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University  
of Victoria

August 2006

Honorable Murray Coell  
Minister of Advanced Education

Dear Minister:

It is with pleasure that we present you the University of Victoria Service Plan Report for 2005/06. We accept accountability for the report's preparation and its content.

In winter 2005 and spring 2006, The University of Victoria's *Planning and Priorities Committee* led a process to review and renew our strategic plan, *A Vision for the Future*.

We have made substantial progress in meeting the goals of *A Vision for the Future* since the original consultation process was initiated nearly five years ago. However, we know that the external environment has changed in many ways in recent years.

To guide our discussions, the committee prepared a [Strategic Issues Discussion Paper](#) along with a [Progress Report](#) on the implementation of *A Vision for the Future*. These two documents along with the Ministry of Advanced Education's Performance Measures and Target comprise this Service Plan Report.

This document, along with UVic's full Accountability Framework is available at:

<http://web.uvic.ca/president/accountability/>

While no document can address everything that is important, our Service Plan Report attempts to balance public accountability for both resources and quality. However, we acknowledge Albert Einstein's caveat that "Not everything that can be counted counts and not everything that counts can be counted." This is particularly true in light of UVic's broad mandate of education, research, artistic creativity, professional practice, and service to the community.

We look forward to working with your Ministry to achieve our shared goals of advancing university education and research in our province.

Yours sincerely,

Trudi Brown  
Chair, Board of Governors

David H. Turpin, PhD, FRSC  
President and Vice-Chancellor

# University of Victoria Strategic Issues Discussion Paper

November 2005

Dear Colleagues,

Five years ago we embarked on a process to develop a strategic plan for the University of Victoria. Following a wide-ranging and detailed consultation, “A Vision for the Future” was endorsed by both the Senate and the Board of Governors. The initiatives embedded within that Plan responded to the external environment, recognized the unique features of the University of Victoria and articulated our values, goals and ambitions. It outlined four fundamental goals organized around the themes of “people”, “quality”, “community”, and “resources”.

Over the past five years, many things have changed. We are in a period of unprecedented growth in both student and faculty complements. Our research funding has doubled. Capital planning and construction are approaching an all-time high. Recognition of the accomplishments of the University of Victoria grows at an impressive rate. Given these changes and our accomplishments in fulfilling the goals and objectives of “A Vision for the Future”, it is now time to take stock and consider directions for the coming years.

Over the past several months, the Planning and Priorities Committee has been developing a process to facilitate a review and renewal of the Strategic Plan. What follows is a discussion paper in which the Planning and Priorities Committee invites members of the University community to provide input regarding the key issues facing us as a university. To provide the necessary context, this Discussion Paper is supplemented by a Progress Report outlining the accomplishments we have made in fulfilling the goals and objectives outlined in “A Vision for the Future”.

I encourage you to read these documents and provide your input to the Planning and Priorities Committee. Over the coming months, the Committee will have the opportunity to visit Faculties and hold several public fora. We hope to see you there.

The University of Victoria is a remarkable institution. We all – faculty, staff and students – work together to create an exceptional learning environment, infused by research and scholarship of the highest international standard.

The review and renewal of our Strategic Plan will help ensure that we continue to direct our collective energies and resources to productive and successful ends. I look forward to working with you during this process.

Yours sincerely,

David H. Turpin, PhD, FRSC  
President and Vice-Chancellor

# A Vision for the Future: Review and Renewal

In the winter of 2001-02, the Senate and Board of Governors of the University of Victoria approved the Strategic Plan for the University of Victoria “A Vision for the Future”. This Plan responded to the changing external environment and recognized the unique attributes of our University. It defined the core values and principles which inform our work. It articulated our vision of being a university of choice for outstanding students, faculty and staff from British Columbia, Canada and the world. The Plan established four goals to be accomplished in order to achieve our vision. The four goals are:

## **People:**

*goal:* to recruit and retain a diverse group of exceptionally talented students, faculty and staff and to support them in ways that allow them to achieve their highest potential

## **Quality:**

*goal:* to offer programs in teaching and research of such quality as to place us in the upper 20% of a national set of comparable programs as judged by peer evaluation

## **Community:**

*goal:* to establish UVic as a recognized cornerstone of our community, committed to the social, cultural and economic development of our region and our nation

## **Resources:**

*goal:* to generate the resources necessary from both public and private sources to allow us to achieve our objectives.

For each of these goals, the Plan outlined a series of objectives and action items.

The Planning and Priorities Committee is of the view that our fundamental goals are robust and are able to guide us into the future. Yet, in the five years since we began the first “Vision for the Future” planning cycle, much has changed. First, we have accomplished a great deal

under the specific objectives and action items articulated in the Plan. Secondly, there have been some significant changes in the external environment.

This paper outlines some of the issues to be considered in the review and renewal of the Strategic Plan. It is designed to invite participation from the community to help the Planning and Priorities Committee draft a renewed “Vision for the Future”. The Planning and Priorities Committee hopes you will engage in the discussion of the issues identified in this paper and others you feel are important.

## **THE CHANGING PLANNING ENVIRONMENT**

There are numerous changes in both the external and internal environment which affect our University. Some of these influences are national or international in scope. Some result from actions we have taken at the University of Victoria. A few are outlined below, along with some related questions. These questions, along with many others, must be considered in order to build the quality and excellence of our University.

### **The Expansion in University Capacity**

Universities continue to be of growing importance for society’s social, cultural and economic development. Universities provide educated and knowledgeable citizens and leaders necessary for the constructive evolution of a just and caring democratic society. They also provide an environment for research, scholarship and creative activity that support improvement in the human condition and allow Canada to remain a leading country in today’s global environment. The role and significance of universities will continue to increase in the years ahead.

In recognition of this, both the Federal and Provincial governments have developed strategies to strengthen Canada’s international position in university research and education. The Federal government has increased its support and discussions are underway with the provinces regarding additional transfers from Ottawa. At the same time, many provinces are allocating resources to significantly expand their university systems. British Columbia has set the goal of making B.C. the best educated and the most literate jurisdiction in North America. To achieve this goal, it is increasing the number of degree granting institutions and expanding post-secondary education capacity by 25,000 students seats by the year 2010.

UVic is playing its role in this expansion. Consistent with the direction established in “A Vision for the Future”, enrolment at the University of Victoria (including both domestic and international students) is projected to increase to over 18,000 full-time equivalent students by 2010 (Table 1).

The implications of this national and provincial increase in system capacity are many. It is a positive development that provides opportunities for large numbers of students previously denied access to a university education. Across Canada, we are seeing a decrease in grade

point averages for entrance to universities. At the same time, there will be more intense competition for the best students and more students will receive multiple offers of admission and attractive financial assistance packages.

*How should UVic respond to an increasingly competitive environment for undergraduate students and the changing post-secondary environment? What do we offer students at UVic that is unique and special? How can our recruitment programs reflect that? What role will we give to student awards and financial assistance?*

## **The Educational Experience**

UVic graduates regard the University of Victoria experience very highly. Graduate surveys show that five years after graduation 96% of our former undergraduates declare themselves very satisfied or satisfied with our programs and that 96% rate the quality of the instruction they received as either very good or good (<http://www.inst.uvic.ca/surveys.html>). These results suggest that the University of Victoria experience is viewed as being of high quality and that our faculty and staff are enjoying success in providing a supportive student life environment. This is tremendously important to our future and must be sustained and improved upon.

Concern about the quality of undergraduate education is widespread in North America and beyond, particularly at large research-intensive universities. Questions are raised about the integration of education and research and about the benefits of the research environment for students. Maintaining or enhancing the quality of the undergraduate experience at a time of growing enrolment, increased research activity and expanding graduate activity will present a challenge along with a number of opportunities. At the same time, growing opportunities for distance education and a strong demand for continuing education are apparent. Our University has a strong reputation in these areas and continued success will require pedagogical and technical innovation.

*What initiatives should we undertake to further enhance the quality of a UVic education? What can we do to ensure undergraduate education is enriched by a learning environment in which research and graduate studies are a central component? What measures can we take to encourage the appropriate engagement of students in the UVic experience? What is the role of distance and continuing education at UVic and how can we ensure these students benefit fully from the unique nature of our University's broader learning environment?*

## **Student Life and the Residential Nature of UVic**

One of the defining characteristics of the University of Victoria is that the majority of our students come from outside our immediate region. Consequently their focus is on the

University of Victoria as a place of study, a place to live and a place where the broader elements of student life are particularly important. We now guarantee our first-year students a place in residence. Even with this guarantee, still only 17% of our students live on campus – less than at many other universities. Maintaining our guarantee during this period of growth, in the absence of additional residences, will mean displacing upper year students.

*How should our residence guarantee respond to increased enrolment at both the graduate and undergraduate levels? Should we increase residence capacity further in order to build on the “residential” nature of our University? How should we integrate residence life more effectively with the academic community? How can we strengthen the broader student life activities at our University?*

## **Graduate Programming**

Our graduate programs are central to the integration of teaching and research. “A Vision for the Future” stated that graduate enrolment and programming should increase at a rate greater than undergraduate enrolment. Indeed, we have accomplished this. Over the past five years, the University of Victoria has increased both the number of graduate students (Table 1) and the number of graduate programs, but most of this enrolment growth has been unfunded by the provincial grant.

Across Canada, graduate enrolment growth has not been supported by government funding to the same extent as undergraduate growth. Given the projected increase in the number of students graduating from undergraduate programs and the increasing demand for graduates from Masters and PhD programs, the demand for admission to graduate programs is expected to increase significantly. At the same time, the growth in the faculty complement across Canada means competition for the best graduate students will intensify.

*How can we best provide the support necessary for the development of graduate programs? In addition to enhanced graduate student financial support, what are other appropriate measures to attract outstanding graduate students to the University of Victoria and to promote their academic success?*

## **Research**

Our faculty and students are actively engaged in advanced study and innovation and it is the integration of education and research that characterizes universities. University research is a major generator of social, cultural and economic benefits to society.

Research funding to Canadian universities has increased dramatically in recent years. The University of Victoria has taken advantage of this and our total research funding has doubled

over the past 5 years (Table 2). The growth of universities over the coming years will result in many more faculty competing for these resources and heightened demands for both research infrastructure and operating support. Unless external research funding increases at a similarly enhanced rate, competition for available support will increase dramatically. In this context, we have focused internal support to maximize the success of our faculty in external research competitions.

*How can we best support our faculty in their research endeavours? How can we assist them in securing external research support? How can we ensure our ability to sustain our research growth through providing the requisite infrastructure support? What areas for research growth are strategic for UVic?*

### **Interdisciplinarity**

Much of what we do in both education and research is interdisciplinary in nature. At the University of Victoria scholars and students use their disciplinary expertise to create linkages that transcend the boundaries of disciplines and assist in tackling many contemporary problems. These linkages are facilitated by a desire on the part of UVic faculty and students to work in teams and, in many instances, to engage in community based research. Interdisciplinary approaches enable us to challenge one another through innovative education and research initiatives. This has emerged as a real strength of our University.

*How do we best support the evolution of interdisciplinary research and teaching at the University of Victoria?*

### **Faculty Retention and Renewal**

We are experiencing a faculty hiring boom fuelled by both retirement and growth. Over the past four years, our faculty complement has grown from 622 to 761. With replacements, over 250 faculty have been hired in the last four years. This degree of renewal is occurring at many Canadian universities. Although we have an enviable record of recruiting and retaining outstanding faculty, to remain competitive in both research and teaching, we must continue to attract and to retain the very best.

*What are the key issues for enabling us to recruit and retain outstanding faculty? Are there other things we can do in order to welcome and integrate them into our community and ensure their future success?*

### **A Diverse and Welcoming Learning Community**

We are well known for our community's collegial spirit and our commitment to equity and fairness, which we express prominently in "A Vision for the Future". Faculty and staff who

join UVic often observe that they are struck by the co-operation, collegiality and mutual respect that exist on our campus. This is a source of real pride and strength and reflects on the attitudes people on this campus bring to their work. Our commitment to being a diverse and welcoming community is one of our distinguishing features, encouraging all to thrive.

The actions we are taking in the wake of the 2003 Equity and Fairness Report aim to continue to support and promote diversity on campus. The enhancement of the collegial environment at UVic is key to the recruitment of outstanding students, faculty and staff.

*How do we continue to build this welcoming community to best support the recruitment and retention of students, faculty and staff?*

### **Aboriginal People**

The University of Victoria has succeeded in developing a unique niche amongst Canadian universities in terms of our leadership in linking with aboriginal communities both on and off campus. This has enhanced our strength in student and faculty recruitment and the nature of our academic programs. The economic and social challenges facing aboriginal communities in this country are significant and the level of educational attainment in those communities remains well below the national average.

*How can we build on our successes and further collaborate with aboriginal communities to respond to their educational needs?*

### **Experiential Learning**

Students attending the University of Victoria have the opportunity to engage in the largest Co-operative education program in Western Canada. We place nearly 3,000 students in job placements in over 30 countries around the world. Co-operative education is a vehicle for “real-life involvement”. Students in every undergraduate program and in many graduate programs have the opportunity to combine learning inside and outside the classroom, either through Co-op or through a wide variety of practica or “service learning” activities. This attribute of our University is one of our defining characteristics.

*How do we continue to grow our Co-operative program and provide our students with the highest quality Co-operative education experience possible? How can we further develop opportunities for experiential learning programs throughout the University? What opportunities are created for the University by the presence of our students in these off-campus learning environments?*



## **Internationalization**

The need for global citizenship continues to become ever more essential. The social, environmental and economic issues we face are global in nature. Businesses operate both locally and around the world. Our international student body is growing, our faculty are increasingly diverse, conducting research around the world and at the same time bringing the world to our campus. We are working to encourage and assist our students to pursue opportunities abroad and recognize our responsibility to develop global leaders and citizens.

*How can we best enhance the international dimension of our educational and research activities to the benefit of our students and our nation? As our international student body grows, what are the support services we require?*

## **Support Services**

The efforts, dedication and professionalism of our staff enhance the quality of our work environment and are essential to our success. The unique nature of the broader learning environment at the University of Victoria and our success in education and research are also dependent on strong support services. We must therefore work to develop the appropriate support systems and continue to invest in staff development as tangible evidence of supporting and valuing all our employees.

*As we grow, what is the appropriate focus to be given to increasing our staff complement? What are the appropriate support and development opportunities we should provide our employees? What types of support systems and infrastructure should we develop in the years ahead?*

## **The Physical Environment**

In 2002, a six-year capital spending freeze ended. The re-initiation of capital spending is placing us in the largest period of capital development since the establishment of our University. This development is informed by a new Campus Plan, which makes sustainability a hallmark of our development.

As we grow, it will be important to recognize the aesthetic attributes of our campus and to build on its “community” nature ensuring it remains the people-friendly place it is today. We must also work to develop the appropriate infrastructure required at a leading research university.

*How do we most effectively deal with the growing scale of our University and the need to retain and focus on the “community” nature of our campus? How do we build on the growing success of our Campus Plan to be a leader in sustainable growth and construction?*

## **Financial Resources**

Our collective achievements over the past four years were, in part, made possible by improved access to resources after many years of severe constraint. In 2002 tuition was de-regulated and the resulting increase in revenue enabled us to meet inflationary costs and to make investments in the improvement of the learning environment and student financial assistance. Our fundraising activities achieved growing success, benefiting students, faculty and staff.

Within the last year, a tuition cap was established, limiting future increases to the rate of inflation, limiting our ability to control revenue. The amounts we raise through private fundraising will continue to grow, but in the short term will not be sufficient to compensate for inadequate funding from other sources.

*How can UVic secure the resources necessary to sustain the current pace of growth in academic quality and capacity? How do we optimize the role of development and external relations in our future funding?*

## **Community**

The University of Victoria is a major engine for the social, cultural and economic development of this region and this province. Our Strategic Plan committed to growing that role and we have seen considerable success in this area. With expenditures of \$350M a year and direct and indirect economic spin-offs in the order of \$1.5 billion per year, we have a responsibility to be a leading corporate and institutional citizen.

We have undertaken a number of major initiatives over the last several years to foster this role. Complementing on-going initiatives such as Dunsmuir Lodge and the Marine Technology Centre, we have established Heritage Properties to manage the Williams estate and our downtown properties. We have acquired the Vancouver Island Technology Park to advance our technology transfer role in fostering further economic development in this region and province. This initiative is also providing our students with additional experiential learning opportunities and opportunities for our researchers to link effectively with growing businesses.

Our community based research programs are growing and we have enhanced our links with the local arts communities, schools, health service agencies and health authorities. We are exploring options for an enhanced presence downtown, and offer a growing range of continuing education opportunities.

*How can we best enhance the social, cultural and economic contributions we make to this region, the province and the nation? Are there specific activities we should pursue to further support the development of this region?*

## **REVIEW AND RENEWAL**

There are many changes in the environment within which we are operating, both internal and external. The foregoing outlines some of these changes and poses questions which are relevant as we engage in our next planning cycle. There are also many more issues that can be addressed and the Planning and Priorities Committee asks that you provide your thoughts and comments as they work to review and renew the University of Victoria's "Vision for the Future".

## **PLEASE SHARE YOUR VIEWS.**

Please provide your thoughts and comments on the above issues, or any others, to the

Planning and Priorities Committee  
University Secretary's office  
BEC 410

or e-mail to [ppreview@uvic.ca](mailto:ppreview@uvic.ca) by 28 February 2006

This document and the "Progress Report on the Implementation of the Strategic Plan, A *Vision for the Future*" are available via [www.uvic.ca/strategicreview](http://www.uvic.ca/strategicreview)

Table 1: Enrolment Projections

	1999-2000 (Actual)		2005-06	2009-10
	FTE	Headcount	FTE	FTE
Undergraduate				
Domestic		14,375	13,200	
International		609	800	
Undergraduate Total:	12,044	14,984	14,000	15,535
Graduate				
Domestic		1,755	1,700	
International		257	500	
Graduate Total:	1,737	2,012	2,200	2,500
Grand Total:	13,781	16,996	16,200	18,035

Note: Approximately 5% of undergraduate courses taken are distance courses

Table 2: Research Funding

	2000	2005
Granting Councils	\$12,380,584	\$25,374,000
Grants, Contracts and Other	\$18,266,416	\$34,671,000
Total:	\$30,647,000	\$60,045,000

Planning and Priorities Committee

David Turpin (Chair)  
John Anderson  
Sikata Banerjee  
Brandon Beatty  
Jamie Cassels  
John Dower  
Julia Eastman (Secretary)  
Tony Eder  
Jack Falk  
Roy Ferguson  
Jim Forbes  
Lynda Gammon  
Mary Kerr  
Saul Klein  
Valerie Kuehne  
Jonny Morris  
Malcolm Rutherford  
Martin Taylor  
Suzanne Thiessen



**University  
of Victoria**

## Progress Report on the Implementation of the Strategic Plan, *A Vision for the Future*

Over the last few years, the University of Victoria has made remarkable progress informed by our Strategic Plan, *A Vision for the Future*. The Plan articulated our mission, our values and our four key goals in the areas of People, Quality, Community and Resources. It was developed as a living document with a long horizon.

Since the approval of the Plan by the Senate and Board we have accomplished a great deal and recognition of the quality and accomplishments of the University of Victoria grows at an impressive rate. We are in a period of unprecedented growth in both student and faculty complements. Over the past several years, our research funding has doubled and capital planning and construction are approaching an all-time high.

The purpose of this document is to provide an overview of our achievements in implementing *A Vision for the Future*. Some objectives and action items have been accomplished. In other cases our objectives point in a direction or articulate an aspiration and our work will never be completed. Regardless of their nature, important advances have been made in all areas of the plan. Yet our continued success in striving for excellence will require ongoing commitment and effort.

What follows is an outline of some of the progress we have made under each of the Plan's four goals. It reports some of the accomplishments for each of the Plan's 27 objectives and all the action items. It is important to realize this is not an exhaustive report. It only touches the surface and many important achievements at Faculty or unit levels have not been reported.

The Planning and Priorities Committee invites your comments on the progress we have

made and on those areas where greater focus and effort are required. Please provide your comments by 28 February 2006 to:

Planning and Priorities Committee  
University Secretary's office  
[ppreview@uvic.ca](mailto:ppreview@uvic.ca)

*A Vision for the Future* is available at <http://web.uvic.ca/strategicplan/>

# People

People are what make our University: students, faculty, staff and alumni. Our principal focus in the years ahead must be on these people. Our goal is to recruit and retain a diverse group of exceptionally talented students, faculty and staff and to support them in ways that allow them to reach their highest potential. Our commitment to diversity, equity, quality and a supportive environment will be paramount.

## Objectives and Action Items

Objective 1) To ensure the principles of fairness and equity are incorporated into all procedures and activities at the University of Victoria.

1 a) review the relevant processes, structures and activities at UVic to determine what improvements should be made to promote the principles of fairness and equity.

## Progress

⇒ **The review was conducted and the equity and fairness policies and processes were strengthened, especially in the areas related to employment equity. Educational equity initiatives are under way and require ongoing commitment.**

- In 2003 external reviewers conducted an extensive review of the offices and processes related to fairness and equity. Significant progress has been made on the implementation of their recommendations.
- A merged Equity and Human Rights office was established.
- The mandate of Human Resources was

## Objectives and Action Items

## Progress

### Students

Objective 2) To ensure that outstanding students from diverse regions and backgrounds have the opportunity to attend the University of Victoria and that the only hurdle to admission is academic and creative potential.

2 a) increase student recruitment activity provincially, nationally and internationally in the Office of the Administrative Registrar with the objective of recruiting an increasingly diverse group of high quality students.

broadened to align the department and its services with the University's Strategic Plan. Human Resources extended its mandate to include recruitment and retention, employee development, organizational development, workplace health, rewards and recognition.

- A University of Victoria Employment Equity Plan was instituted.
- A Policy on Human Rights, Equity and Fairness was formulated.
- An initial review of all policies related to equity and human rights was carried out.

⇒ **Much progress has been made in student recruitment; given the highly competitive environment, continued success will require continued efforts.**

- A student recruitment program at the provincial, national and international levels was put in place. We now visit 429 high schools and colleges, an increase from 285 in 2000, and 87 education/career fairs, an increase from 9 in 2000.
- Applications have increased by 13.81% over the past five years.
- A number of important studies were undertaken, including an assessment of student diversity (aboriginal, visible minority, disabled, sexual minority), a retention analysis by socio-economic group, and an ongoing survey to determine the impact of tuition increases on the socio-economic profile of our student body. These studies have informed our recruitment and



## Objectives and Action Items

2 b) review our entrance requirements and the extent to which supplemental information should be considered in admission decisions.

2 c) by 2004, accompany offers of admission to first-year study with an offer of a space in residence.

2 d) increase student financial support with the objective of being in the top 20% of Canadian universities by 2010.

Objective 3) To increase the number of aboriginal students graduating from all Faculties at UVic, building on our commitment to and our unique relationship with First Nations communities.

## Progress

retention activities and serve as a benchmark for progress.

⇒ **Successfully completed; the effects of the change are being monitored.**

- Admissions procedures using supplemental information were formulated and are used by all Faculties with the exception of the Faculty of Science.

⇒ **Successfully completed; the growth in student numbers means that continuing the offer may require further expansion of the residence capacity.**

- “Project 2004” provided an additional 596 residence spaces; construction and planning were on time and on budget. All first-year students now receive an offer of a space in residence with first-year admission.

⇒ **Successfully completed ahead of schedule; as our student body grows and changes and as other universities expand their student financial assistance, our success will require continued investment in this area.**

- Following a thorough assessment of students’ financial need and of UVic’s financial assistance programs, a new financial assistance plan designed to assist in student recruitment, retention and success was implemented.
- Student financial assistance was increased by \$6.22 M (160 %) since 2000.

## Objectives and Action Items

3 a) with the advice of the President's Advisory Council on Indigenous Education, enhance the recruitment, retention and graduation of aboriginal students in all Faculties.

3 b) secure funding for and construct the First Peoples House, and enhance support services for aboriginal students.

## Progress

⇒ **Significant recruitment initiatives have been undertaken and they have resulted in increased participation by aboriginal students. New initiatives concentrate on supporting aboriginal student success.**

- The President's Advisory Council on Aboriginal Education is meeting regularly and is helping to guide our aboriginal student recruitment and retention planning.
- An aboriginal recruitment officer responsible for visiting First Nations schools and communities was hired.
- In order to encourage aboriginal youth to plan for a university education, the annual Aboriginal Mini-University Summer Camp was launched in 2004.
- UVic experienced an increase in the number of self-reported aboriginal undergraduate students from 301 in 2002-03 to 364 in 2004-05, an increase of 20%.
- UVic is conducting a major project to support the success of aboriginal students, "LE, NONET", with \$3.8M funding from the Canada Millennium Scholarship Foundation.
- An aboriginal alumni chapter has been formed to provide mentors and role models for students.

⇒ **Progress has been made in both respects and ongoing commitment will be required.**

- After a series of consultations with First Nations communities, a design and location for the First Peoples House were selected.
- The office of the Vice-President External Relations is defining funding strategies and fundraising opportunities, following completion of the schematic design phase.
- Support services for aboriginal students have grown through the increase in aboriginal faculty and advisors.

## Objectives and Action Items

3 c) support the development of curricula and methodologies supportive of the needs of the aboriginal community.

Objective 4) To provide a learning environment that builds the sense of community possible at a university where the majority of students come from outside the local region.

4 a) integrate the range of support services provided to students, both physically and functionally, in order to optimize the delivery of these services to students.

## Progress

⇒ **A significant number of new initiatives have been launched. Efforts to make all areas of study welcoming are ongoing.**

- The Faculty of Law's Akitsiraq program has received national attention.
- New courses and programs with a specific focus on indigenous issues have been established, e.g. in Education, Linguistics, Law, Social Work, and an Indigenous Studies Minor in the Faculties of Humanities and Social Sciences.
- The Faculty of Fine Arts continues with its long-standing agreement with and support for the First Nations En'owkin Centre in Kelowna to enable transfer of their graduates into appropriate Writing and Visual Arts courses and programs.
- The Faculty of Education has created a mother-tongue culture and language program for students in Campbell River to prepare aboriginal mother-tongue speakers to become qualified and paid teachers.

⇒ **Academic and non-academic support services for students have been combined into a single Associate Vice-Presidential portfolio. Further integration and enhancements will be continuing.**

- Student and Ancillary Services have formulated a renewed vision and strategic plan for all student services that advance recruitment, retention and success.
- UVic is participating in the Canadian University Survey Consortium and has joined in the National Survey of Student

## Objectives and Action Items

4 b) enhance the campus living environment and the sense of community by increasing the broad range of social, cultural and athletic opportunities already available, supporting the transition to university through to graduation for traditional students and later-life learners, and continuing to provide an environment that is welcoming and supportive of diversity.

4 c) develop and promote means of celebrating student achievement in the campus and broader community.

## Progress

Engagement (NSSE) with the aim of benchmarking our commitment to student success and engagement against major Canadian and US universities.

- A new Exam Centre opened for students with a disability and a new education and awareness campaign for understanding and accommodating mental illness is under way.
- Campus food outlets have expanded, with new menus and design.
- Fifteen faith communities have each named an active chaplain representing a high diversity in the provision for religious support and spiritual care.

⇒ **Co-ordination of support for students from recruitment through to graduation is well under way.**

- The recently expanded Student Transition Centre provides programs for UVic students to support them in their transition into the University and later into the next stage of their lives. Major programs include New Student Orientation for first-year, transfer and graduate students, and Grad Year Orientation.
- One example of enhancing the campus environment is the installation of two new artificial turf fields which have extended the playing time for the University and community members.

⇒ **Many new and ongoing opportunities for celebrating student success exist.**

- Student success is celebrated through a number of special programs and events, e.g. Blue and Gold Circle Awards, Entrance Scholarship and Millennium Scholarship Foundation Scholarship reception, a School of Music Student Awards Concert, and numerous other initiatives based in Faculties and departments.

## Objectives and Action Items

## Progress

### Graduate Students

Objective 5) To increase graduate enrolment and programs and to ensure that the only hurdle to admission is academic and creative potential.

5 a) seek increased government funding for graduate studies so that the total number of funded graduate students doubles by 2010.

5 b) increase the financial support available to graduate students, including base resources and external funding opportunities, for scholarships, bursaries, TAs and RAs, with the goal of being nationally competitive in graduate student recruitment.

- An annual UVic Athletic Awards Banquet recognizes student athletes for their academic and athletic excellence.

⇒ **There have been only modest increases in the number of funded graduate students. Increased government funding for Graduate Studies has been incorporated as a priority in our Government Relations Plan, at both the provincial and the federal levels. As a result of lobbying, initiatives are under discussion at both levels of government.**

- Increased funding for Graduate Studies is now a provincial lobbying priority for the University President's Council and a federal lobbying priority for the Association of Universities and Colleges of Canada.

⇒ **Financial support from both internal and external sources has increased; such efforts will be continued.**

- Graduate Studies was the theme for the 2003 Joint Board and Senate Retreat. The Senate Committee on the University Budget completed a comparative budget analysis of comparable institutions that offer significantly higher levels of graduate programming.
- In collaboration with Dean of Graduate Studies, an analysis of student financial assistance was initiated, leading to a plan for improved support. Base resources for program support as well as for fellowships,

## Objectives and Action Items

5 c) establish additional graduate programs in appropriate disciplinary and interdisciplinary areas so that by 2005 every academic unit with the appropriate capacity and interest will have a Master's program; double the number of doctoral programs by 2010.

## Progress

TAs and RAs have increased significantly; e.g. fellowship support has increased by 81% since 2000.

- Information, encouragement and grants facilitation support are being offered to students and faculty to seek external funding sources. As a result, there have been significant annual increases in funds raised externally for graduate students: \$553,682 in 2002-03; \$672,432 in 2003-04; \$1,792,878 in 2004-05.
- Efforts are being made to fully access the federal program initiated in 2002-03 to provide additional graduate student support through the granting councils as well as through 2000 Masters and 2000 PhD Canada Graduate Scholarships.

⇒ **Nearly all departments that have the capacity now have a Master's program; the number of doctoral programs has increased from 18 to 23 and more are in the planning stages.**

- Through leadership on Deans' Council and the Senate Committee on Planning, expanded graduate opportunities have been encouraged and supported.
- Interdisciplinary graduate opportunities exist in Dispute Resolution; Studies in Policy and Practice; Indigenous Governance; Earth and Ocean Sciences; Cultural, Social and Political Thought and many others.
- The following programs have been established:
  - 2003-04
    - Health Information Science  
MSc On-Campus
    - Hispanic & Italian Studies  
MA
    - Pacific & Asian Studies  
MA
  - 2004-05
    - Educational Studies PhD

## Objectives and Action Items

5 d) address the need for additional graduate learning, research and teaching space as they relate to the enhancement of the graduate learning experience and assess the need for new graduate residences.

## Faculty

Objective 6) To recruit and retain a diverse group of faculty, of the highest national and international standards, in those areas where UVic chooses to develop its programs of scholarship in teaching, research,

## Progress

- Health Information Science  
MSc. On-Line
- Law LLM & PhD
- Nurse Practitioner MN
- 2005-06
  - Applied Linguistics MA
  - Child & Youth Care PhD
  - Political Science PhD
  - Sociology PhD
- In stream
  - Anthropology PhD
  - Leadership Studies PhD
  - Nursing PhD
  - Public Administration PhD
  - Physical Education PhD

⇒ **Some graduate student space needs are being addressed but a great deal remains to be done in this area.**

- Funding strategies, including the use of federal support for the indirect costs of research, have been developed to provide additional graduate student study and office spaces in the Technology Enterprise Facility and in the new Engineering Building. Plans for retrofitting MacLaurin, Cornett, Clearihue, Human and Social Development and the Business and Economics Building are in place to provide additional space for graduate students as the Engineering, Science, Social Sciences and Mathematics, and Service Buildings are opened.
- The role of graduate student residences is being assessed in the current round of residence planning.

⇒ **We have an enviable success rate in recruiting first-choice candidates for faculty appointments and an excellent retention record.**

## Objectives and Action Items

professional and creative work.

6 a) while sensitive to the unique teaching requirements of different disciplines, focus faculty recruitment on established or developing areas of research excellence and graduate program needs.

6 b) support the Scholars' Fund, which helps cover start-up costs and provides loans for housing for new faculty and support for spousal appointments.

6 c) enhance the training available for search committees to ensure the recruitment of a diverse group of outstanding faculty.

## Progress

- Over the past four years, our faculty complement has grown from 622 to 761. With replacements, over 250 faculty have been hired.
- A new human resources Director of Recruitment and Retention Initiatives has been appointed.

⇒ **Faculty staffing plans focus on (a) quality improvement, (b) building research/program strength, (c) promoting graduate programs, and (d) equity goals.**

- Faculty positions have been established with the explicit purpose of supporting key areas, e.g. aging, health, addictions, children and youth, international/cross-cultural, oceans and aboriginal programs.
- Our faculty recruitment strategy incorporates externally funded positions (e.g. CRCs, Leadership Chairs, the CIHR Institute for Aboriginal Peoples' Health and the Centre for Addictions Research BC, and many others) building on research and program strength.
- The newly established Distinguished Professor and UVic Scholars programs contribute to building unique program strengths and promote graduate programming across the University.

⇒ **Much progress has been made but ongoing efforts must continue.**

- The Scholars' Fund has been enhanced to meet increased need for start-up funding over the next five years.
- The new faculty home loan program is being continued to support faculty recruitment.

⇒ **The office of the Vice-President Academic and Provost, Human Resources and the Equity and Human Rights office have developed training programs to help units**



## Objectives and Action Items

## Progress

6 d) support new faculty orientation and enhance our ongoing support for professional development in teaching, research and administration for all faculty.

- in effective and equitable recruitment.**
- A revised Aid to Equity Hiring for Faculty has been developed.
  - Guidelines for limited and preferential hires have been prepared.
  - Human Resources now provides professional support throughout the recruitment process, specifically through the Director of Recruitment and Retention Initiatives.

⇒ **New faculty orientation has been expanded and support for academic professional development has been increased.**

- An annual four-day New Faculty Orientation program has been developed.
- Enhanced support to the Learning and Teaching Centre assists effective teaching through programs that include individual consultations, evidence-based teaching development activities, a grant program, and research that in 2004-05 focused on student engagement and course experience. In 2004-05, the Centre offered 101 programs to 820 instructors, an increase of 77% over the past two years.
- The Division of Continuing Studies Distance Education Services offered learning orientation and training sessions to faculty and staff.
- The Innovation and Development Corporation facilitates faculty access to research funding programs and/or private sector funding through industry partnerships.
- The new UVic Grants Facilitation Program supports faculty in grant preparation.

6 e) support succession planning for academic leadership.

⇒ **Succession planning which seeks to identify, encourage and train academic leadership is ongoing.**

- New training programs and best practices

## Objectives and Action Items

## Progress

Objective 7) To provide appropriate recognition and support for sessional lecturers so they can contribute optimally to the University's teaching mission.

7 a) make available appropriate orientation, training and professional development.

7 b) provide recognition for accomplishments in teaching.

Objective 8) To engage retirees and members of the regional community who are able to make significant contributions in research, teaching and professional development.

8 a) include, as appropriate, retirees and community members in departmental and school staffing plans (e.g. faculty renewal plans).

have been developed, including programs for Chairs and Directors.

- Policies on Deans, Chairs and Directors, and Directors of Centres have been revised, including improvements to the incentives structures.
- A Handbook for Administrators has been completed.

⇒ **Much progress has been made but continued efforts are required.**

- The Learning and Teaching Centre has developed an orientation program for sessionals.
- A fund for sessional professional development has been established.
- The increased offerings of the Learning and Teaching Centre are available to sessional instructors.

⇒ **Much progress has been made.**

- The Alumni Association has established an award for Teaching Excellence for sessionals.
- Many Faculties have established teaching awards for sessionals.

⇒ **With increasing retirements more departments are actively engaging retirees.**

## Objectives and Action Items

8 b) engage retirees and community members in mentoring and creative roles in supporting the mission of the University.

## Staff

Objective 9) To recruit and retain a diverse group of outstanding staff by providing rewarding and fulfilling careers at the University of Victoria.

9 a) implement a new-staff orientation program.

9 b) implement a comprehensive plan for staff professional and

## Progress

- As appropriate, emeritus and retired academic community members are being drawn on to support teaching, research and governance in departments/schools.
- Many retired faculty also act as grants facilitators and supervisors for graduate students, while maintaining an active research profile.

⇒ **Progress has been made and further potential has been identified.**

- Emeritus faculty are now engaged in student recruitment, student awards selection, grants crafting support, recognition of research excellence, research ethics administration, CFI, University Nominating Committee, Craigdarroch Research Awards Committee, and the Ocean Sciences Board.
- Many retirees participate in the Speakers Bureau and in student and faculty mentoring programs.

⇒ **Successfully completed, with development continuing.**

- A new staff orientation program has been established and has been running successfully for three years.
- In 2005 the program was substantially enhanced by adding an on-line orientation program, peer host program, and templates and checklists for unit orientations.

⇒ **Successfully initiated, with development continuing.**

## Objectives and Action Items

personal development.

9 c) enhance the training available for search committees to ensure the recruitment of a diverse group of outstanding staff.

9 d) establish awards recognizing distinguished service by staff.

## Progress

- Human Resources now offers a comprehensive program in staff professional development.
- Some training programs are offered in collaboration with Continuing Studies.
- New integrated Tier II supervisory training program has been launched.
- In the past year over 535 training opportunities were filled by staff (equivalent to ~30% of all staff attending one program). Programs are currently evaluated at a 90% approval rating; Continuing Studies and the Faculty of Business have contributed to program delivery.
- Professional development opportunities have been enhanced by partnering with other organizations such as the Vancouver Island Health Authority, Leadership Victoria, etc.
- Human Resources now offers advice and support to managers in conflict resolution and teambuilding.
- On-line training programs and kits have been provided in the areas of change and transition, and recruitment.

⇒ **Progress has been made and ongoing efforts required.**

- Training for search committees is a collaborative effort between the Vice-President Academic and Provost, Human Resources and the Equity and Human Rights office.

⇒ **Successfully completed.**

- The President's Distinguished Service Awards were established in 2002 and are awarded and celebrated annually.
- Human Resources has created an Above & Beyond Certificate to provide opportunities for recognizing employees or groups of employees for extraordinary efforts.

## Objectives and Action Items

## Progress

### Alumni

Objective 10) By the year 2010 to be ranked in the top 20% of Canadian universities in the engagement and involvement of our alumni in the support of our University.

10 a) implement an alumni relations plan to enhance the involvement of UVic alumni with their University throughout their lives.

⇒ **An Alumni Services plan is currently being formulated.**

- Following a major review of External Relations, market research including an alumni survey and a thorough program evaluation were carried out to identify new priorities.
- An Associate Vice-President Alumni and Development has been hired to lead this effort.
- Several Faculties have established their own alumni chapters.
- An aboriginal alumni chapter has been formed.

10 b) develop a role for our alumni in academic programs and in community outreach and liaison (e.g. Co-op, student recruitment, mentorship programs, development, etc).

⇒ **There has been some progress but ongoing effort required.**

- Alumni volunteer as mentors for students and Co-op alumni provide an ongoing link with Co-op students and employers.
- Alumni host a variety of University events in home communities.
- An on-line community has been established between Alumni and Career Services to access the Workopolis job bank, mentoring opportunities, and the Student Transition Centre Graduation year programs.
- Alumni participate in Career Forums hosted by many Faculties and in the Grad Year Connections program.

# Quality

Our success is dependent on the quality of the activities in which we engage. As a mid-size university we face the challenge of carefully selecting those areas in which we choose to develop and excel, while ensuring that our students experience the highest quality education possible. Our goal is to offer programs in teaching and research of such quality as to place us in the upper 20% of a national set of comparable programs as judged by peer evaluation. We must build our areas of focus carefully, with the choice of disciplines and specialties being driven primarily by our strengths in research and scholarship.

Objective 11) To develop an ongoing process of academic planning and assessment that supports the goal of quality by considering all aspects of academic development.

11 a) establish a regular cycle for updates of the existing department, school and Faculty plans. These plans will articulate the areas of emerging and established priorities in research and scholarship and will place a particular emphasis on the quality of undergraduate and graduate programs.

11 b) assess the progress toward the goals articulated in these plans through regular academic program reviews.

⇒ **Successfully initiated; ongoing commitment to its success is required.**

- All planning in academic units is being coordinated into a clear planning cycle which includes updating Faculty strategic plans as well as two-year staffing/renewal plans and, at the Faculty level, faculty evaluation policies. These plans take account of the recommendations of external reviews, targeting clear priorities (quality, graduate programming, areas of strength).

⇒ **A revised Academic Program Review policy was approved by Senate and is being implemented.**

- A new policy on academic program reviews has been implemented and an annual review cycle established.
- Enhanced emphasis is being placed on follow-up and implementation.

## Objectives and Action Items

## Progress

### Academic Programs

Objective 12) To ensure that our undergraduate and graduate programs are of high quality, responsive to disciplinary and interdisciplinary developments and student needs, and enriched by the research environment of the University.

12 a) further develop our academic programs so they demonstrably achieve the generic goals of a University education as approved by Senate.

12 b) focus upper-year programs on areas congruent with research and graduate program strengths in both disciplinary and interdisciplinary areas and provide undergraduate students with opportunities to engage in research activity as part of their undergraduate program.

- A revised Senate Policy on the Establishment and Review of Research Centres has been introduced.

⇒ **This is a consistent focus at all levels of academic planning and continued efforts are required.**

- The new Universal Course Experience Survey probes our success in achieving the Senate-approved goals.
- Student satisfaction is consistently high, as expressed by UVic graduates in the BC Universities Outcomes Survey.
- The Learning and Teaching Centre is developing a process to analyze and enhance the first-year experience.
- UVic is participating in the Canadian University Survey Consortium and has joined in the National Survey of Student Engagement (NSSE) with the aim of benchmarking our commitment to student success and engagement against major Canadian and US universities.

⇒ **Ongoing planning supports progress in this area and continued effort is required.**

- Integration of research and teaching continues to be part of the cyclical departmental planning process.
- Incentives have been provided for enhancing graduate programming in research areas.
- Co-op placements related to research

## Objectives and Action Items

12 c) encourage and support collaborative programs with other institutions where they achieve our program goals.

12 d) provide the support of the Learning and Teaching Centre to academic units undertaking significant curriculum and program review.

## Progress

continue to be created along with funding from the NSERC Undergraduate Student Research Awards Program.

- Staffing and renewal plans of Faculties are steering resources to areas of focus.

⇒ **Considerable success has been realized while further opportunities remain.**

- The establishment of the Island Medical Program in partnership with UBC and the Vancouver Island Health Authority.
- Partnership with Camosun College on the Bridge Program for Engineering.
- The Collaborative Nursing Program.
- The consortium to respond to on-line initiatives (BC Campus).
- The “Leading the Way” program, developed for the BC Public Service Agency by the consortium of the University of Victoria, Camosun College and Royal Roads University to deliver leadership and management development programs to supervisors and managers within the BC public service.
- The Faculty of Education’s Certificate in School Management and Leadership in conjunction with the Ministry of Education.

⇒ **Ongoing success by the Learning and Teaching Centre needs to be continued.**

- With support from the Vice-President Academic, the Learning and Teaching Centre is undertaking an instructional design/curriculum reform initiative. A Course Redesign Workshop (5 days) has been offered at least twice a year for the last three years with 84 faculty having completed the workshop.
- The Learning and Teaching Centre is available to assist departments and Faculties and has provided support for major curriculum and program reviews.



## Objectives and Action Items

12 e) develop a robust and responsive process of systematic teaching evaluation.

Objective 13) To increase the opportunities for experiential learning at UVic.

13 a) offer a form of experiential learning in all undergraduate programs and explore additional opportunities at the graduate level.

## Progress

⇒ **Senate has approved a universal student evaluation of teaching programs. The instrument has been developed and is in the final phase of testing prior to implementation.**

- The Senate Committee on Teaching and Learning has defined “a robust and responsive process of systematic teaching evaluation” as one that includes data from students, peers, and self, and has addressed ways of collecting the data in a valid and reliable manner from all three sources and will make a comprehensive report to Senate.

⇒ **All Faculties offer Co-op options at the undergraduate level and the number of graduate Co-op opportunities has been increased significantly. In addition many of our programs, e.g. teacher preparation, nursing, law, counselling psychology, etc., involve practica; programs like theatre, music and visual arts are based on experiential learning; and a number of programs include field schools and internships.**

- In the past five years, programs offering Graduate Co-op have increased by 65%. New Graduate Co-op programs include Anthropology, Dispute Resolution, Education, Interdisciplinary Studies, Studies in Policy and Practice, Psychology.
- A fund to leverage new Co-op positions in NGOs and non-profit organizations has been created and a service learning program developed.
- A communications officer has been appointed to increase opportunities.
- As a result of the ongoing commitment to

## Objectives and Action Items

13 b) increase the availability of Co-op offerings and minimize the barriers to student participation.

## Progress

support Co-op opportunities, the number of placements has remained strong.

- Students in Science and Engineering have the opportunity to compete for the NSERC Undergraduate Student Research Awards awarded annually to the University.
- The Faculty of Law runs three clinical programs.
- The LE, NONET project, the Centre for Asia-Pacific Initiatives and other programs offer internships.

⇒ **A number of barriers have been reduced or removed while participation in Co-op has remained relatively stable.**

- Over the past five years, participation in UVic Co-op has been relatively stable, ranging between 28-30% of the full-time undergraduate students and 9-12% of the full-time graduate students.
- International students have increased their participation in Co-op by 60% since 2002.
- To minimize barriers, all Co-op programs that required the completion of five work terms in order to receive the Co-op designation have reduced the graduating requirements to four work terms and in a few cases to three work terms.
- Most optional Co-op programs have increased the entry into Co-op from just once a year to two or three times a year, and Co-op work term fees have been lowered.
- In the summer of 2005, Co-op initiated a pilot project with Computer Science Co-op to provide a “work experience” opportunity for students, allowing senior students to enter this program at the third- or fourth-year level, and complete two work terms to obtain the “work experience” designation.
- Co-op implemented a Service Learning Internship grant in 2002 to provide financial support for Co-op positions in community-based organizations working collaboratively

## Objectives and Action Items

13 c) examine new forms of experiential learning that meet the needs of students and complement established Co-op and practicum opportunities.

Objective 14) To support further development of distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.

14 a) where appropriate, support integration of distributed learning in programs designed to provide opportunities for upgrading academic or professional qualifications.

14 b) integrate support for distributed learning across the whole

## Progress

with the University of Victoria on joint research-related projects.

⇒ **Some progress has been made on this initiative but more remains to be achieved.**

- Synergies between Co-op and Career Services are being explored.
- Career Services has contributed to new forms of experiential learning through the development and delivery of the Applied Career Transitions (ACT) Project which helps recent graduates acquire the career management skills necessary to launch their professional careers.
- The new Nurse Practitioner Program fosters links between the University and health care organizations focusing on delivery of primary health care (i.e. community health centres, GP's offices, women's health centres). Expansions are envisioned in other areas.
- The Faculty of Business MBA program involves Integrated Management Experience.

⇒ **A number of accomplishments have been achieved with more opportunities remaining.**

- A leadership group (LTC with Continuing Studies, Computing Educational Services) has been formed to plan institutional support for distributed learning.
- New distributed graduate programs have been established in Education and in Health Information Science.

⇒ **Progress has been made but more work remains.**

## Objectives and Action Items

institution and provide professional development for faculty and staff in this area.

Objective 15) To integrate and enhance international activities across academic programs, research and development.

15 a) develop an internationalization plan that serves to focus international activities and integrate them within the academic fabric of the institution.

## Progress

- A coordinated approach to e-learning support is being developed and implemented by Computing and Systems Services (CASS).
- The Board of Governors has approved a restructuring of distance education funding.
- UVic is an active participant in the new BC Campus initiative.

⇒ **A Strategic Plan for Internationalization has been completed.**

- A Strategic Plan for Internationalization was drafted based on a year of consultation with departments, the Working Group on Internationalization, students, and the Joint Board-Senate Retreat.
- An external review of the Office of International Affairs was conducted and the Office was restructured to report to the Vice-President Academic.
- A few examples include:
  - the Faculty of Fine Arts has developed a unique Faculty-wide exchange program with the Universidad Veracruzana in Xalapa, Mexico; each of the Faculty's five academic units and the Maltwood Gallery are engaged with their counterparts in Mexico in art exhibitions, master classes, as guest stage directors, musicians and visual artists, in student exchanges and summer school instruction.
  - the Faculty of Business has developed an internationalization plan that includes the aim to create an international experience for students.

## Objectives and Action Items

15 b) advocate increased international content in the curriculum, and promote knowledge of and sensitivity towards foreign cultures and their political, social and national environments.

15 c) make effective use of language departments and the English Language Centre in the provision of language acquisition courses to support the expansion of international activities.

## Progress

⇒ **Major initiatives have been undertaken to internationalize the curriculum; developing our capacity further will remain an ongoing objective.**

- The new Course Re-Design for Internationalization Workshop (CRIW) in partnership with the Learning and Teaching Centre has been run the last two years and increased offerings are being planned.
- The efforts of individuals and groups on campus to promote knowledge of and sensitivity to foreign cultures is being supported and integrated. A report from the Cross-Cultural Capacity Building Task Force is anticipated by the end of 2005.
- Funding is provided through the Office of the Vice-President Research to support the preparation of grant applications to CIDA and other international R&D agencies.
- As an example, through collaborative efforts of many individuals and international organizations, the first class of 27 students from 10 countries in Sub-Saharan Africa graduated in 2004 from the School of Child and Youth Care's Early Childhood Development Virtual University.
- Another example is the Faculty of Business initiative to align core curriculum with the international goals of the University and the Faculty. Every MBA student spends part of their education with an international partner institution or client. Over 50% of BCom students spend a term in an international exchange or on international Field Experience or Co-op. The Faculty also offers a Global MBA Option.

⇒ **The English Language Centre is thriving; further opportunities for integration of this Centre with other units remain.**

- The synergy between the ELC and other international initiatives is creating new

## Objectives and Action Items

15 d) offer every interested student the opportunity to gain a portion of their education in another country.

15 e) assure appropriate support services for our undergraduate and graduate students participating in international activities, as well as for international students who come to UVic.

## Progress

activities and opportunities for faculty and students.

- There has been a significant increase in enrolments in language courses, especially Spanish, as well as in the year-away program in Spain and Mexico.
- There is active support for the Co-op Japan Co-op Program through the language programs.

⇒ **Meeting this objective will require continued efforts.**

- Exchange agreements are being reviewed in order to achieve balance between incoming and outgoing exchanges.
- The number of Science, Social Sciences and Humanities students going on international exchanges has risen from 53 in 2001-02 to 84 in 2005-06, an increase of 59%.

⇒ **As the numbers of UVic students who go abroad to study grows, we will need to expand the support services available to them. At the same time we will be enhancing the support for international students on our campus, both in academic and non-academic areas.**

- The Committee on Student Services has been tasked with examining our student services in relation to international students and students on exchange programs. This task group has overseen the development of a new handbook for international students, an expanded orientation program, an expanded buddy program, and additional advising staff.
- The Division of Continuing Studies established the University Admission Preparation Course facilitating the entrance of international students to first-year programs at UVic and offered combination programs in English and Technology, English and Business, and English and

## Objectives and Action Items

## Progress

Canadian Studies for international students.

### Research

Objective 16) To position UVic as the leading research university of its size in Canada by concentrating institutional support on our areas of focus.

16 a) provide the necessary start-up funding, space and related support to enable faculty to achieve their goals.

⇒ **We are committed to continue offering start-up resources for new faculty.**

- A strengthened Scholars' Fund is being used for start-up research support.
- Faculty receive support in grants crafting.
- Support from the indirect costs of research funding was allocated to staffing, technology transfer activities through the Innovation and Development Corporation (IDC) and research space development.
- A Research Initiatives Fund was created using overhead, revenue shares from the IP Policy, and donations.

16 b) focus internal support for research with the goal of maximizing success in external funding competitions, while continuing to support those areas which are not eligible for external support.

⇒ **Research Services uses its internal support to balance maximizing success in external funding competitions with supporting those areas of excellence for which fewer external opportunities exist.**

- External research funding is now over \$60M a year, an increase of 100% over the past five years.
- UVic ranks first of the comprehensive universities in federal granting council funding per faculty member.
- Faculty positions have been created to take maximum advantage of external salary grants (e.g. Michael Smith Foundation for Health Research, NSERC Industrial Research Chairs, University Faculty Awards, etc.).
- The internal research grants system was restructured to favour newer faculty and

## Objectives and Action Items

16 c) expand UVic's involvement in interdisciplinary research areas of high priority for society.

## Progress

areas that are not as strongly supported by granting councils.

- The Vice-President Research made special funding available to faculty for equipment, conferences and workshops on a one-time basis and provided Research Time Stipend funding to enhance research activity.
- A multi-level grants facilitations program has been implemented to enhance the number and quality of external grant applications.

⇒ **Numerous examples of success exist and many more opportunities await.**

- Some examples of successful initiatives in areas of high priority to society include:
  - strategic partnerships between IDC and four research clusters on Vancouver Island: forest biology and plant biotechnology, aquaculture, marine technology and physical sciences, and health sciences;
  - the establishment of the Centres for Addictions Research of British Columbia, Biomedical Research, and Community Health Promotion Research;
  - the move to UVic of the Canadian Institute for Health Research Institute for Aboriginal Peoples' Health;
  - the creation of the University of Victoria Assistive Technology Team;
  - the Centre for Human Movement Analysis;
  - the Consortium on Democratic Constitutionalism and the Victoria Colloquium on Political, Social and Legal Theory;
  - the University of Victoria has been selected as the base for the new Health and Learning Knowledge Centre, the first node to be launched under the auspices of the Canadian Council on Learning.



## Objectives and Action Items

16 d) develop shared infrastructure facilities to provide an enriched research environment.

Objective 17) To promote and expand the transfer of research knowledge for societal benefit.

17 a) focus internal resources to

## Progress

⇒ **There are a number of research platforms shared by researchers in different fields; we collaborate with other universities, research institutes, government laboratories and health care providers.**

- Through inter-institutional agreements at the international, national and provincial levels, the University has extended and enhanced research infrastructure. Examples include: relationships with the US National Science Foundation for shared access to NEPTUNE US and Canada installations; the Western Canadian Universities Marine Sciences Society's Bamfield Marine Science Centre; the Genome BC Proteomics platform; the national university partnership in TRIUMF; federal government partnerships with Environment Canada and Fisheries and Oceans Canada to share climate modelling facilities and access to undersea vehicles for oceans research; commitments from the province through the Ministries of Energy and Mines and Sustainable Resource Development to provide funding and facilities for students and faculty for research in oil and gas, minerals, alternative energy and remote sensing; arrangements with the Vancouver Island Cancer Centre, the Queen Alexandra Centre for Children's Health; UBC, SFU, UNBC to share facilities for medical, addictions and other health-related research. Other units and research chairs have been established in areas of shared research interests, such as the National Water Resource Institute, fully funded by Environment Canada.

⇒ **Funding has been provided for scholarly**

## Objectives and Action Items

support dissemination of research and scholarly results in various academic and community fora.

17 b) provide appropriate support for the operations of the Innovation and Development Corporation and other areas of knowledge transfer to the community.

## Progress

**dissemination and community fora have been organized; efforts in this area will be ongoing.**

- The travel and conference support programs have been reorganized to provide additional benefits to newer faculty and SSHRC-eligible faculty.
- New funding has been secured from SSHRC and CIHR to create a Knowledge Mobilization Unit (in partnership with York University) to enhance dissemination in the area of health research.
- A number of community fora have been held focused on oceans research and community-based research.

⇒ **Knowledge transfer has acquired growing emphasis. Through IDC and VITP, UVic has positioned itself to expand its capacity further.**

- UVic, through IDC, has taken the regional lead in the support of commercialization of research through arrangements with the Vancouver Island Cancer Centre, the Herzberg Institute of Astrophysics, Malaspina University-College, Royal Roads University and Camosun College.
- UVic has acquired the Vancouver Island Technology Park to strengthen its links with the technology sector and its commercialization opportunities.
- IDC continues to help create spin-off companies, to file intellectual property protection applications, and sign commercialization related agreements.
- An expertise database has been launched to facilitate external access to UVic researchers and graduate students by private and public sector agencies and community organizations.
- With the assistance of the Vice-President External Relations, funding sources are being

## Objectives and Action Items

Objective 18) To increase the recognition and celebration of the research and scholarly contributions of members of the UVic community.

18 a) increase nominations of UVic faculty for prestigious awards and positions on national bodies.

18 b) implement a communications plan to raise the profile of UVic's research and scholarship at the provincial, national and international levels.

18 c) establish awards at the University and Faculty level to recognize outstanding research and scholarship.

## Progress

explored for the development of an early-stage investment fund (ESIF) for IDC that will contribute to prototype development.

⇒ **A coordinated approach to nominations has been established.**

- A University Nominating Committee has been established, chaired by an emeritus faculty member to coordinate external nominations. A central website with information on all calls for nominations has been prepared. Over just the last two years, UVic faculty received 34 major external awards.

⇒ **The Strategic Communications plan will help to raise the profile of UVic nationally and internationally.**

- A communications plan has been drawn up to raise the profile of areas of research strength at the national level.
- Faculty awards are being celebrated and publicized and an expertise database has been posted on the web.
- Many Faculties and departments now prepare newsletters and other communication materials.

⇒ **Internal awards have been established.**

- The Craigdarroch Research Awards were established, presented and celebrated.
- An annual dinner recognizing external award winners is now held.
- Many Faculties have established their own teaching and research excellence awards.

## Objectives and Action Items

## Progress

### Lifelong Learning

Objective 19) To increase the activity in continuing education to support the needs of campus employees and the residents of the region, and to coordinate Continuing Studies activities with the academic programs of the University.

19 a) explore the opportunities for Continuing Studies to support the professional development needs for faculty and staff at UVic.

⇒ **Continuing Studies is engaged in the development of professional development programs.**

- 634 faculty and staff members enrolled in a selection of professional development courses offered by Human Resources in conjunction with the Division of Continuing Studies in 2004-05.

19 b) explore opportunities to deliver more regular academic programs through distributed means through collaboration with Continuing Studies.

⇒ **Significant progress has been made.**

- Opportunities are being provided for traditional, on-campus undergraduate students, mid-career professionals and members of the wider community.
- There were over 5,800 participants registered in courses offered by the Faculty of Human and Social Development in conjunction with the Division of Continuing Studies in 2004-05.
- Three new comprehensive adult learning programs were approved by the Senate and Board of Governors in 2004-05: the Professional Specialization Certificate in Collections Management, the Certificate in Aboriginal Language Revitalization and the Certificate in Business Studies for International Students.

19 c) identify and meet the unique education needs of the local community and those areas of unique strength where we can meet regional,

⇒ **Continuing Studies is responding to the needs of its regional, national and international students.**

## Objectives and Action Items

national and international needs.

## Progress

- In order to provide for the region's lifelong learning needs, a new Continuing Studies Building was opened in 2003 and new programs have been created.
- 16,401 registrants enrolled in programs, courses and seminars offered by the Division of Continuing Studies in 2004-05 (an increase of 8.2% compared to 2000-01); 673,051 hours of instruction were offered to lifelong learners in 2004-05; and 118 e-learning courses were available for adult part-time learners.
- The Faculty of Business offers Executive Programs that identify and offer non-degree programs to meet the needs of middle to senior managers in local, national and international organizations.
- In 2004-05, 900 participants attended the free Deans' Lunchtime Lecture Series (an increase of 6% compared to 2000-01).

## Library

Objective 20) To develop a Library and Information Commons capable of meeting the developing needs of students and researchers.

20 a) develop an acquisitions budget strategy to place us in the upper 20% of a national set of comparable university libraries.

⇒ **In successive budget cycles the Library acquisitions budget has been protected and increased; the goal has not yet been reached.**

- The Library acquisitions budget has been increased by 47% (\$2,047,000) since 2000-01. In addition, a plan to raise \$5 million for the collections endowment is in place.

20 b) develop private fundraising and solicit government support for a new Library and Information Commons.

⇒ **The William C. Mearns Centre for Learning, slated to open in 2008, will be built as a result of a successful fundraising campaign.**

## Objectives and Action Items

20 c) broaden access to information by stressing collaboration between academic institutions, and continue to seek an appropriate balance in acquisitions between electronic resources and print material.

## Progress

- The Library Campaign has been completed with the announcement of the William C. Mearns Centre for Learning. The Mearns family has donated \$5M and these funds have been matched by the provincial government. Additional donations and University contributions have resulted in the completion of a \$20M fundraising campaign. The William C. Mearns Centre for Learning is slated to open in 2008.

⇒ **Electronic communications and interlibrary loan systems allow close collaboration with other institutions as well as access to publications that are not locally available. Maintaining an appropriate balance between electronic resources and print materials requires continued attention.**

- The UVic Libraries have enhanced their collaboration with provincial, regional and national consortia to maximize development of our collections and work closely with individual libraries for effective interlibrary sharing of collections.
- The Libraries solicit input from faculty and students in order to develop collections that address UVic's scholarly needs in the format that is most appropriate.

## Information Technology

Objective 21) To develop the state of the art information technology infrastructure required to meet the strategic objectives of the University.

21 a) implement the recommendations of the recent Information Technology Plan.

⇒ **Some recommendations have been implemented while others are in progress.**

- The Board of Governors has funded the development of a UVic e-strategy. Project

## Objectives and Action Items

21 b) collaborate with the Library in the development of a Library and Information Commons to facilitate the integration of information technology into learning, teaching and research.

21 c) work with partner institutions and government agencies to enhance the high performance computing and communications infrastructure required for our campus and for regional, national and international research and teaching collaborations.

## Support Services

Objective 22) To develop the support services necessary for meeting our goals in teaching and research.

22 a) provide support services that

## Progress

NOVA is moving ahead to renew administration systems for Student Records, Human Resources, Finance, Facilities and Development.

⇒ **The Library now includes an information commons, which will be greatly expanded in the new William C. Mearns Centre for Learning.**

- The Learning and Teaching Centre provides assistance to faculty seeking to harness and integrate IT in teaching (Web CT, etc.).
- The William C. Mearns Centre for Learning will incorporate an expanded information commons to integrate electronic media into the learning and research activities.

⇒ **Major successes were achieved in strengthening computing capacity through collaborations. Maintaining this success rate in a time of rapidly changing technologies will require continued effort.**

- UVic worked with BCNET Board to ensure the system infrastructure is in place.
- We were successful in gaining CFI funding for High Performance Computing Mass Storage, which has now been installed.
- Linkages to the Herzberg Institute (NRC) have been strengthened with respect to data management.
- In Fine Arts, the Department of Visual Arts has established three IT design suites with funds provided by the Southam Foundation.

⇒ **Service Plans are prepared each year to**

## Objectives and Action Items

meet the needs of the academic community.

22 b) review the effectiveness of support services on a regular basis to ensure that best practices are adopted.

## Progress

**identify new service requirements and to outline objectives for the upcoming year.**

- Many of the changes in support services have been identified elsewhere in this report (e.g. Human Resources, Equity and Human Rights, Learning and Teaching Centre, NOVA, etc.).
  - A “ResNet” protocol between Housing, Food and Conference Services and Computing and Systems Services delivers high speed Internet to all residence and family housing.
- ⇒ **A process has been established for reviewing all support services. A review of the senior administrative portfolios was carried out and changes were made to enhance the alignment and integration of the portfolios.**
- A Support Services Review Process has been designed and piloted in four support units. A schedule for future reviews has been established.

# Community

We are a product of our community and play an important role in the social, cultural and economic life of the region and the province. We recognize the importance of collaboration with other institutions in this region and across the province. We also recognize the importance of meeting the educational needs of a rapidly changing population in this region. Our goal is to establish UVic as a recognized cornerstone of the community, committed to the social, cultural and economic development of our region and nation.

Objective 23) To engage the community through educational, research and service programs, public lectures, performances in the fine and performing arts, and athletics.



## Objectives and Action Items

23 a) develop an integrated programmatic, physical and resource plan for an expanded downtown presence.

23 b) support activities on campus that provide venues for community involvement.

Objective 24) To develop effective relationships with the diverse constituencies that make up our regional community.

24 a) build a comprehensive community relations program that promotes interaction with regional and provincial municipalities and communities.

## Progress

⇒ **UVic is actively engaged in formulating options for an expanded downtown presence. No definitive conclusion has been reached and additional options are being explored.**

- UVic has updated its analysis of downtown needs based on academic priorities. Discussions have taken place with community groups and organizations, e.g. with the Art Gallery of Greater Victoria regarding possible strategic linkages related to the Williams Collection, the GVPL, etc.

⇒ **The annual community visits to campus now number about 500,000; this constitutes one of the many ways in which the community is engaged with University activities.**

- The number of visits from the community to lectures and cultural, artistic, and athletic events has increased from around 300,000 to over 500,000 since 2000; the Faculty of Fine Arts concerts, plays and exhibitions and athletic events are major draws.
- UVic also regularly hosts community activities, e.g. concerts, performances and walks/runs for charity.

⇒ **A community relations program has been formulated and is continually being fine-tuned in response to University and community needs.**

- A schedule of events – municipal council visits, community breakfast information sessions, and regional community fora – has been developed and implemented.

## Objectives and Action Items

24 b) promote and support lectures, workshops, fora, etc., that engage the community in the academic and research activities of the University.

24 c) support collaborations with other educational institutions to meet the educational needs of the region.

24 d) enhance our communications activity to better highlight the contributions of UVic.

## Progress

⇒ **Different lecture series, workshops and fora engage increasing numbers of the community in the University's academic and research activities. UVic is also a leader in community-based research.**

- Formal lecture series regularly attract large audiences.
- A new series of community lectures to showcase UVic to the community is being created, featuring the UVic Distinguished Professors.
- The Deans' Lectures series downtown showcase UVic expertise across the broad spectrum of research and scholarship areas.
- The Speakers Bureau makes UVic experts available to community groups.

⇒ **Many prominent collaborative programs have been developed.**

- UVic is working with other educational institutions on a number of collaborative programs (see 12c). In addition, joint research fairs have been organized with Malaspina University-College, North Island College and Camosun College.

⇒ **More focused communications activity is increasing.**

- A new communications strategy has been formulated and is being implemented to highlight UVic successes and support student, faculty and staff recruitment.
- An annual review is now published and distributed to community members and alumni.
- The 2003 celebrations offered an opportunity for showcasing UVic.
- UVic's newspaper, *The Ring*, has been reviewed and updated.
- *The Torch*, UVic's award-winning alumni

## Objectives and Action Items

## Progress

- magazine, reaches over 50,000 readers.
- The Legacy Awards dinner celebrates the achievements of alumni, faculty, students and athletes.

# Resources

The availability of both financial and physical resources is key to our development as a university. Government is our largest funding partner, followed by students and our supporters in the broader community. Our goal is to generate the resources necessary from both public and private sources to allow us to achieve our objectives. We look forward to collaborating with other institutions and agencies where that collaboration helps us with more effective utilization of resources.

## Funding

Objective 25) To obtain adequate and equitable government funding for research and operating purposes.

25 a) develop a government relations strategy that is focused on developing the relationships necessary to achieve our goals of adequate and equitable funding for UVic.

25 b) work with TUPC to obtain the funding necessary to support access to high quality education for the citizens of British Columbia.

⇒ **A government relations strategy has been formulated and is constantly adapted; its implementation is ongoing.**

- An Executive Director of Government Relations has been appointed. Following a comprehensive government relations study, a new government relations strategy has been formulated. Links with both the Provincial and the Federal governments are better focused and strengthened.

⇒ **Successful lobbying has resulted in an expansion of the BC post-secondary system. Continued efforts will be made to ensure the expanded system is adequately funded.**

**Objectives and Action Items**

**Progress**

25 c) work with AUCC and TUPC to achieve increased support for granting councils and the support for the indirect costs of research at both the federal and provincial levels.

- The President and Vice-Presidents along with The University Presidents' Council (TUPC) addressed the issue of BC system capacity over a number of years. The Provincial government has responded to such coordinated lobbying efforts by announcing a major expansion of the BC post-secondary system.
- Additional support is being sought for graduate studies as well as for the BC Knowledge Development Fund, technology transfer, Genome BC, the Michael Smith Foundation for Health Research, Advanced Systems Institute and the Pacific Institute for Mathematical Sciences. The University is also engaged with the province's Life Sciences Strategy and the BC Hydrogen and Fuel Cell Strategy.

⇒ **Successful lobbying has resulted in the establishment of a program to support the indirect costs of federally supported research and increased funding for the granting councils. Continued efforts must be made to keep the funding levels at internationally competitive levels.**

- Funding for the granting councils has been increased and a program supporting the indirect costs of research has been created by the Federal government.
- The University is an active participant in efforts led by the National Science Advisor to the Prime Minister to formulate a national strategy on "Big Science".

**Physical Resources and Campus Environment**

Objective 26) To develop a campus plan that integrates our physical facilities into our unique natural setting, promotes sustainability in planning and operations and

## Objectives and Action Items

is driven by academic priorities.

26 a) devise a capital planning process that links academic and research needs with physical planning and addresses the growing need for adequate space.

26 b) explore the possibility of concentrating campus development to maintain as much green space as practicable.

26 c) adopt management, planning and construction techniques that are of a sustainable nature.

26 d) collaborate with regional governments to develop an effective transportation demand management (TDM) strategy to minimize the need for vehicular traffic to campus.

## Progress

⇒ **The new campus planning process is an integrated approach that encompasses all the University's space needs.**

- Following a major external review of campus planning, the process was redesigned.
- The capital planning group responds to academic and research priorities.
- The continued growth of the University has allowed UVic to devise ways for self-funding space of various kinds.

⇒ **The Campus Plan was formulated with the desire to maintain green space.**

- A new Campus Plan, that provides for expansion in a sustainable way, was adopted in 2003. The Plan calls for concentrating development in core areas and sets aside significant areas that will not be developed in the immediate future.

⇒ **Sustainability has acquired an increased profile and is being incorporated in all aspects of planning. UVic has won awards for its sustainability initiatives.**

- In order to coordinate sustainability initiatives, a Sustainability Coordinator has been appointed.
- New buildings are designed to "LEEDS"-like standards. UVic has won awards for its water management systems and power conservation measures.

⇒ **A comprehensive transportation demand management strategy was formulated and its implementation is reducing the number of single-occupancy vehicles coming to campus and increasing the use of alternative forms of transportation.**

## Objectives and Action Items

## Progress

- A TDM study was carried out in consultation with all interested parties and in collaboration with the regional municipalities. An implementation plan has been formulated and concrete measures are being taken, e.g. employee bus pass program, employee flex pass, car sharing, car pooling, ride sharing, special event transit tickets, etc.
- Every four years the University completes a traffic audit. The 2004 survey shows that fewer than half of all people come to UVic driving a car (47.1%, down from 54.4% in 2000) and the number of transit riders has increased from 17.8% to 26.2%.

## Fundraising

Objective 27) To provide a continuous and growing revenue stream for the University through private donations.

27 a) implement a sustained fundraising program for the University of Victoria that is driven by the academic needs and is integrated effectively with the Faculties.

⇒ **Fundraising priorities are driven by the academic needs of the University and integrated with the Faculties.**

- A major review of External Relations was undertaken, resulting in overall strengthening of community links and fundraising capacity. As a result, there has been a steady annual increase in philanthropic gifts to the University of Victoria.
- Annual central and divisional fundraising goals are formulated.
- Every Faculty is encouraged and receives assistance to employ a fundraising officer and to develop a clear and focused fundraising plan. Joint workshops are held for Deans and Faculty development officers on fundraising.
- The Alumni Association actively participates in fundraising through the student calling program.

## Objectives and Action Items

## Progress

# Accountability

As the objectives of this plan and the associated action items have tangible outcomes, the Office of Institutional Analysis will be responsible for designing tools to measure our progress towards our goals. Progress will be reported annually to the Senate and the Board of Governors by the President in consultation with the Planning and Priorities Committee.

- Fundraising initiatives are also undertaken for University-wide initiatives, e.g. for capital expansion, for the First Peoples House, for student support and for research (e.g. the Leadership Chairs).

⇒ **A formal Accountability Framework was established and made publicly available on the web. Through the annual Performance Measures Report, the Planning and Priorities Committee reports on progress made in the implementation of the Strategic Plan. UVic's standing has risen to third place in the 2004 Wilfrid Laurier University Accountability rankings (for 2003).**

Accountability Framework Performance Summary

2005/06 Fiscal Year

University of Victoria

Performance Measures <sup>a</sup>	Notes	University of Victoria <sup>1</sup>				Target Assessment	Analysis
		2003/04	2004/05	2005/06			
1. Student Spaces (FTEs)	Actual % Util	2	14,830 104.6%	15,030 102.9%	<b>15,497</b> <b>103.1%</b>	Achieved	Achieved
2. Degrees & Diplomas	Actual	3	3,942	4,094	<b>4,172</b>	Achieved	
4. University admissions	Dir Entry %		81.0%	80.0%	<b>76.0%</b>	Contributed toward achievement of system level target of 75% by 2010	
GPA cut-off	Transfer		3.20	3.10	<b>2.50</b>	Contributed toward achievement of system level target of 2.0 by 2010	
6. Number and percent of post-secondary students that are aboriginal	Actual # Actual %	4	303 1.6%	410 2.0%	<b>471</b> <b>2.5%</b>	Achieved Achieved	
n/a Educational activity between May-August	%	4	15.8%	15.8%	<b>15.5%</b>	Contribute toward achievement of system level target	
8. Degree completion rate (percent of entrants)	Dir Entry Transfer		na na	71% 72%	<b>78%</b> <b>72%</b>	Achieved Achieved	
9. Student Satisfaction with Transfer	Transfers In	5	83.6%	88.0%	<b>86.8%</b>	Contribute toward achievement of system level target	
11. Student Outcomes— Skill Gain	Overall Average	6		84.6%	<b>86.4%</b>	Achieved	
- Written communic'tn				87.0%	<b>82.6%</b>	Not achieved	
- Oral communication				81.8%	<b>83.4%</b>	Achieved 83.4% (± 2.1%)	
- Group collaboration				77.4%	<b>83.2%</b>	Achieved 83.2% (± 2.1%)	
- Problem resolution				75.4%	<b>80.1%</b>	Not achieved	
- Critical analysis				91.7%	<b>92.4%</b>	Achieved	
- Reading and comp.				88.1%	<b>90.3%</b>	Achieved	
- Self learning				90.8%	<b>92.5%</b>	Achieved	
12. Student Satisfaction with Education	% satisf. or mainly sat.	6		97.0%	<b>96.8%</b>	Achieved	
n/a Student Assessment of Quality of Instruction	% good or very good	6	na	96.9%	<b>96.9%</b>	Achieved	
13. Student spaces in Comp. Sc. & Elec. Eng'g	Actual % Util	2	1,369 97%	1,457 94%	<b>1,292</b> <b>76%</b>	Not achieved	National and international shortfall in Computing Science enrolments
Student spaces in Social Work	Actual % Util	2	469 98%	545 112%	<b>471</b> <b>97%</b>	Not achieved	Target largely met
Student spaces in Nursing & Health	Actual % Util	2	563 107%	640 103%	<b>767</b> <b>118%</b>	Achieved	Achieved
14. Usefulness of knowledge & skills in performing job.	% somewhat or very useful			86.2%	<b>81.2%</b>	Not achieved	Within margin of error
15. Unemployment rate, former UVIC students	Actual	6	4.4%	6.3%	<b>4.6%</b>	Achieved (< 9.6%)	Achieved
16. Sponsored Research Funding from All Sources	\$000	7	\$48,352	\$59,683	<b>\$60,045</b>	Achieved	
-- Federal Funding	\$000		\$33,852	\$36,186	<b>\$38,217</b>	Achieved	
-- Provincial Funding	\$000		\$2,735	\$9,695	<b>\$10,364</b>	Achieved	
-- Other Res. Funding	\$000		\$11,765	\$13,802	<b>\$11,464</b>	Not achieved	Overall target achieved
17. Licence/Option Agreements	Number	7	5	12	<b>5</b>	Not achieved	Commercialization activities fluctuate from year to year.
US patents issued	Ratio	8	0.103	0.201	<b>0.085</b>	Achieved	
	Number		5	4	<b>4</b>		
	Ratio		0.103	0.067	<b>0.068</b>	Not achieved	
Start-up Companies	Number		3	9	<b>4</b>		
	Ratio		0.062	0.151	<b>0.068</b>		
Licence Income	\$000		\$150	\$175	<b>\$151</b>	Not achieved	
	Ratio		\$3,102	\$2,932	<b>\$2,562</b>		



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## Notes

- <sup>a</sup> The listed performance measures are those for which UVic reports institution level data, as per the 2005/06 Standards Manual for Accountability Framework Performance Measures. Numbering of the list follows the 2005/06 Ministry Service Plan (Sept. 2005 Update).
- <sup>1</sup> The 2005/06 Service Plan Report for UVic is expected to include, and provide context for, the boldface numbers in the 2005/06 column below the institution name. Comparable numbers for the prior fiscal years are supplied for convenience (in lighter typeface) but need not be reported.
- <sup>2</sup> Performance data are collected and reported on same fiscal year basis. For example, actuals reported for the 2004/05 Fiscal represent actual performance for the 2004/05 fiscal year.
- <sup>3</sup> Performance data are reported on the basis of a three year rolling average of academic years (September 1 – August 31). For example, actuals reported for 2004/05 fiscal represent the average of the 2001/02, 2002/03, and 2003/04 academic years.
- <sup>4</sup> Performance data are reported on the basis of the most recent academic year, September 1 – August 31. For example, the actuals reported for 2004/05 fiscal represent the actual performance for the 2003/04 academic year. Performance measure number 'n/a' signifies a measure which is not reported in the Ministry Service Plan for 2005/06, but which is within the 2005/06 Accountability Framework and forms part of institutional reporting requirements.
- <sup>6</sup> Performance data are reported on the basis of the most recent student outcomes survey, two years after graduation. 2005/06 results are from the BGS survey (50% sample of students). Prior results are from the UBGS.
- <sup>7</sup> Performance data are reported on the basis of CAUBO data for the most recent fiscal year available. For example, actuals reported for 2004/05 fiscal represent results of the 2002/03 fiscal year. The target is to maintain or increase over the previous year.
- <sup>8</sup> "Ratio" means the number of agreements (or patents, startups, etc. in the following measures) divided by the institution's Sponsored Research Funding in millions of dollars. Example: if there are 2 U.S. patents and research funding is 33 million dollars, then the ratio is  $2/33 = 0.067$ .