays have been installed all over the campus to display important messages for students, to promote our prominent alumni, etc.

- A *Monument de la francophonie* was inaugurated on September 25, 2013 in the centre of the campus, and a Franco-Ontarian flag has been erected along Highway 417 at Lees campus.

- The five-year strategic plan for creating more spaces will result in more than 2,000 seats in classrooms, study space for more than 3,200 students, lounge space for more than 1,300 students, and more than 1,000 workstations for graduate students.

Among new, ongoing or upcoming projects are the following:
- Annual renovation of the various student lounges on campus
- New Faculty of Social Sciences building in 2012
- New playing field at Lees in 2012 and construction of a dome in 2013
- Rest and relaxation spaces in the University Centre
- New study spaces in the University Centre and Morisset Hall (180 seats)
- New building for GSAED, including Café Nostalgica, in 2013
- Renovation of spaces in the University Centre following relocation of Financial Aid and SASS
- New Faculty of Health Sciences building
- New Advanced Research Complex
- Construction of a new residence on Henderson Avenue and plans for new spaces in residences and new student housing

- The Parking and Sustainable Transportation Office offers several sustainable transportation programs designed to ease commutes to and from the University. These programs help to promote a healthier campus and environment.
  - U-Pass (Universal Student Bus Pass)
  - Bike-Share
  - Bixi
  - Installation of a reserved bike path on campus (north-south)
  - Carpooling and preferred parking for carpoolers
  - Emergency Ride Home Program
  - Shuttle service
  - Car sharing
  - Fleet conversion to hybrid technology
BILINGUALISM

Completed initiatives:

- **Promotion of bilingualism:**
  - During summer orientation for new students, current students from the same faculty promote the benefits and added value of bilingualism at the University of Ottawa.
  - The benefits of bilingualism are explained to prospective students by the Liaison Office during presentations in various regions.

- **Carrefour francophone:** The Carrefour francophone opened in 2011 and offers a variety of social and cultural activities to promote and support the Francophonie for Francophones and Francophiles.

- **FRA1705:** A French enrichment course focused on university-level literacy was developed to encourage retention of students studying in French. This three-credit bridging course is held over two sessions to help students who are having trouble writing in French. The course was taken by 69 students in 2012-2013, and four sections will be offered in 2013-2014. A more thorough analysis of student satisfaction and their success rates will allow us to decide if this course should be offered on a permanent basis.

- **Symposium on University Literacy:** More than 50 people participated in this symposium in April 2013. It brought together French teachers from French-language secondary schools in Ontario, academic advisers and guidance counsellors, and university French professors. The goal was to engage in a dialogue on university literacy and address the following issue: how to prepare future students for the language challenges they will face when they arrive at the University. At the beginning of May 2014, the University of Ottawa will host an annual Language Planning Policy conference, as well as another Symposium on University Literacy.

- **Second language proficiency assessments for frontline position applicants:** Human Resources, in partnership with the Official Languages and Bilingualism Institute, implemented a procedure for assessing the second language proficiency of all applicants shortlisted for an interview for a frontline position. More than 250 people were evaluated in the first year. Test results can be used for other competitions should the same applicant seek another position.

- **Second language training for employees:** Human Resources and the Official Languages and Bilingualism Institute developed training in both languages to allow frontline employees to improve their knowledge of their second language. A pilot project was held in 2012-2013 with some forty employees, which yielded very encouraging results. By the end of 2013, the training will be revised and finalized, with the goal of training nearly 80 employees annually.
IMPROVING AND RECOGNIZING TEACHING, STUDENT SUPPORT

Completed initiatives:

- **Summer orientation program**: Designed to ease the transition to university life, this program allows new students and their parents to get to know the campus during a half-day of presentations. This program began with a pilot project in 2011 in the Faculty of Social Sciences and assisted nearly 200 students. In 2012, the project expanded to the faculties of Arts, Science and Social Sciences to assist nearly 1,100 students. In 2013, the six direct-entry faculties (Arts, Engineering, Science, Health Sciences, Social Sciences and the Telfer School of Management) participated in the project, and more than 1,500 students attended the orientation sessions with their parents.

- **Undergraduate Research Opportunity Program (UROP)**: UROP offers undergraduate students unique and exciting opportunities to familiarize themselves with the cutting-edge research that takes place at the University of Ottawa, while thinking about their career path and professional goals. Between fall 2012 and winter 2013, 678 scholarships were awarded. The number of recipients doubled in three years, going from 140 recipients in 2010-2011 to 287 in 2012-2013.

- **Interdisciplinary science preparatory course**: This is a one-week upgrading course prepared by Professor Alison Flynn for new students (first year). It has been offered since August 2011 and is presented in the form of workshops inspired by the “University 101” courses offered in other Canadian universities. More than 350 incoming Faculty of Science students take part each year.

- **Regional mentoring**: The cornerstone of this program is the idea of ambassador-mentors. These ambassador-mentors are students registered at the University of Ottawa who come from outlying regions. They play an active role in recruiting Grade 12 students from their home region. Once students from their region have been admitted, the ambassador-mentors contact them by email or through social media and keep in touch with them until they arrive on campus, allowing these new students to ask questions on a variety of topics. When classes begin in September, the mentors stay in contact with their students to help them as they transition into university life.

  This program has been growing annually:
  - 2011: 5 student mentors for 1,412 entrants
  - 2012: 14 student mentors for 1,800 entrants
  - 2013: 15 student mentors for more than 2,500 entrants

- **Professor-student mentoring**: In 2011, the Faculty of Arts introduced the Professor-Student Mentoring Program, in which first-year students are matched up in small groups with one professor. In fall 2012, more than 500 students participated in this program. More than 90% of them found the experience useful in easing their transition and more than 85% of them stayed in touch with students from their group.

- **Adult mentoring**: The Mentoring Centre for Mature Students opened in September 2012. In short order, many adult students started visiting the centre, and students tell us they are very pleased that the University has given them a dedicated location to ask for advice from students in the same situation as themselves.
• **Graduate Student Mentoring Centre:** This centre has been around since January 2008. This initiative came about in response to information derived from the Graduate and Professional Student Survey (GPSS) and from discussion groups, where students lamented the lack of services specifically designed for them. The number of graduate students who visit the centre has increased considerably, from 161 visits in 2008-2009 to nearly 600 visits in 2012-2013. The retention rate of students who have used the service is 85%.

• **Career Services** has developed new services since 2011:
  - Professional career development program for international students
  - Professional career development program for students with a disability
  - JobsNow/Emploi en direct: a new tool for job postings
  - Psychometric assessments
  - New online tutorial on how to write a winning resumé
  - Tool: “What can I do with my studies?”
  - YouTube videos: “Career Moves”
  - Virtual Career Library (VCL)
  - Services for alumni
  - Employer education (applicants with a disability)

• **Research Chairs in Teaching:** Created in 2012, the first Research Chairs in Teaching were awarded to Scott Findlay and Jacqueline Carnegie in 2012, and to Jenepher Lennox-Therrion in 2013 ($15,000 for three years).

• **Teaching Matters!** Launched in 2011-2012, this campaign is intended to recognize the importance of teaching within the University community. The campaign has accomplished many things:
  - Partnership with faculties to identify professor-ambassadors
  - Brainstorming with professors on their role and on campaign activities
  - News releases with profiles of nine professor-ambassadors: the Gazette, The Thinker, digital screens, websites (TLSS and uOttawa), etc.
  - Displays and posters in all campus buildings
  - Sidewalk stickers in front of the main campus buildings
  - Three panels organized as part of the Kesarwani Lecture inviting the nine professor-ambassadors to share their thoughts and experiences on teaching (some 200 people took part)
  - Discussion groups with a class of students on their role and participation in the campaign
  - Training on effective strategies for leading discussion groups—Department of English
  - Organizing a brainstorming day on undergraduate training in the Faculty of Engineering

• **Excellence awards for teaching assistants:** As part of the Campus Campaign, TLSS employees funded a program for Excellence Awards for Teaching Assistants (TAs) to recognize the important role they play in classrooms. The program also helps to promote their training and to recognize teaching:
  - Forty-two requests received in the first year of the program (2013)
  - Three recipients of an Excellence Award (one per category): sciences, humanities, online courses
  - Nine special mentions in 2013 for outstanding contributions: five in science, three in humanities and one for online courses
• **Training for teaching assistants**: In response to surveys clearly showing that students were not entirely satisfied with their teaching assistants (TAs), the Teaching and Learning Support Service began offering TAs a half-day training session to better equip them to perform their role. This session is open to all teaching assistants, but it has been made compulsory by the Faculty of Social Sciences and the School of Human Kinetics. Nearly 450 teaching assistants participated in the September 2012 session, and more than 130 among them participated in an additional day of training in January 2013. The program was offered again in September 2013, with more than 600 teaching assistants participating.

• **Technological support for large classes**: The goal of this initiative is to understand how recording technology is used in lectures at the University of Ottawa. We want to improve the quality of learning in classes with high enrolment by integrating a larger selection of teaching methods, formats and strategies, while reducing the need for classrooms. Using a sample of around 8,000 students enrolled in courses using these technologies, we are seeking to answer the following questions:
  o To what extent does the integration of recording technologies in lecture courses (in three distinct formats) influence students’ habits, productivity and satisfaction?
  o In the eyes of teachers, how does the integration of recording technologies in lecture courses influence planning and giving a course, as well as students’ learning?
  o How do students use recording technologies in lecture courses for deep learning and surface learning?

A report should be sent to the Office of the Vice-President Academic and Provost in winter 2014.

• **CDDQ (Career Decision-Making Difficulties Questionnaire)**: The results of the exit interview for students who voluntarily dropped their studies reveal that a large percentage of them do so because of a career reorientation. The CDDQ is a questionnaire used to identify students who are second-guessing their program or career choice, or who feel unmotivated to continue their studies in their program. Students identified are invited to meet with a career counsellor or an academic adviser in their faculty. The faculties of Arts and Social Sciences will be using this questionnaire with their students in winter 2014.
INTERNATIONAL PERSPECTIVE

Completed initiatives:

- The Centre for Global and Community Engagement (CGCE) officially opened on October 21, 2011. In 2012-2013, a total of 3,604 students registered with the CGCE. Since its inception, the centre has been focused on increasing international volunteering opportunities. Nearly 60 students were able to participate in volunteer experiences abroad as part of the Alternative Student Break program, as well as in extracurricular international volunteer experiences, such as English camps and young leaders’ delegations.

Ongoing or upcoming initiatives:

- **International research web page:** The Office of International Research developed a web page containing key facts on international research at the University of Ottawa.

- **Mobility (CO-OP):** The CO-OP program works to encourage students to relocate for their placements by emphasizing mobility (both national and international). Partnerships were created to develop placements elsewhere, and the CO-OP program is working to better prepare students interested in working outside the region. The proportion of placements abroad is currently 3.5% and has gone from 64 students in 2010 to 75 students in 2012 (the objective is 100 students in 2020). Several measures are being taken to increase the number of students who take part, including offering Global Edge bursaries, promoting the CO-OP mobility and the student mobility scholarships, and adding a mobility indicator in the COOP Navigator.

- **International recruitment (target of 9% international students, including 40% Francophones):** In fall 2012, the percentage of international students was around 8%. While continuing recruitment efforts in China and Latin America, the International Office (IO) developed a recruitment plan for the international Francophone and Francophile market. Bolstered by our new policy of granting partial exemption from tuition fees for students who choose to pursue their studies in French, the IO organized a set of recruitment activities in France, Belgium, Morocco, Tunisia and Algeria, and in several countries in West Africa, such as Cameroon, Senegal and the Ivory Coast. The IO also plans to meet with prospects from several French lycées in the Eastern United States.

- **International exchanges (target: 1,000 students):** To meet the Destination 2020 objective for the number of University of Ottawa students who take part in international mobility experiences, the IO is drawing on a variety of mobility opportunities, such as traditional mobility exchanges (one or two sessions of courses abroad), international placements to acquire credited professional experience or uncredited research experience (including doctoral-level mobility), field-research courses and international CO-OP

1 http://www.research.uOttawa.ca/international/strategic.html
placements. Throughout the summer of 2013, the IO consulted with faculties to identify solutions to increase student participation in these mobility experiences and to identify the possibility of negotiating new mobility agreements with countries in high demand by our students.
MOBILIZING THE CAMPUS

Completed initiatives:

- **Better cooperation with student groups (SFUO, GSAÉD):** The Community Life Service is now working more closely with student groups and provides guidance to support student events on campus. Some major events that bring people together, such as Welcome Week and the Snow Festival, have greatly benefited from this partnership.

- **Student involvement in decision-making:** Students are becoming more and more involved in the various decision-making bodies of the University. In particular, they are members of the following committees:
  - Senate
  - Council on Undergraduate Studies
  - Executive Committee of the Senate
  - Committee on Academic Planning
  - Senate Committee on Teaching and Teaching Evaluation
  - Senate Appeals Committee
  - Standing Committee on Francophone Affairs and Official Languages
  - Board of Governors
  - Executive Committee of the Board
  - Finance and Treasury Committee
  - Advisory Committee on Campus Development
  - Ombudsperson Advisory Committee
  - Committees on the Quality of the Student Experience

  In addition, discussion groups are held regularly with students to solicit targeted information on various aspects of the student experience, as well as to validate our actions and encourage the implementation of certain initiatives.

- **Increased opportunities:** Students are key to several major initiatives mentioned in this document, in particular summer orientation, regional mentoring and graduate mentoring. Feedback from students who have worked on these programs confirms that they benefit greatly from this experience and emerge enriched. As well, the Centre for Global and Community Engagement also offers a variety of opportunities for experiential learning, and the number of students who participate in them is increasing annually.

Ongoing or upcoming initiatives:

- **List of experiential learning opportunities:** In the coming months, students will have access through uoZone to a complete list of experiential learning opportunities outside class hours offered by the University.
CONCLUSION

Many initiatives have been put in place since 2010 to improve the quality of the student experience, and although this is indeed a long-term endeavour, its results are gradually being noticed. Data from the End-of-Program Survey confirm that there has been a 15% increase in students’ feeling of belonging within the University of Ottawa community compared to 2010 (59% in 2010 and 74% in 2012).

We are confident that the efforts of the entire University community will contribute to an ongoing increase in student satisfaction in the coming years, which will allow us to meet the objectives in the Destination 2020 Scorecard.
APPENDIX 1

The Quality of Student Experience: What Is It? How to Improve It?

Allan Rock
May, 2010

Introduction

I have prepared this memo in order to provoke discussion and encourage concrete action as we look for ways to improve “the quality of student experience” at uOttawa. Some of the ideas set forth herein may also be of some use as we carry on discussions toward our next strategic plan.

In creating this very informal note, I have drawn upon the exchanges I have had with students since my arrival in the summer of 2008, including my visits to class rooms and my meetings in student residences.

My dialogue with professors and personnel during the fifteen town hall meetings I conducted over the last six months has also been useful. The subject of the student experience came up in each of them, and was obviously prominent in the minds of participants.

Quality of uOttawa Student Experience: The Bottom Line

The current experience for undergrads at uOttawa falls short: when asked, our students are sharply critical. The recent MacLean’s survey results offer a sobering and deeply troubling example of that evidence.

To come dead last among 52 universities in the country for “supportive campus environment” (i.e.: does the university foster student success) tells us that our students do not believe that they are our priority.

The results are much the same whether we look at the NSSE surveys or our own. In each case, our students overwhelmingly are critical of their teaching and their learning environment.

These questions arise: What to do about it? And how do we know what ever strategy we choose will be effective?

It might be best to begin with a definition.

The “quality of student experience” is a phrase we at the University use every day in many ways, but what does it really mean?

I suggest that it involves a number of factors, some concrete and measureable, others intangible and more elusive, but all of which work together to create in students a general sense of satisfaction derived from intellectual challenge, efficient services, a user-friendly environment, and at least some degree of individual attention.
As an aid to our analysis, I have tried to unbundle the various elements that might be said to make up the “quality of student experience” on our campus, and to identify each of them, in no particular order. I attach my list as Appendix A to this memorandum. It is not necessarily accurate or complete, but simply a working draft. You will no doubt have other elements to suggest.

For present purposes, I speak of “quality of student experience” in relation to undergraduate students. Perspectives are not the same in the professional faculties and in graduate studies, where specific shared interests and smaller, select groups tend to create different dynamics and expectations. Indeed, there are no doubt lessons to be learned by the rest of the campus from the ways in which some of those faculties produce a sense of community and higher levels of satisfaction.

So while acknowledging that there will be other components, let’s take the contents of Appendix A as the basic elements of undergrad “quality of student experience”. How are we doing? What are our strengths and weaknesses? When did we last carry out a rigorous inventory of them?

Most importantly, how can we find out in which of them we are falling so short that our students assign us some of the lowest and most negative rankings in the country for what we can generally call the “quality of student experience”?

Perhaps, if nothing else, Appendix A may serve as a resource document for those organising and conducting the student focus groups that are proposed elsewhere in this paper.

The MacLean’s Rankings

MacLean’s is not the final word on the subject, but it is by far the most recognised, widely seen and firmly established such survey in Canada. It is well-read by parents, alumni and prospective students.

Most damagingly of all, it is read by our present students, so that each year they are encouraged to spiral even farther down the gloomy curve, reinforcing and repeating last year’s bad news in what becomes a recurring cycle of pessimism and negativity. The effect on reputation is not hard to anticipate.

I am keenly aware that the dismal public ratings are a source of disappointment and embarrassment to our faculty and our personnel as well. We are blessed to have excellent professors who are both talented and sincerely dedicated. They share our frustration and unhappiness in being characterized as a second or third rate university for teaching and the “quality of student experience”. I expect that they will be major allies in our effort to turn this around.

Our personnel are famous for their deep dedication and strong sense of loyalty to uOttawa. We must call upon that sentiment now more than ever as we seek to enlist them too in this effort.

Balance requires that I point out the areas where we do well in the rankings. We have, for example, clearly become one of Canada’s great power-houses for world-class research. It is crucial that we maintain that distinction, and nothing in this memorandum is intended to suggest otherwise.
And I sincerely believe that we can be both a research-intensive university and one that offers excellent undergraduate “quality of student experience”.

Indeed, research excellence must be one of the tools we use in seeking to improve the quality of undergrad student experience (as to which, see below for ideas about involving undergrads in research).

It is also important to remember that there are other rankings on which uOttawa fares better: for example, CUSC surveys 1,000 students on campus each year (about 300 respond) and asks them to rate services, facilities and experiences.

With some notable exceptions (“getting the run around” and unappetizing food are chronic problems) we are rated well by our students and compare favourably to others in our class. Unhappily the CUSC survey does not receive a fraction of the attention paid to MacLean’s.

MacLean’s: How uOttawa is Ranked

So acknowledging that MacLean’s is neither the only nor even necessarily the best evidence, but conscious that it is both influential and widely-read, what is it saying about us?

Here are some of the results from the November, 2009 publication. We are

- third last among 52 universities for “Student-Faculty Interaction”;
- 42 of 52 on “Enriching Educational Experience”;
- 38 of 42 for “Active and Collaborative Learning”;
- 29 of 31 in “Satisfied with Teaching I have Received”;
- 29 of 31 in “Satisfied with my Decision to Attend this University”;
- dead last among 52 for senior students responding to “How Would You Evaluate Your Entire Educational Experience”;
- second last of 52 for senior year students responding to the question “If You Could Start Over, Would You Go to the University You Now Attend?”

It is fundamental to our mission that we provide our students with an enriching, stimulating, rewarding period of personal and intellectual development in an environment that cares about them, is conscious of their needs, and does everything possible to make their time here positive, memorable and fulfilling.

These survey results tell me that we are not succeeding in our core mission: we are failing when it comes to our fundamental reason for existing.
Ideas for Action

What would happen if, in organising and managing our affairs at the University, we started with our students and worked backwards? I have tried to imagine just that approach in putting together some ideas for action².

In putting forward ideas for action, I am conscious that we are going to have to do all of this in the context of Optimization of Resources and the difficult budgetary decisions to be made this coming spring. At the very least, perhaps we can agree that in allocating scarce resources, our highest priorities should be preferred, and addressing the major problems we have with quality of student experience is among our highest priorities.

For ease of reference, I have grouped most of the ideas into categories: Administrative/Governance Matters (for which the Vice President Administration/Human Resources and the Vice President Governance would be primarily responsible) and Academic Matters (where we would look to our Vice President Academic and Provost to take the lead). In both categories, the advice and assistance of our other Vice Presidents, namely for Research and for External, will also be crucial. Hybrid proposals and special cases I have assigned to the Administration Committee as a whole (where all the Vice Presidents sit at meetings that I chair).

(a) Administrative/Governance Matters

Addressing the Bureaucracy

- All parties—Deans, professors, students and staff—agree that our culture is bureaucratic, rules-bound and overly complicated, spawned and supported by a cumbersome, aged and overgrown thicket of rules and regulations, process and procedure. We are over-administered. The question is whether we are capable of pruning the thicket and clearing a path to the future. I say that we are.

- Let’s carry out a critical evaluation of our policies and rules to see how they can be simplified and made more user-friendly. We might follow the lead of Eric Bercier, who has been trying this past year to do just that in the Registrar’s Office.

- We should consider asking management consultants to help us in that effort, and in designing a practical and efficient management environment (i.e., identifying which of our many committees is actually needed, which of them should be abolished, etc). Get some good advice and take it.

² Some of the ideas that follow reflect the analysis by Ian Clark et al in their recent book Academic Transformation: The Forces Reshaping Higher Education in Ontario. Many of the challenges I identify on our campus are among those highlighted in the book.
• Our aim should be to become the most modern, least bureaucratic and most user-friendly university administration on the continent. As an added advantage, we can reasonably expect that the cost of administration will diminish.

See page 2 Administrative/Governance Matters for more information

**Counter Encounters**

• Examine the standard academic year and identify each and every occasion on which the average undergrad student must deal with the administration. Examine those interactions to see how they can be made less burdensome, more pleasant, shorter, and more successful. Consider collapsing several into one by combining functions. Ensure that as many as possible can be carried out on-line instead of in-line.

• Without waiting for additional study, act now to identify those counter personnel who are less well-suited than others for the crucial interactions by which many students form their opinion of our responsiveness. Reassign those persons to other duties. Surely they are known or can be spotted.

• Invite students to rate (through an anonymous on-line survey) the quality of their “counter experience” immediately following each of their interactions with our personnel. The Report of the Optimization of Resources Committee makes recommendations in this respect that should be implemented right away.

• Place hand-picked staff at the counter who are specially trained, bilingual, dedicated problem solvers with personal attributes that equip them well to conduct positive interactions with students. Provide them with financial incentives payable when they score a consistent 80% plus in regular student reviews.

• Make it clear that if instead of themselves resolving a student’s issue at the counter, staff at our counters refer that student to another counter elsewhere on campus, they are personally responsible for following up with that student by cell phone or the student’s email within 24 hours to ensure that the need has been satisfied and the job done.

**Food Services**

• Deny a monopoly to any single provider. Diversify choice and proprietorship. Open up to competition and let the market decide. Ensure that students are an integral part of the solution. favour local growers. Introduce international dishes. Make the product good enough that volume will increase and higher costs will be covered. Study successful models like uWinnipeg.
Campus Atmospherics

- Work with the City of Ottawa to close down campus streets to traffic (we could start with Séraphin-Marion and Copernicus). Fill in those spaces with greenery and attractive streetscapes. Install there and in other suitable locations flags, pictures of distinguished alumni and recipients of honorary doctorates, historical plaques.

- Make ours a bicycle campus. Encourage the use of bicycles by students and staff. Install enough bike shelters and locking devices to meet the need. Investigate the cost of providing community bicycles that can be used and left for the next user. Enable the opening of a student-run bike repair and maintenance shop, where students can be employed and learn how to run a business.

(b) Academic Matters

Using the Advantage of Bilingualism

- Explain compellingly and market vigorously to our present students the exceptional advantages of our bilingualism, both in practical and intangible terms.

- Demonstrate why it really is such a point of pride. Use brochures, social marketing, peer interventions and class-room messaging.

- Make it easier for our Anglophone students to enjoy Francophone culture and to learn even basic spoken French.

- Offer free conversational French classes in the evenings and on weekends.

Professors and Teaching

- Review and up-date the report that emerged from the March, 2009 session with our 50 best professors, as they met at our request and discussed their winning techniques and approaches. Share those lessons widely with Deans and encourage the Deans to hold sessions with faculty to review the messages, talk about the quality of teaching and plan strategies for improving it.

- Encourage those professors who both teach and do research to involve undergrads in research projects: not just in a menial or peripheral way, but in a way that will excite and inspire them, and give them a sense of having contributed. Consider paying the professors separately for this activity.

- Explore the steps needed in order to be allowed to increase significantly the number and amounts of monetary awards available to full-time professors for undergrad teaching excellence in Arts, Health Sciences and Social Sciences, especially in first and second year.

- Consult with Deans about raising with faculty the idea that each full-time professor in Arts, Health Sciences and Social Sciences might be assigned a modest number (8-10?) of first-year students to advise, mentor, counsel and guide. These professors would be the “first responders” when students have a question or problem related to the curriculum or their academic responsibilities, would agree
to make themselves available and, if the Collective Agreement allowed, could be paid additional amounts for this service.

- If professors will not or cannot do this, consider asking fourth year students to mentor first year students.

- Look for opportunities in the Joint Committee on Tenure and Promotion, when interpreting and applying the APUO Collective Agreement, to signal the importance of teaching and engagement with students, all in accordance with the very terms of the Agreement.

**Supporting Students’ Futures**

- Evaluate the performance of SASS in light of the focus group results. Re-examine the ways we “market” and deliver SASS services.

- Explore with the Deans the idea of moving a career office physically to the Faculties of Arts, Social Sciences and Health Sciences. Ask those career offices to start with second year students and work with them on career planning, strategic course selection, CV preparation, setting up job interviews, networking, introductions, etc.

**Tenured Teachers**

Develop a negotiation strategy towards including in the next APUO collective agreement a large number of Teaching Tenure Track professors, especially in Arts, Science, Engineering, Social Sciences and Health Sciences.

**Going Global**

- Students have a very high level of interest in the international perspective. They are hungry to learn about the world beyond our borders. They want to meet foreign students, engage in international studies, travel and study abroad, and generally prepare themselves for what they intuitively understand will be a career without borders. Compared to our competitors, however, we are behind in almost every aspect of global engagement.

- Start implementing the basic elements of an international strategy. Major investments will have to await the strategic planning exercise, but the bare essentials in the Kelly Report can be implemented, along with those fundamentals where we are far behind our competitors and where the undergrad student experience is engaged.

- Aim for 10% of our student body to be from another country by 2015. Plan on doubling the number of international exchanges available to our undergrad students in the next academic year, and double it again in each of the following three.
• Complete and publish the inventory of existing research and professional relationships between our professors and counterparts abroad. Encourage the deepening and broadening of the most promising existing relationships with the best universities, and consider joint programming and exchange opportunities.

(c) Administration Committee

Understanding the Surveys

• Analyse the results of the focus groups as soon as possible in order to discover what is behind our appalling MacLean’s survey results.

Creating a Post

• Consider creating the post Vice President Student Affairs in order to communicate the priority we attach to students and locate overall responsibility for students and their experience in a single, senior place.

Fostering Student Spirit and Success

• Implement many more of the “Top Ten Best Suggestions” that we have received over the years from students, only a fraction of which have been adopted.

• Put some imagination and some money into attractive social initiatives on campus. In partnership with student associations, book a great group for a major concert on Tabaret Lawn in September and an even better one in early November, when spirits are low. Book special concerts in the gym in January and February.

• Declare a Tabaret Day in early February of each year with dozens of events around campus on subjects of interest to our students. Enlist students themselves to spearhead the effort. Invite the embassies in Ottawa to contribute cultural shows or presentations from around the world. Take an afternoon off classes to have internationally renowned speakers, interesting music and stimulating discussion groups.

Mobilize and Galvanize

• Get the entire campus behind a distinctive, shared undertaking that has the capacity to fire the imagination of students and staff alike. Something that will attract positive public attention and distinguish us from others. A special project to excite, define and unify us. Unless someone has a better idea, Au Service du Monde strikes me as the obvious candidate.
Conclusion

There are no doubt dozens of other steps that can and should be taken, but these would help us make a start. And they will only be effective if people know about them. So once we are organised and have achieved consensus of all parties through consultation and discussion, we should announce that we are renewing and transforming our internal systems and adopting a “Students First” policy.

This can be combined with a bundle of initiatives that are consistent with such an approach, including the proposed Declaration of Student Rights, the Ombudsperson (for which we are now hiring) and the draft Harassment Policy, all of which are close to or at announcement stage.

The message would be that we are celebrating our exceptional assets (bilingual, bicultural, world-class research) and adding a new dimension to them: student focus in undergrad with a whole new, revamped and simplified management model. We could draw attention to many of the specific steps we are taking to support, serve and better prepare our students for the major roles they will have in changing our world. Such an announcement would also send the message to personnel and professors that we are serious and determined.

Whatever else happens, we cannot allow another year to pass without acting. When next year’s rankings are published, we must be able to point to a concrete action plan, and to explain that it is being implemented. It will not bear fruit immediately, but if we choose wisely and act decisively, we can lead the country not only in research intensity but also in “the quality of student experience”.

Let’s get started!

Allan Rock

May, 2010
Appendix A

Elements that Contribute to the Undergraduate Student Experience

(1) **Physical infrastructure**

- Attractive, user-friendly buildings. They needn’t be new (in fact the older ones are often more charming) but they need to be technologically equipped and serviceable.
- “Space to chill”. Room to sit and use your lap-top, speak with friends, talk about an assignment, drink a cup of coffee, see and be seen, and simply interact.
- Accessible campus. Not just in the sense of accommodating those with disabilities (which is of course essential—not just to the disabled but to all students, who genuinely want to see fairness in access) but also in terms of getting from one end of the campus to the other.
- Convenient, affordable, regular on-campus transport. Innovative means (like the free, shared bicycle concept). World-class facilities for those who bring and use their own bikes. Time allowed between classes for those who have to travel from one end of campus to the other during the change-over.

See page 3: Physical infrastructure

(2) **Class Sizes/Engagement with Professors**

- Provincial average is 21:1. How do we compare, really? Some suggest we are at the Provincial average, but MacLean’s has us at 26.7:1 (which, by the way, places us last among the 15 in their “Medical-Doctoral” category).
- Class size is not an absolute determinant of “quality of student experience”: on some campuses, some very large classes are hugely popular because the lecturer is exceptional.
- But generally, smaller groups are the ideal, with a chance for each student to speak and be heard and an opportunity for all students to see and engage with the professor after class.
- In some faculties, small seminar groups are created in the larger courses, so that there is at least some possibility for students in first and second year in the larger faculties to work at tables of 20 or 25, express themselves, exchange ideas.
- Availability of professors during office hours as advertised.

See page 4 Class Sizes/Engagement with Professors

(3) **Quality of Teaching**

- The fundamentals: clear, engaging communication of relevant and interesting material.
- Coherent, comprehensive, cogent expression of the subject as advertised.
- Delivered by a professor who has mastered the subject and prepared well.
- Availability of professor to discuss, explain.
- Intellectually challenging and satisfying.
- Are all materials available on-line?
- Are we taking full advantage of the internet in disseminating, collecting, categorizing and using course materials on-line?

See page 5 Quality of Teaching
(4) Accessibility and Quality of University’s Programs and Services

- Can students register, change courses, apply for residence, seek financial assistance and buy books on-line?
- Are there services for which they must spend time in-line? How can they be reduced or eliminated? What can we learn from others?
- Is our web-site as accessible and user-friendly as it should be?
- What about psychological counselling, academic support and training (i.e. essay writing) and health services?
- Do students know these services are there and how to access them?

See page 8-10 Accessibility and Quality of University’s Programs and Services

(5) Administration’s Attitude

- Do we really see students as our “raison d’être”?
- Are we genuinely grateful that they chose us?
- Do we have a sincere interest in their success?
- How are they received when they come to the counter?
- Do we “start with students and work backward” when we are preparing policy, deciding on budgets, allocating resources, planning for the future?

(6) Sports

- Is there ample gym space and equipment for working out, playing pick-up games, participating in intra-mural sports?
- The existence on campus of competitive teams in varsity sports, either to attract students to try out or to provide entertainment and a source of campus pride.

See page 13 Sports

(7) Food

- Do we offer food services that are beyond merely edible to actually enjoyable and perhaps even venture into the “enticing”?
- Is the selection varied?
- Is the food affordable?
- Is it accessible (near-by, 24 hours a day, 7 days a week)?
- Are students involved at every stage, from selecting the provider to determining locations, etc?

See page 14 Food

(8) Residences

- Are they clean and modern?
- Are they affordable?
- Do they provide reasonable comfort and space?
• Do we have the right combination of privacy yet support for the residence clientele: generally younger students who seek independence yet still have needs?

(9) The Intangibles: Spirit and Pride

• Do we foster a sense of community, with shared interests?
• Do students feel proud to be associated with uOttawa?
• Do they feel that they have a stake in our shared success?
• Do they speak positively about uOttawa to others?
• Does the University embody and promote values that students believe in and identify with?
• Do they tolerate their years here as the price of acquiring a credential, or do they enjoy them as an enriching and rewarding experience?

Allan Rock