



A Vision for the Future – Building on Excellence

A Strategic Plan for the University of Victoria

PLANNING AND PRIORITIES COMMITTEE

FEBRUARY 2012



University
of Victoria



University
of Victoria

February 2012

Dear colleagues,

As the University of Victoria prepares to celebrate its 50th anniversary, I am pleased to present our renewed Strategic Plan *A Vision for the Future – Building on Excellence*. This plan has been approved by both the Senate and the Board of Governors at their January 2012 meetings.

Over the past year, the Planning and Priorities Committee led the planning process. The Committee assessed UVic's achievements under the 2007 plan and analyzed the changing external environment. It also facilitated over 70 consultation and discussion sessions on and off campus. A draft plan was presented to the community last fall, and as a result this final version was prepared.

I am very grateful for the high level of engagement in the consultations and discussions and am pleased with the strong consensus that emerged.

Through this consensus, we confirmed the fundamental vision, mission and goals of our university and reaffirmed our commitment to the highest standards of excellence. Given the changes in the external environment and the successes we have achieved, the plan indicates that we must build on our strengths as a destination university and focus on the quality of the broader learning environment for our students, faculty and staff. In the ever more competitive environment and with growing fiscal constraints, there will be a need for greater flexibility and optimization of resources as well as renewed emphasis on engaging our community, locally, nationally and internationally. Achieving our goals will also require effectively communicating UVic's distinctive characteristics and strengths.

I look forward to continuing to work together with all members of our university community to realize our vision and strengthen the University of Victoria's position as a university of choice for outstanding students, faculty and staff from British Columbia, Canada and around the world.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'David H. Turpin', enclosed within a large, hand-drawn oval.

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

Office of the University Secretary
Administrative Services Building, A138, PO Box 1700, CSC, Victoria, BC V8W 2Y2

For additional copies of *A Vision for the Future – Building on Excellence*
call 250-721-8101 or visit
<http://web.uvic.ca/strategicplan>

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Planning and Priorities Committee

Fall 2009 – December 2011

Planning and Priorities Committee

David Turpin, Chair
Julia Eastman, Secretary

Faculty Members selected by the Senate Committee on Agenda and Governance

John Anderson (to June 2011)
Gweneth Doane
John Dower
Annalee Lepp
Andrea McKenzie
Malcolm Rutherford
Frank van Veggel

Non-Academic Staff Members

Jim Forbes (to June 2010)
Fran Hunt-Jinnouchi (to June 2011)
Garry Sagert
Ruth Young

Faculty Member from the Senate Committee on Planning

Geraldine van Gyn

Chair, Senate Committee on University Budget

Sikata Banerjee

Student Senators

Andrew Allen (2010-2011)
José Barrios (2010-2011)
James Coccola (2009-2010)
Chris Hackett
Heather McKenzie (2009-2010)
Ali Tehranchi
Leanne Wiltsie (2009-2010)

Ex Officio Members

Howard Brunt
Jamie Cassels (to December 2010)
Gayle Gorrill
Valerie Kuehne
Reeta Tremblay

Resource Persons

Ludgard De Decker
Tony Eder
Bruce Kilpatrick
Ased Said
Grace Wong Sneddon

Vision

Our vision is to be a university of choice for outstanding students, faculty and staff from British Columbia, Canada and the world.

We aspire to be the Canadian university that best integrates outstanding scholarship, inspired teaching and real-life involvement.

As members of a diverse and dynamic learning community, we challenge one another to become thoughtful, engaged citizens and leaders, prepared to contribute to the betterment of a rapidly changing global society.

Mission

The University of Victoria enriches its students and society by creating knowledge, fostering academic and experiential learning and serving communities in British Columbia, in Canada and around the world. We build on the strength and diversity of our people—students, faculty, staff and alumni—to strengthen our position among the best universities in Canada and the world, recognized for excellence in teaching, learning, research, artistic creativity, professional practice and service to the community.

We are committed to:

- providing a high-quality learning and research environment
- integrating teaching, learning, research and civic engagement¹ across the disciplines
- employing our core strengths to benefit our external communities—locally, regionally, nationally and internationally—and promoting civic engagement and global citizenship²
- promoting the development of a just and sustainable society through our programs of education and research and the stewardship of our own financial and physical resources
- collegial forms of governance that provide appropriate opportunities for all members of the university community to participate
- environments for work and study that are safe, supportive, inclusive and healthy and that foster mutual respect and civility, recognizing that people are our primary strength
- public and internal accountability.

Fundamental values

The following fundamental values will inform all of our actions and are a prerequisite to fulfilling the purpose of the university:

- intellectual and ethical integrity
- freedom of speech and freedom of inquiry
- equal rights and dignity of all persons.

1 “Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.” (Thomas Ehrlich [Ed.], *Civic Responsibility and Higher Education*, Oryx Press, 2000)

2 Awareness of the world as a global community, recognizing the rights and responsibilities of citizens within it.

Context

THE UNIVERSITY OF VICTORIA AT 50

The University of Victoria was established in 1963, built on the dual foundation of Victoria College and the Victoria Provincial Normal School. Over the 50 years of its history, UVic has emerged as one of Canada's leading research universities, ranked among the world's top institutions. Our success is built on excellence in the provision of a high-quality education and student experience, in research and in the integration of that research with teaching. Our undergraduate programs and teaching enjoy a well-established reputation and we have flourishing research programs and a wide array of graduate programs, professional schools and continuing studies activities.

Located in Victoria, the province's capital and one of the world's most beautiful cities, UVic serves the people of Vancouver Island, British Columbia, Canada and the world. We take pride in our inclusive and increasingly diverse community of students, scholars and staff. We remain committed to a personally engaging and intellectually stimulating learning environment that supports the development of students through a responsive curriculum and a variety of co-curricular activities and services. Our strength continues to be grounded in the quality and accessibility of faculty and staff, the excellence of the university's programs, particularly their interdisciplinary and international focus, a commitment to environmental sustainability and stewardship, and the opportunities we offer for civic engagement and experiential learning in every faculty.



UVic distinguishes itself from nearly every other research university in the country. First, most of our students come from outside our immediate region, creating an opportunity for a residential focus and a strong sense of community. As a destination university, we guarantee our first-year students a place in residence and we capitalize on our sense of community by nurturing a collegial, vibrant, student-centred culture. Second, through co-op, practica, work-study, field schools, clinical education and other initiatives, our students have the opportunity to participate in one of the largest experiential learning programs in the country. Furthermore, our university exhibits a strong focus on civic engagement, locally and internationally. This is reflected through community-based research, co-operative and continuing education, artistic collaboration, community-based internship and clinical programs, athletic opportunities and our knowledge transfer initiatives.

As we celebrate UVic's 50th anniversary, our renewed strategic plan will guide us into a successful future. Our commitment to excellence in all that we do will continue to build the University of Victoria's unique, high-quality broader learning environment, recognized across Canada and around the world.

THE CHANGING ENVIRONMENT FOR POST-SECONDARY EDUCATION

Global shifts in education and research: Universities play a critical role in society, making substantial intellectual, social, cultural and economic contributions. Both the personal and the societal benefits of higher levels of education are well documented, and countries around the world are now investing in post-secondary education and research as a way of building social and economic prosperity. It is widely recognized that university research yields answers to some of the immediate questions our society faces, while history tells us that great innovations emerge from basic research, often of an interdisciplinary nature. Society also benefits from a citizenry educated in the broad array of disciplines represented by the liberal arts and sciences. Building our society of the 21st century and finding solutions to its problems will require concerted efforts across all disciplines.

The growing importance of post-secondary education internationally has resulted in a number of developments that will require attention. For example, China has become a major international student destination country rather than simply an exporter of students, and there has also been a rapid rise in both the quality and volume of research being produced at Chinese universities. In Europe, the Bologna process is driving a restructuring of the higher education system and the creation of a European Higher Education Area. Degree-granting requirements are being harmonized, facilitating credit transfer and student mobility.

In the coming years, internationalization, global student mobility and increased competition from other nations will have a significant effect on universities. Similarly, it will be important that students and faculty have access to the opportunities worldwide that international engagement presents.

Demographic and labour market trends: Both in British Columbia and in Canada, considerable labour market changes are predicted, with shortages in areas that demand higher education and advanced skills. This comes at a time when anticipated

demographic changes are exacerbating the situation. Although the past decade saw a dramatic increase in the 18- to 24-year-old population in BC and Canada, most demographic projections show that this traditional university-age population will decline over the coming 20 years. The notable exceptions to the overall Canadian demographic pattern are the youth populations of Indigenous and new Canadians. This adds impetus to our commitment to increasing the participation rates from groups traditionally under-represented at universities.

Another solution being pursued nationally is to improve the effectiveness of Canada's immigration system, particularly by attracting foreign students and facilitating their transition to citizenship. This presents a significant opportunity for our university, while we must also recognize our shared responsibility to support international development by educating talented students from other countries whose goal it is to return home.

As the need for higher education increases and the population ages, more and more people are seeking to upgrade their qualifications and expand their horizons, resulting in a growing demand for online education and community-based delivery of programs as well as for graduate education and lifelong learning.

Economic recovery and the new economy: The continuing economic uncertainty in the global economy affects the financial as well as the policy environment within which universities operate. In Canada, all levels of government have focused on strategies to support Canada's economic recovery. In the first years of the downturn, the federal and provincial stimulus funding supported renewal of university infrastructure through the Knowledge Infrastructure Program.

In the coming years, governments will be challenged to reduce deficits and debt while dealing with an aging population and growing healthcare costs and are therefore likely to emphasize austerity and fiscal prudence. With government revenues tight and cost pressures from inflation and mandated commitments rising, we will need to explore other revenue sources and make hard choices about what we do. We must recognize these challenges as well as the importance of post-secondary education for the future well-being of our society and work to maintain our strategic focus on the quality of the learning environment.

Changes in the BC post-secondary education system: Over the past decade, the post-secondary education system in British Columbia has changed dramatically. The province has significantly expanded capacity by adding 25,000 new undergraduate spaces and 2,500 spaces at the graduate level, and by creating a number of new universities. There are now 25 publicly funded post-secondary institutions, including 11 universities, with UVic being one of BC's four research-intensive universities. These developments will require us to further differentiate our institution from others.

Technological change: New technologies are revolutionizing the way we carry out our daily lives. They have had, and will continue to have, a dramatic influence on the way we access information and communicate, and are a significant driver of change in our institution. New opportunities for engagement, inspiration, dialogue and community-building, often over great distances, are in our reach. UVic must position itself to take

full advantage of these emerging opportunities and look to ways of incorporating the new tools and technologies in our approach to pedagogy, research, administrative systems and communications both on and off campus. We will need to continually update our technology infrastructure and communications systems and processes in ways that best support our academic and research mission.

These changes, along with many others, will influence the evolution of our institution and require us to further differentiate ourselves from other institutions, regionally, nationally and internationally.

STRATEGIC PLANNING AT THE UNIVERSITY OF VICTORIA

This plan is the result of a review and renewal process, led by the Planning and Priorities Committee, that engaged both the university and the broader community. The process started with an analysis of UVic's achievements under the 2007 plan and of the changes in the external environment. Thus, in January 2011, a *Progress Report on the Implementation of the Strategic Plan, A Vision for the Future—Building on Strength and Renewing the Vision—A discussion document for the review and renewal of the strategic plan* were published.

The consultations and discussions that followed enjoyed a high level of engagement with over 70 sessions held on and off campus. During the consultations, strategic issues were considered and input and feedback were provided. It soon became clear that there was convergence of ideas and an emerging consensus.

The consensus was that strategic planning at UVic has been quite successful. This was attributed to a number of factors. First of all, it was observed that the previous plan was neither so general as to be meaningless nor so specific as to be alienating. There was also appreciation for the flexibility it offered and for the explicit recognition of the diversity among the different departments, Faculties, centres and disciplines and approaches. The plan had not “chosen winners,” but instead defined criteria for identifying areas of strength.

There was also a clear understanding that the successful development of the university depends on initiatives that are centrally taken, as well as on other initiatives—often the more comprehensive and complex ones—that can only happen and be successful through the engagement and commitment of many individuals and units. The inherent tension between central and decentralized action is not only recognized, but valued. Concrete examples of successful strategic planning outcomes include: a generalized and shared commitment to excellence; the recognition that UVic is and will need to remain a “destination university”; significant growth in graduate programming and research; the completion of the First Peoples House; a great increase in the number of Indigenous students enrolled; and many more.

The emerging consensus is also shaping our outlook towards the future. Given the changes in the external environment and the successes achieved, there is a realization that we will need to accomplish our goals in a different way. In the ever-more competitive environment and with fiscal constraints, there will be a need for greater flexibility and nimbleness, as well as for better deployment and greater optimization of resources and renewed emphasis on communicating UVic's strengths and characteristics.

INTO THE FUTURE

Building on a tradition of excellence: As we celebrate the 50th anniversary of UVic's establishment as a university, we can take pride in its tradition of excellence. Excellence is the foundation for our success and it is based on our key distinguishing characteristics: a destination university, a commitment to student engagement and experiential learning, a culture driven by research and discovery and a commitment to civic engagement.

Growth and size: We have completed a decade of growth and are well-positioned to take advantage of our medium size. We will grow strategically, particularly at the graduate level, while re-affirming our commitment to quality undergraduate education in a research-intensive environment. Growth will also be strategically aligned with research strengths, emerging societal needs and special opportunities as they arise.

The engaged campus: While taking full advantage of the competitive edge the University of Victoria draws from its success as a destination university, we will reformulate the concept of destination in light of the differing needs of our diverse student body. In order to ensure that our students share a strong sense of belonging, we will create a socially and intellectually engaged and connected campus—physical and virtual. Our physical campus is known for its natural beauty and environmental stewardship. We will enhance its livability with more academic homes and residences, active learning and social spaces, cafes, common areas and recreational and artistic venues. The engaged nature of our campus will serve students, faculty and staff, as well as members of the external community.

Student success and the student experience:
The University of Victoria provides accessible high-quality education to citizens of this province, the nation and the world. With the anticipated decrease in the typical university-age population in Canada and in keeping with our mission as an inclusive institution, we will attract students from more diverse backgrounds, locally, nationally and internationally.



We will continue to increase the number of Indigenous, new Canadian and international students and students from lower socio-economic backgrounds. We will also respond to growing demands for online learning and professional development and to the educational needs of the mature population. We will build a welcoming and supportive environment for them all.

The quality of our undergraduate education is high, and we will continue to strive to improve our students' experience and their success.

Our programs engage and challenge through inspired and inspiring teaching, incorporate the best disciplinary and interdisciplinary knowledge and are enriched by our research-intensive environment. They build on the attributes of a liberal education, which include, most importantly, the capacity for critical thinking, good judgment and effective communication. We will respond to the rapid pace of cultural, social, economic, political, technological and environmental change occurring in our society and in the international and global context. We will continuously assess our programs and practices to ensure that students are challenged and engaged and develop a desire and capacity for lifelong learning.

Internationalization: A global perspective is fundamental to the identity of the University of Victoria. The university will enhance its leadership with regard to internationalization in teaching, research, scholarship, community outreach and the development of global citizenship. As we further internationalize the learning environment, we will strengthen international research and graduate education, enhance international academic mobility and build deeper, but not necessarily more, partnerships. We will also create a targeted and focused international recruitment strategy and encourage and facilitate the participation of our students in opportunities to study abroad. Our alumni and faculty with international experience will be invited to act as our ambassadors in the international arena.

Research: The research culture that characterizes the University of Victoria is demonstrated in all our faculties through scholarship, innovation, professional practice and artistic expression. We are a major player in the research arena—our faculty rank among the top Canadian universities in terms of per capita research funding and in the impact of their scholarly and creative work. We have developed internationally renowned research initiatives and research platforms. We will support our faculty in furthering their success and commit to integrating research and learning, particularly through creating opportunities for our graduate and undergraduate students to engage in research. We will build on the success of our major research initiatives and use them to build our research and educational capacity across campus.

Graduate education: The University of Victoria has seen a 48 per cent increase in the number of graduate students during the last decade, and there has also been an impressive growth in new graduate programs. In order to remain competitive and to attract outstanding graduate students, it is imperative we see the creation of a provincial graduate scholarship program, along the lines of Alberta-, Ontario- or Quebec-based programs. We will also seek philanthropic support for our graduate students and graduate programs.

Faculty and staff renewal and development: Recruiting the best faculty and staff is an ongoing challenge as we compete with the best universities in Canada and around the world. Given the anticipated decline in faculty recruitment activity in the coming decade, we will increase our investment in career and professional development and integrate support for existing faculty and staff within all aspects of the annual cycle of university activities. Faculty and staff renewal presents a considerable opportunity to strengthen existing areas of activity and develop important new ones. Dealing effectively with these issues will require thoughtful planning at all levels of the university.

Systems and processes: The transformation of the University of Victoria to a leading research-intensive institution and the resulting complexities require the improvement of existing systems and processes, so as to support our academic and research mission.

Community: Civic engagement is a thread that runs through the fabric of the institution—all faculties in varying degrees participate and engage with communities, locally and globally. A Civic Engagement Steering Council was formed in 2009 to examine current activities, establish methods for measuring the university's impact on communities of interest and explore ways to incorporate civic engagement activities within our students' experience. We are now ready to move forward into the next phase of this crucial agenda by ensuring that our civic engagement activities are driven by our academic strengths.

A Plan for the University of Victoria

To achieve our vision and mission as a university, we must focus on four key areas and goals:

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, research and support of such quality as to place us in the upper 20 per cent of a national set of comparable programs as judged by peer evaluation.

COMMUNITY:

Goal: To establish UVic as a recognized cornerstone of the community, committed to the sustainable 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 and to steward those resources in a sustainable fashion.

These goals are interdependent, and most initiatives of strategic importance transcend several or all of these areas.

To achieve these strategic goals requires establishing a series of objectives and the strategies needed to accomplish them. The following sections of the plan outline these objectives and strategies. Given the diversity of activity at our university, they range in focus from the strategic to the operational. This version of the plan does not indicate specific offices as having primary responsibility for implementation. The success of this plan, as with the earlier versions, will be dependent upon academic and support units responding to these goals and objectives within their unit-level planning. These unit-level plans are then incorporated into our ongoing budget and staffing plans that both inform and are guided by the integrated planning process led by the Vice-President Academic and Provost.

People

Exceptional people—students, faculty, staff, alumni and supporters—have made the University of Victoria what it is today, and are the foundation that creates and sustains the quality of our programs in teaching and research. **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 achieve their highest potential.**

In the coming decade, the University of Victoria will attract a more culturally and geographically diverse student body from across the province, across the country and around the world. This will affect the university significantly by enriching the social and cultural diversity of our community.

Objective 1: *To be a diverse, welcoming learning community, with a demonstrated commitment to equity and fairness.*

Key strategies:

- 1a) identify, address, communicate and report on equity, diversity and fairness issues across the university, including the recruitment, retention and experience of students, faculty and staff.
- 1b) include initiatives to enhance the welcoming and supportive sense of community in each unit's multi-year plan.
- 1c) continue the assessment of fairness and equity in regular academic and service unit planning, external reviews, accountability and professional development frameworks and the cyclical review of university policies.
- 1d) actively promote and communicate coordinated practices of inclusion, respect, wellness, accessibility, safety and accommodation as the foundations of a healthy university community.



STUDENTS

Due to the changing demographics of our province and country, we expect that undergraduate and graduate student recruitment and retention will become increasingly competitive and that our students will continue to come from more diverse backgrounds and regions. Across most regions in Canada, including the province of British Columbia, we are witnessing a steady decline in the number of high school students, although for select populations—for example, Indigenous communities and new Canadians—the reverse is true. This represents challenges as well as opportunities for student recruitment.

Becoming the university of choice for future students requires us to increase our attention to student recruitment, financial support, accessibility, student services and the residential and cultural nature of the UVic experience. We will foster a sense of community on campus, further enhance the personally engaging and stimulating learning environment we are known for and build the social and cultural infrastructure on campus, boosting the sense of life, inclusion and vitality. We will strengthen the sense of connectedness of distance students, while increasing the number of students living on campus. By expanding our residence system we will support student recruitment and facilitate co-op and international student exchanges. We will strive to ensure that every student experiences and contributes to a socially and intellectually engaged and connected campus.

Objective 2: *To actively recruit and retain outstanding students from diverse regions and backgrounds and remove barriers to admission and retention other than academic and creative potential.*

Key strategies:

- 2a) continue to develop an effective, data-driven student recruitment and retention program that attracts and retains a diverse group of high-quality students nationally and internationally, removing barriers and expanding opportunities for traditionally underrepresented groups.
- 2b) focus our fundraising initiatives and our provincial advocacy in order to increase student financial assistance, with the objective of remaining in the top 20 per cent of Canadian universities.
- 2c) further develop education and support mechanisms for students living in rural and remote communities and those engaged in full- or part-time work who wish to enter a program of study at UVic.
- 2d) develop a plan for residential graduate and undergraduate student housing that maintains our first-year residence guarantee, gives priority to returning co-op, study-abroad and international students and contemplates a doubling of our current on-campus capacity.

Objective 3: *To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.*

Key strategies:

- 3a) utilize First Peoples House as a focal point for Indigenous student support programs and intercultural understanding.
- 3b) building on the success of LE,NO~~N~~ET and other initiatives, coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties.
- 3c) strengthen our relationships with First Nations communities and increase the recruitment and retention of Indigenous students.



GRADUATE STUDENTS AND POST-DOCTORAL FELLOWS

The university has realized significant growth in graduate student enrolment and programming over the last five years. In the coming years, graduate enrolments should continue to increase relative to undergraduate enrolments. As resources allow, targeted growth in research-based PhD programs and professional and course-based Master's programs should receive priority. This increased emphasis on graduate education



should further enhance an increase both in research activity and in the quality of the undergraduate learning experience. In addition to playing a major role in the university's research accomplishments, graduate students, through their role as teaching assistants, tutors and research mentors, provide a key link between research and undergraduate education. To capitalize on these linkages we will further develop programs that provide graduate students the necessary skills in both teaching and research as well as general professional development.

Post-doctoral fellows also play a crucial role in supporting a research-intensive culture. They add value to the training of graduate students and to the research programs and profile of the university. Besides conducting their own research, post-docs are frequently given opportunities to teach and supervise students, thus helping them to develop their full potential. We will work to recruit and support high-quality post-docs through effectively accessing external support programs.

Objective 4: *To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre.*

Key strategies:

- 4a) as a key priority, secure government funding for additional funded graduate spaces and the development of a comprehensive provincial government graduate fellowship program.
- 4b) use fundraising, external funding opportunities and base resources to provide competitive graduate student scholarships, bursaries, and teaching assistant and research assistant positions.
- 4c) provide training opportunities in both teaching and research, as well as in professional development, across the disciplines.
- 4d) provide access to academic and student support services for the substantial number of graduate students who are undertaking programs within blended, distributed or distance delivery formats.

Objective 5: *To be nationally and internationally competitive in the recruitment of post-doctoral fellows of the highest calibre.*

Key strategies:

- 5a) promote external funding opportunities, fundraising opportunities and support mechanisms to recruit high-quality post-doctoral fellows.
- 5b) through Research Services, provide support for post-doctoral fellows and their faculty supervisors in the areas of mentorship and professional development.

FACULTY

The quality of our endeavours is determined by the quality of our faculty and their scholarship in teaching, research, and creative and professional activity. Our success is also dependent on our faculty's commitment to research-inspired teaching and learning. Retaining our exceptional faculty and recruiting others requires the university to maintain its high academic standards and to provide an environment that supports the achievement of our colleagues' academic ambitions. This past decade UVic has witnessed renewal and growth in the ranks of its professoriate, with over 50 per cent of its full-time faculty hired during this period. In a resource-constrained environment, we will need to focus our growth in those areas where we choose to develop a nationally and internationally recognized critical mass of excellence.

Sessional instructors perform an essential role and their commitment to quality is central to our success. Adjunct faculty—often talented individuals from other institutions—also provide an important opportunity to build the quality of our research and teaching programs.

Objective 6: *To recruit and retain a diverse group of faculty of the highest national and international quality.*

Key strategies:

- 6a) focus new resources and faculty renewal on established or emerging areas of research and educational excellence, recognizing the unique requirements of different disciplines.
- 6b) provide competitive offers of employment with the goal of attracting a strong pool of high-quality applicants and hiring 90 per cent of our first-choice applicants.
- 6c) continue the training available for search committees to ensure the recruitment of a diverse group of outstanding faculty.



- 6d) continue to support faculty recruitment, including through the expanded Scholars' Fund to help cover new faculty start-up costs, relocation and housing assistance programs for new faculty and librarians and support for spousal employment opportunities.
- 6e) implement programs that encourage the success of new and continuing faculty and that ensure that faculty retention place us in the top 20 per cent of Canadian universities, e.g. quality of work life, compensation and benefits, childcare, etc.
- 6f) expand orientation, mentorship, and professional development opportunities.
- 6g) broaden the scope of our in-house training programs for new and existing chairs, directors and deans.

Objective 7: *To recruit outstanding sessional instructors and adjuncts and recognize the integral role they play in supporting a high-quality learning environment.*

Key strategies:

- 7a) provide ongoing career opportunities for sessional instructors and continue the opportunities for recognition.
- 7b) enhance the new sessional instructor orientation program and provide opportunities for professional development.
- 7c) develop and implement processes that enable effective communication with sessional instructors and adjuncts.

STAFF

The university's staff play a vital role in enabling the university to fulfill its mission. In many cases they are the first point of contact with our students and our community.

Through the support and services they provide to our students and faculty, and by maintaining a high-quality physical environment, they make

it possible to accomplish our goals. It is critical that we continue to develop programs that will allow us to recruit and retain a diverse group of outstanding staff. We will explore new opportunities to ensure all staff members are knowledgeable and engaged in the university and able to advance their professional aspirations.



Objective 8: *To recruit and retain a diverse group of outstanding staff by providing rewarding and fulfilling careers at the University of Victoria.*

Key strategies:

- 8a) develop ongoing training so that staff have the knowledge and support to navigate the university and effectively complete their responsibilities.
- 8b) expand programs for professional and personal development and mentoring opportunities for staff, enhance collaboration within the campus community that builds on the strengths of our staff, and enhance succession planning and management and leadership development.
- 8c) enhance our recruitment processes and tools and have training and support available for search committees to ensure the recruitment of a diverse group of outstanding staff.

RETIREES

In recent years, the number of UVic retirees has greatly increased. These individuals have helped build the excellent university we are today. They have a wealth of knowledge and abilities, and many wish to remain engaged with the university both on campus and in the community.

Objective 9: *To engage the University of Victoria Retirees Association and UVic retirees who are willing and able to make significant contributions in research, teaching and other important aspects of the life of the university and the community.*

Key strategies:

- 9a) engage retirees in programs and activities that meet the mandate of the university and incorporate their knowledge, skills and abilities in research, teaching, student recruitment and mentoring, learning, university development and university service.
- 9b) develop a program or programs that engage(s) older adults to promote the value of being mentally and physically active in retirement and to engage retirees in program delivery and outreach.
- 9c) provide support to retirees and the Retirees Association in their efforts to contribute to the mission of the university, where there is capacity within existing UVic resources.

ALUMNI

Our graduates express a high degree of satisfaction with the quality of their University of Victoria experience. UVic's over 100,000 alumni around the world are our most valuable ambassadors and play a key role in promoting the university's reputation and quality.

We must engage them effectively in the life and work of our university, which in turn will improve our educational and research environments, and our ability to attract and retain the best students.

Objective 10: *To develop a fully integrated alumni relations program that results in the engagement, involvement and support of UVic alumni.*

Key strategies:

- 10a) create integrated alumni and development programs that provide additional opportunities for alumni to be involved and recognized in the life of the university (e.g. in student recruitment and retention and as speakers, mentors, employers, donors).
- 10b) expand alumni activities, in collaboration with the Alumni Association and academic units, further develop our technological support to engage alumni around the world and significantly increase the number of active branches and chapters.



- 10c) enhance the value of UVic in the lives of alumni through continuing education opportunities, interaction with UVic faculty and increased networking opportunities.
- 10d) support our graduating students in their transition to becoming alumni.
- 10e) plan and implement an ongoing campus-wide alumni reunion weekend program to be initiated in our 50th anniversary year.

CELEBRATION OF SUCCESS

In order to achieve greater success, we must celebrate the success of members of our community.

Objective 11: *To develop methods to recognize the accomplishments of members of the university community.*

Key strategies:

- 11a) establish and maintain awards for student, faculty and staff recognition for contributions to enhancing the quality of the University of Victoria in teaching, research and service.
- 11b) provide the support required to increase the number and success rate of UVic nominees in external award competitions.
- 11c) build a culture of meaningful formal and informal opportunities that recognize and support individual and team contributions.



Quality

The University of Victoria's success is dependent on the quality of the activities in which we engage and the resulting accomplishments of our students, faculty and staff. 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. As a destination university, we have set the **goal to offer programs in teaching, research and support of such quality as to place us in the upper 20 per cent 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 by our strengths and aspirations in teaching, research and scholarship, by questions of enduring nature, and by the evolving needs of society.

Areas of focus in teaching, research and scholarship will be determined by departments, schools and faculties, based on the following criteria:

- i) consideration of intellectual value and societal need
- ii) student demand
- iii) the ability to be a national or regional leader in the area
- iv) collegial support among faculty
- v) an established or planned ability to attain a critical mass of faculty in the area.

Whatever areas of concentration we develop, we must provide our students the fundamental benefits of a liberal education: knowledge, the development of good judgment, communication skills, critical thinking, quantitative analysis, civic engagement and global citizenship.

As a destination institution, we must also focus intently on the residential nature of the student experience, the quality of the learning environment beyond the classroom, and our commitment to experiential learning and civic engagement. We must build a community on our campus where students from diverse backgrounds and regions experience and contribute to a socially and intellectually engaged and connected campus.

ACADEMIC PROGRAMS, TEACHING AND LEARNING

A rich and diverse set of academic programs across the full range of disciplines is essential to our reputation in teaching and research. A significant number of new undergraduate, graduate and professional credentials have been developed over the last five years, in keeping with the growth in undergraduate and graduate student numbers during that period. New programs are developed when there is a demonstrated societal need and value, student demand, faculty expertise, and the capacity for UVic to become a leader in the field. The quality of teaching and learning in our academic programs demonstrates our commitment to our students and is critical to the success of our students and faculty. It is informed by the linkages between education, research and professional development.

We expect that programs will reflect the dynamic nature of the disciplines and evolving interdisciplinary areas. Faculty and instructors are supported in the development and integration of sound pedagogical principles, effective instructional practices and educational technologies to promote reflective learning and critical thinking. Flexible, inclusive and distributed course and program delivery formats—including face-to-face, blended and online learning—will meet the needs of a broader demographic of students. We are committed to better integrating experiential learning, interdisciplinarity, internationalization, civic engagement and lifelong learning within the academic fabric of the institution.

In this period of resource constraints, academic programs will grow at a slower rate, but they must be continuously evaluated to ensure they are of the highest quality, provide value to students and society, and are sustainable. The ongoing decline in community college students transferring to our upper-year programs will require a compensatory increase in the size of our first- and second-year programs so as to maintain our enrolments. We must therefore increase our focus on the quality of the first- and second-year experience to improve student retention and success. We must also ensure that our five- to seven-year external reviews of all units are honed to help us focus on areas of highest priority within the university.

Objective 12: *To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.*

Key strategies:

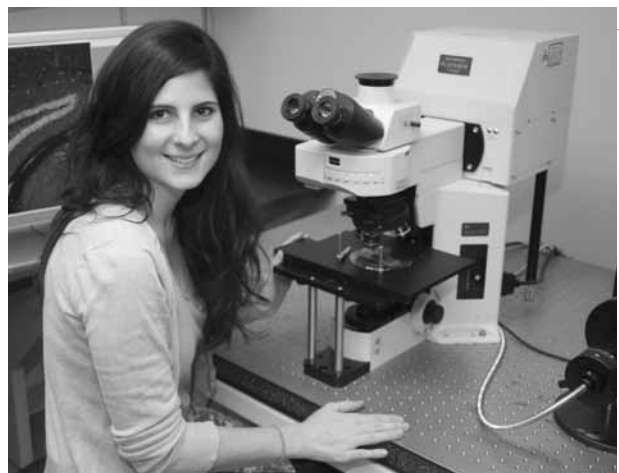
- 12a) ensure that integrated planning, academic plans and external reviews of departments and faculties address, among other things:
 - future programming and staffing based on existing and emerging areas of educational and research strength
 - current and anticipated enrolment trends
 - opportunities for reallocation of resources to higher-priority areas
 - employment and educational equity initiatives
 - activities designed to enhance student recruitment, retention and success

- opportunities to integrate universal instructional design principles
 - articulation of learning and research, student engagement and intellectual challenge
 - incorporation of activities that enhance opportunities for experiential learning, civic engagement and internationalization.
- 12b) use information from the Course Experience Survey and other survey and comparative data to improve the quality of education and the learning environment.
- 12c) explore options for enriching student learning and outcomes through a variety of mechanisms, such as refining and assessing the utility of establishing “breadth requirements” in the curriculum.
- 12d) encourage an early declaration of degree programs so students will connect to an academic unit early in their studies and improve the options for switching degree programs.
- 12e) provide departments and faculties with increased flexibility in academic planning including, for example, through the development of variable credit course options, credentials that respond to adult and part-time learners’ needs and enhanced summer programming.
- 12f) develop an institutional plan for effective use of educational technologies.
- 12g) encourage and support collaborative programs with other regional, national and international institutions as they support the achievement of our educational and research goals.

Objective 13: *To enhance the quality of our students’ classroom experience and ensure that the strong research culture at the University of Victoria is brought into both the physical and the virtual classroom.*

Key strategies:

- 13a) support individual faculty, academic units and the Learning and Teaching Centre in the development and delivery of programs and courses, particularly those aimed at enhancing the first- and second-year experience.



- 13b) ensure that faculty and departmental academic plans engage active researchers in the delivery of core courses and enhance the support for the integration of research and creative endeavours into the learning and teaching environment.
- 13c) focus upper-year programs on research and graduate program strengths and provide undergraduate students with opportunities to engage in research activity as part of their programs.

Objective 14: *To be nationally and internationally competitive in the quality of our graduate program offerings in recognition of the growing need for highly educated graduates.*

Key strategy:

- 14a) fully integrate graduate programs with the research expertise of the departments, Faculties and research centres and ensure that the planning and review process fully addresses the quality of graduate programs.

Objective 15: *To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.*

Key strategies:

- 15a) support the development of inclusive and flexible distributed and distance learning programs in national and international locations, when those initiatives support both student need and the academic priorities of the unit.
- 15b) integrate support for distributed and distance learning across the whole institution and provide professional development for faculty and staff in this area.

THE BROADER LEARNING ENVIRONMENT AND AN ENGAGED CAMPUS

Since UVic is a destination university, many of our students spend more time on campus than do students at many other universities. The quality of the learning environment outside the classroom is therefore central to the success of our students and it serves as one of our university's key differentiating features. Current demographics indicate that our new students will come from further afield and from more diverse backgrounds, socially, culturally and economically. In addition, students with disabilities are participating in post-secondary education in larger numbers. Building an engaged campus requires increasing the number of students living on campus, thereby creating a critical mass to support a lively and vibrant, seven-days-a-week campus community. It will also require a broad range of effective and well-integrated student services to support our students from recruitment, application and admission, through to graduation. Social, cultural and recreational opportunities on campus will also increase.

Objective 16: *To support the student experience by building a comprehensive and integrated student service environment focused on anticipating and meeting the needs of our increasingly diverse student body.*

Key strategies:

- 16a) provide university-wide educational support services encouraging the development of writing, math, research and communications skills.
- 16b) develop and implement an integrated array of responsive student services that anticipate and meet the needs of our diverse student body (housing, financial aid, academic advising, counselling, etc), both for on-campus and distance students.
- 16c) continue to improve student services in order to enable the success of students with disabilities.
- 16d) build on the value and potential of the Learning Commons to enhance support for international and interdisciplinary students.
- 16e) enhance the capacity of our athletics and recreation programs to support the physical well-being of members of the university community and enable the development of nationally competitive intercollegiate sports.

Objective 17: *To enhance the sense of campus community among UVic students, staff and faculty.*

Key strategies:

- 17a) increase opportunities for and encourage the engagement of students, faculty and staff in intellectual, social, cultural and recreational activities both virtually and on campus.
- 17b) facilitate on-campus opportunities for informal gatherings of both UVic and local community members.

EXPERIENTIAL LEARNING

Experiential learning is a feature that differentiates UVic from many institutions. Co-operative education, practica, field schools, internship programs and a range of civic engagement opportunities enrich the learning environment, contributing to our students' intellectual development and their civic-mindedness. These features of our educational experience will be enhanced in the years ahead.



Objective 18: *To increase co-op, internship and other experiential learning opportunities for UVic students.*

Key strategies:

- 18a) increase the number of co-op placements available to our students.
- 18b) use student financial aid resources to develop programs of on-campus co-op and internship opportunities for our students.
- 18c) examine new forms of experiential learning that meet the needs of students and complement established co-op and practicum opportunities.
- 18d) establish and assess learning outcomes for experiential education.

Objective 19: *To increase opportunities for civic engagement in teaching and learning activities for all students.*

Key strategies:

- 19a) formulate the desired learning outcomes associated with outstanding student performance in civic engagement and implement a co-curricular record to recognize and chronicle student involvement in campus and community activities.
- 19b) create opportunities for UVic students to have some significant engagement with diverse communities, locally, nationally and globally, and, where academically relevant, explore the possibility of developing community activities for which students can receive credit.
- 19c) develop support structures that assist faculty in achieving excellence in the integration of scholarship, teaching, learning and academic-based community engagement.

INTERNATIONAL

The University of Victoria is committed to fostering global understanding by all students, faculty and staff. There is a broad consensus that a global perspective is fundamental to a university's functioning, identity and achievement of excellence. We must build on our tradition of excellence in internationalization across our research, teaching, academic support and civic engagement activities. Building capacity at home and abroad, we will reach out and attract more students from around the world, encourage our students to participate in international exchanges and co-op placements, and further internationalize our curriculum to support our students' development of as global citizens.

Objective 20: *To further enhance internationalization of the university through student and faculty recruitment and mobility, research partnerships, internationalization of the curriculum and experiential learning.*

Key strategies:

- 20a) develop a plan to enhance international student recruitment with a long-term goal of doubling the number of international students.
- 20b) continue to expand student study-abroad opportunities including exchanges, co-operative education placements, field schools, practica and internships.
- 20c) support further internationalization of the curriculum across all academic units and encourage the development of programs with international foci at both the undergraduate and graduate level.
- 20d) focus on high-quality comprehensive institutional partnerships, taking into account geographic and social diversity, principles of mutual respect and learning, and potential for faculty, student and staff exchanges, experiential learning and research opportunities.
- 20e) provide support for faculty who go abroad for a short period to an institution with the intention of building a long-term partnership.
- 20f) support the development of international research projects, including through identifying potential funding sources and assisting with project design and management.
- 20g) design and implement programs to support the transitional and ongoing needs of international students, including credit transfer, language and cultural support, housing support, co-curricular activities and services and linkages with domestic students, and facilitate bridging to academic programs through the English Language Centre.
- 20h) provide support for visiting international scholars, where possible making available working space in an office or laboratory and short-term accommodation.
- 20i) building on our continuing commitment to respectful relationship-building with First Nations, enhance relations with Indigenous communities around the world.
- 20j) develop training programs to enhance cultural competence for faculty and staff to further support the unique needs of international students.
- 20k) engage our alumni in the implementation of our international strategy.

RESEARCH

Focus on research, scholarship and creative activity differentiates universities from other educational institutions. The ideas, discoveries and innovations emanating from universities profoundly affect the well-being of society as well as its international competitiveness. UVic has earned its position as a leading research university in Canada by building upon our areas of established and emerging strength, by securing the support needed to sustain our research growth, and by promoting the mobilization and application of knowledge for societal benefit. The university is now well positioned to further advance its research activity and to support the development of major national and international research initiatives and platforms.

Objective 21: *To nurture our culture of excellence in research, scholarship and creative endeavours, enhancing UVic's local, national and international impact and reputation as a leading, innovative, research-intensive university.*

Key strategies:

- 21a) support the highest international standards of research, scholarship and creative activity through the recognition of excellence in faculty recruitment and in merit, tenure and promotion decisions across the university.
- 21b) increase faculty and student success in external funding programs through grant facilitation and mentoring programs at the appropriate departmental, faculty, research centre and university levels.
- 21c) create and respond effectively to emerging research funding opportunities and priorities at the provincial, national and international levels, including through active government and corporate relations programs.
- 21d) provide and sustain a high-quality research environment and infrastructure (services, equipment, facilities, space, platforms, etc.) through well-coordinated administrative support, planning and operational mechanisms at every level of the university.



Objective 22: *To promote greater alignment of our research, educational and support programs, so that we can optimize the benefits derived from our investments in people, systems, infrastructure and programs across the university.*

Key strategies:

- 22a) review and renew UVic's Strategic Research Plan to reflect internal and external priorities that enhance our strengths.
- 22b) promote linkages of our major research initiatives, infrastructure and platforms (e.g. oceans, digital humanities, etc.) with our academic programs through integrated planning processes.
- 22c) increase the opportunities for undergraduate and graduate student engagement in research by the strategic use of resources, including student financial assistance, special funding programs and internal support.

Objective 23: *To enhance the societal benefit derived through mobilization of research knowledge and creative endeavours from across the disciplines.*

Key strategies:

- 23a) deliver high-quality knowledge mobilization support services for the academic community along a continuum from more traditional (academic publication, conferences, etc.) to more civically engaged approaches (e.g. community research partnerships).
- 23b) support community-engaged research in areas of mutual interest to the university and the wider community, including NGOs, community organizations and government.
- 23c) build high-quality partnerships between university researchers, community groups and the private sector through the work of UVic Industry Partnerships and the Vancouver Island Technology Park, increasing our contributions to innovation and to the economic well-being of society.
- 23d) promote strong linkages and exchanges between university researchers and those working in public policy and programming.
- 23e) promote a culture across the academy that appropriately recognizes and rewards excellence in academic-based civic engagement.

LIFELONG LEARNING

Lifelong learning is central to the ongoing development of individuals and society, and we have a responsibility to provide opportunities for continuing education. Changing demographics, globalization, environmental challenges, economic pressures and massive technological change all underscore the importance of and demonstrated interest in continuing education. Support for lifelong learning will educate working professionals throughout their careers, develop an engaged citizenry and promote intellectual, cultural, social and economic well-being in our communities.

Objective 24: *To support lifelong learning by increasing continuing education opportunities for on-campus and online adult and part-time learners.*

Key strategies:

- 24a) develop and deliver programming in diverse disciplines to support the personal and professional development needs of individuals and communities in the region and, in areas of unique strength, address national and international continuing education needs.
- 24b) develop expanded opportunities to deliver new and existing academic programs for lifelong learners.
- 24c) enhance transfer and laddering initiatives that lead from certificate, diploma and English as an additional language programs and courses to an undergraduate or graduate credential.
- 24d) increase the continuing education courses, programs and events offered by faculties and departments in collaboration with the Division of Continuing Studies.

LIBRARY AND SCHOLARLY INFORMATION SERVICES

In an age of ongoing print production, digital scholarship, data-driven research and interdisciplinary studies, libraries continue to build on a proven track record of supporting the research culture and information needs on campus and in the broader community.

At the core of our academic mission, the University Libraries enable the bridging of disciplines and distance. Through welcoming physical and virtual environments, the library provides a gathering space for both the campus and the external communities.

As a centre for learning, UVic's library system is positioned for the future—flexible and responsive to academic needs, providing support for writing, studying, tutoring, career guidance and interdisciplinary learning. Spaces and services will continue to be customized to meet new challenges and our librarians will create new opportunities for our students and faculty. Far beyond being repositories for information, our libraries will play a key academic role in supporting publishing, digitization, collections curation, internationalization and knowledge mobilization.



Objective 25: *To develop library and scholarly information services that support the creation of knowledge within the university by serving the evolving information needs of students and researchers.*

Key strategies:

- 25a) develop an institutional library plan reflecting the changing environment and technologies in the digital era.
- 25b) support the development of our libraries as places for the integration of teaching, research and scholarship.
- 25c) develop an information acquisitions budget to place us in the upper 20 per cent of a national set of comparable universities.
- 25d) strengthen the collaboration between the library and information and communications technology to the benefit of learning, teaching and research.
- 25e) strengthen the collaboration between UVic and other academic institutions to facilitate the integration of information technology into learning, teaching and research while maintaining an appropriate balance between the acquisition of electronic resources and print material.
- 25f) support the needs of distance and online learners in accessing library information.

SERVICES

Our faculty, staff and students, as well as visitors to our campus, depend on effective and efficient infrastructure and administrative support to ensure that they are able to achieve their goals. A support culture that is service-oriented, knowledgeable, committed and friendly builds both the productivity and the morale of our institution.

Over the past decade, the university has seen significant growth in all areas. In many areas, it is apparent that our processes and support services may no longer meet the needs of a larger, more complex university. A focus on simplifying and standardizing administrative practices and policies to best meet the needs of students, faculty and staff is required to maintain and enhance the quality of our institution.

Objective 26: *To have in place support services that contribute to the achievement of our strategic goals and to develop our administrative processes and policies so as to effectively meet the accountability and administrative needs of the university.*

Key strategies:

- 26a) establish benchmarks and implement best practices to provide the highest quality services in support of teaching and research, and assess our success through our cyclical review process.
- 26b) enhance organizational effectiveness through the ongoing cyclical review of all policies to make sure they are concise, functional and accessible.
- 26c) conduct cross-institutional reviews of major administrative processes in order to standardize, simplify and increase efficiencies.

Objective 27: *To continue to build and maintain a relevant and reliable information technology infrastructure that supports the goals of the university.*

Key strategies:

- 27a) develop an updated, sustainable information technology plan to support our teaching and research mission and provide the services essential to that mission.
- 27b) work with partner institutions and government agencies to enhance the computing, communications and collaboration infrastructure required for our campus and for regional, national and international research and teaching collaborations.

Community

As an institution, we have made a commitment to civic engagement and to serving communities locally and around the world. **Our goal is to establish UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and our nation.** This entails furthering relationships with organizations and groups in the public, private and non-profit sectors locally, provincially, nationally and internationally. Our faculty members engage in teaching, research and creative and professional activities that provide learning opportunities for students and members of the external community. Our students, staff and faculty contribute directly to the intellectual, social, cultural and economic development of society. Our alumni and retirees are important UVic ambassadors and contribute in many ways to communities across Canada and beyond.



Objective 28: *To develop a framework and organizational mechanisms to support and advance civic engagement at UVic.*

Key strategies:

- 28a) establish a university-level civic engagement plan that integrates and supports the civic engagement efforts of individuals and units across campus.
- 28b) implement a coordinated leadership and support structure for advancing and measuring UVic's engagement in and with communities around the globe, supporting and coordinating best practices in this area.
- 28c) enhance civic literacy and promote the value of civic engagement among our students, faculty and staff through our academic programs, community outreach and other activities.

Objective 29: *To engage the community through programs and activities that meet the mandate of the university and the needs of the community.*

Key strategies:

- 29a) establish a single university entry point for community members and organizations to access UVic and for UVic faculty, staff and students to link effectively and efficiently with the community to facilitate enhanced collaboration.
- 29b) engage community representatives in providing input on university-, faculty- and program-based civic engagement initiatives.
- 29c) promote opportunities for community engagement in UVic research and teaching activities and in programs in academic units and build active research partnerships with individuals and groups in the community.

Objective 30: *To strengthen community access to university programs, activities, facilities and knowledge.*

Key strategies:

- 30a) actively market and promote public lectures, workshops, fine and performing arts performances, and athletic programs and events to the local community.
- 30b) develop new methods to enhance community members' knowledge of and ability to participate in UVic activities via the Welcome Centre, way-finding and other initiatives.
- 30c) encourage and support activities on campus that provide venues for community involvement and the exploration of community issues.
- 30d) actively promote the outreach activities of faculties and the Division of Continuing Studies.
- 30e) continue to provide programming downtown and look for opportunities to increase our presence through community partnerships.

Objective 31: *To develop effective relationships with the diverse constituencies that make up our local, regional, national and international communities.*

Key strategies:

- 31a) increase UVic's sense of community as well as external profile through developing a new communications strategy that highlights UVic's strengths and creates awareness of the important contributions our university is making in addressing the key challenges facing our society and where UVic is providing regional, national or international leadership.
- 31b) implement integrated and comprehensive community relations and civic engagement programs to promote interaction with local, regional and provincial municipalities and community organizations.
- 31c) pursue collaborations with other educational institutions that align with our goals and meet the educational and research needs of the region, province and country.
- 31d) enhance the strategic use of community sponsorships to support shared goals with local and regional not-for-profit agencies in social, cultural, economic, environmental and educational fields.



Resources

The availability, development and stewardship of financial, organizational and physical resources are key to the growth and success of the university. **Our goal is to generate the resources necessary from both public and private sources to allow us to achieve our objectives and to steward those resources in a sustainable fashion.**

GENERATING RESOURCES

Government is our largest funding partner, followed by students and our supporters in the broader community.

Objective 32: *To obtain adequate government funding for operating purposes to support the achievement of our goals.*

Key strategies:

- 32a) secure appropriate support from provincial and federal government sources through promoting the university's priorities and demonstrating how the university's particular strengths in education, research and civic engagement can assist Canadians with the challenges of today and the future.
- 32b) play a leadership role in the Research Universities' Council of BC and the Association of Universities and Colleges of Canada in support of system-wide advocacy for universities.

Objective 33: *To further diversify our funding through philanthropy from individuals, corporations and foundations.*

Key strategies:

- 33a) implement a mission-based fundraising program that is driven by academic, research and service priorities, is well integrated throughout the institution and effectively manages donor relations.
- 33b) establish and regularly review priorities for fundraising through the integrated planning process.
- 33c) improve management and organizational processes and technological tools to support a rigorous fundraising program and establish appropriate accountability measures.
- 33d) build further strategic partnerships with the private sector that will help us to achieve our goals.

- 33e) increase alumni giving by integrating development approaches into alumni programs.
- 33f) identify and raise funds for legacy projects associated with UVic's 50th anniversary celebrations.

DEVELOPING AND SUSTAINABLY STEWARDING OUR RESOURCES

We are committed to developing our organizational, human, financial and physical resources into the high-quality infrastructure we need to achieve our goals. With an increasingly competitive environment for recruiting and retaining students and faculty, the quality and liveability of our physical campus, integrated in our unique natural setting, provide an opportunity to distinguish our university from others. Continuing to improve the quality of these resources in a responsible, healthy, accessible and sustainable fashion is vital to our ongoing success. In times of financial constraint and reduced financial flexibility, it is especially important to use all assets and resources in an optimal way.

Objective 34: *To update, renew and implement our Campus Plan, driven by academic priorities and informed by community input and our commitment to sustainability, with the goal of building an engaged campus, vibrant seven days a week.*

Key strategies:

- 34a) update, renew and implement our Campus Plan to ensure that it guides the physical development of the university in a manner that supports our core mission and institutional strategic priorities.
- 34b) construct and maintain classrooms, research labs, graduate student space, informal learning spaces, etc., to meet the needs of our academic programs.
- 34c) build an engaged campus by providing space for dialogue, engagement, activity and interaction outside of the classroom and by upgrading



existing amenities; e.g. food services, residences, global lounge, athletics facilities (the Centre for Athletics, Recreation and Special Abilities), performance space and commercial venues.

- 34d) as appropriate, acquire additional land to serve the long-term interests of the university.

Objective 35: *To demonstrate leadership in sustainability through the continued development and implementation of innovative operational practices and their integration with institutional planning activities.*

Key strategies:

- 35a) develop, implement and enhance the ecological sustainability initiatives set out in the Sustainability Action Plan, further boosting UVic's leadership in transportation demand management, energy management, lifecycle costing and environmental stewardship.
- 35b) develop tools to measure sustainability performance in all our activities.
- 35c) design and operate campus systems in a manner that allows for the integration of academic, teaching and research activities as appropriate.
- 35d) promote the use of LEED (Leadership in Energy and Environmental Design) or similar green building standards in the construction of new facilities.

Objective 36: *To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.*

Key strategies:

- 36a) design and implement programs that help create a healthy university community.
- 36b) address occupational health and safety issues and prepare the entire campus community for emergencies and disasters.
- 36c) implement risk management strategies and tools to support a culture of innovation and advancement through appropriate risk taking while safeguarding the integrity of our core functions.
- 36d) continue to implement privacy protection strategies.



Objective 37: *To optimize the use of our human, financial, physical and information resources.*

Key strategies:

- 37a) ensure existing spaces are used to their full potential by identifying opportunities for shared spaces, designing our facilities for functional flexibility and optimizing our scheduling of space.
- 37b) recognize, promote and support opportunities for sharing resources, including research infrastructure.
- 37c) review off-campus properties and take appropriate action to ensure that they are optimally contributing to the goals of the university.
- 37d) implement a renewed records management system so as to increase administrative efficiency.

Implementation and accountability

The realization of this strategic plan will involve all members of the university community. Its implementation will be led by the President and will be the responsibility of academic and administrative leaders at all levels in the university. Through the integrated planning process, led by the Vice-President Academic and Provost, the strategic plan will shape medium-term planning, the annual budget process and the university's activities and operations.

Information on progress in the implementation of the strategic plan will be provided in the context of the Planning and Budget Framework and will be reported by the President to the Planning and Priorities Committee, the Senate, the Board of Governors and the university community.

The strategic plan itself is a living document, subject to regular review and updating by the Planning and Priorities Committee in the context of the changing external environment and the university's ongoing growth and development. Members of the UVic community are invited to share their thoughts on the evolution of the plan with the Planning and Priorities Committee.

