UVic Strategic Planning Phase 3: Internal Engagement
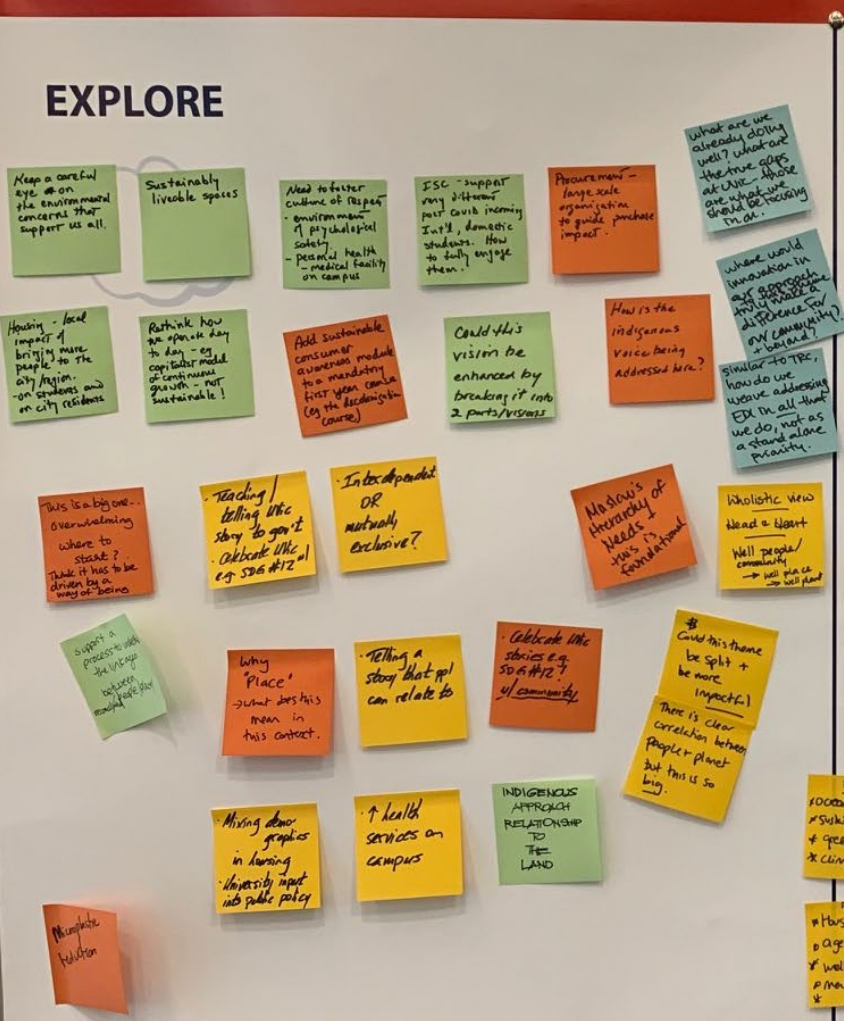
Final Report

Prepared by: Office of the President

October 3rd, 2022

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Overview

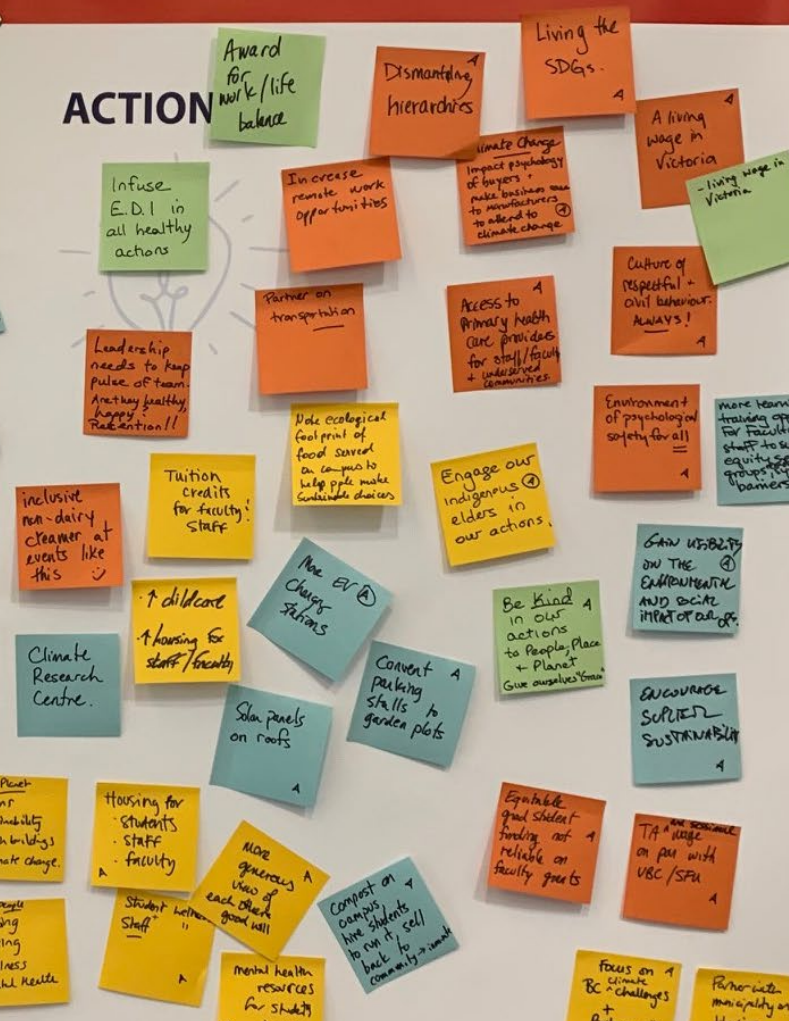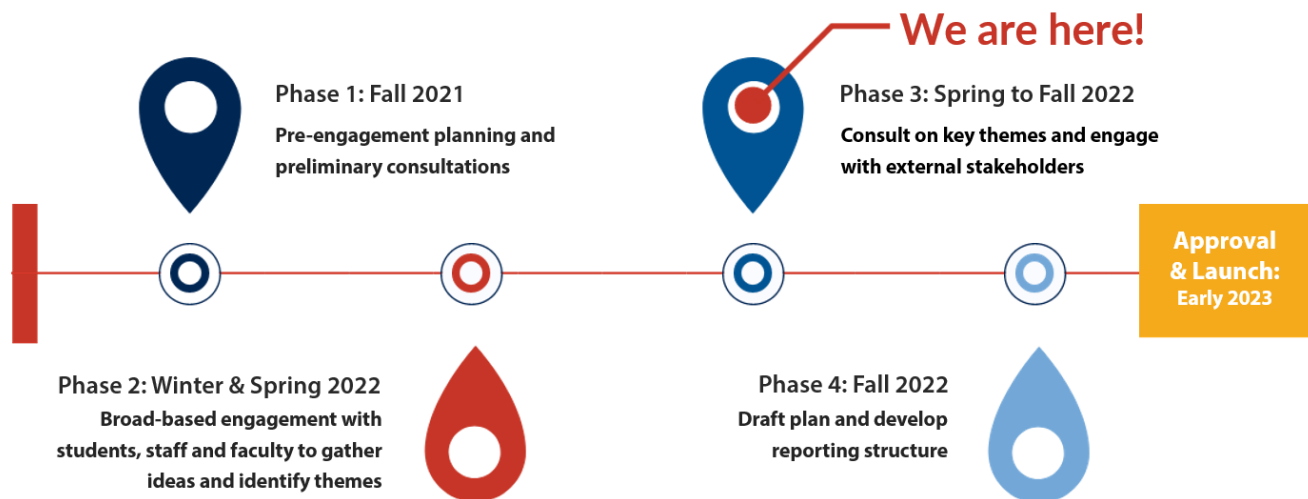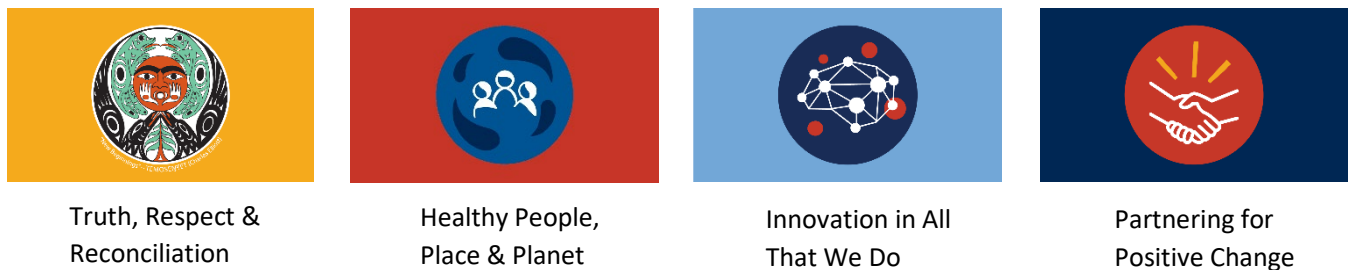The University of Victoria (UVic) is actively working towards a new institutional strategic plan to address the changing landscape of post-secondary education both nationally and globally, and the evolving opportunities and challenges for UVic. The plan would highlight a 30-year vision, with an initial 5-year action plan for achieving it.

The strategic planning process was officially launched in early February with its phase 2, after some initial consultation occurring in 2021.

The four main themes identified in phase 2, led the next phases of internal consultation:

| Truth, Respect & Reconciliation | Healthy People, Place & Planet | Innovation in All That We Do | Partnering for Positive Change |

The results of each engagement activity in Phase 3 were summarized in a report and sent to the Thematic Advisory Groups (TAGs) who will work towards Phase 4 of drafting the strategy.

This report describes the engagement activities only for the internal community[1] (students, staff, and faculty), and summarizes the result of each theme according to the two main questions:

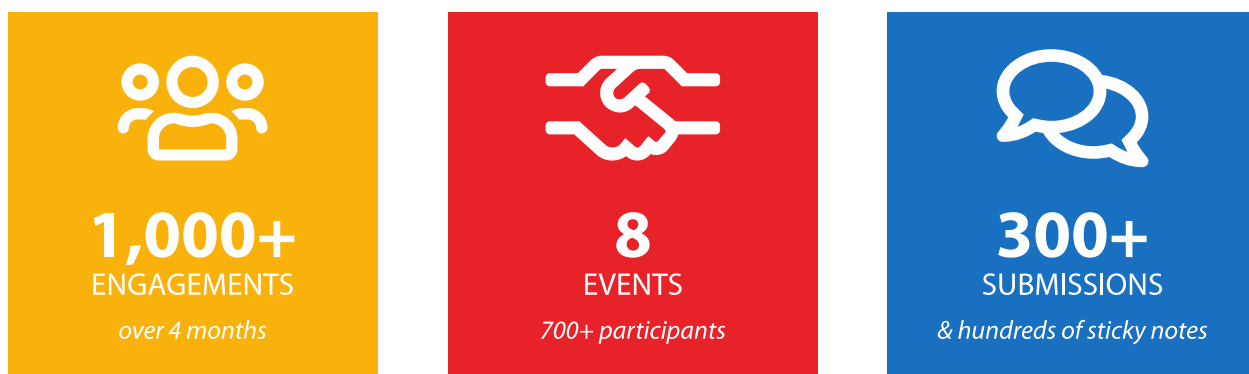1. EXPLORE: What does this theme means to you?

2. ACTIONS: What are some of the initiatives this theme invites us to take on?

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[1] A separate external engagement report by the office of Community and Government Relations can be accessed here.

Engagement principles

- **Accessibility** in how everyone can participate, providing flexibility through multiple modes of opportunity.
- **Transparency** in how the feedback will be used to inform the Strategic Plan and communicate where there is room for public influence.
- **Accountability** in transparently reporting back to our stakeholders on the process and what we heard.
- **Empathy** in how we facilitate engagement activities, encouraging participants to think beyond their individual interests and understand the implications of these decisions.
- **Equity** in engaging and empowering groups who have not typically been represented in decision-making processes
- **Continuity and shared understanding** in building upon past engagement processes at UVic and bringing everyone along in the process
- **Flexibility** in student engagement, allowing for students to lead peer-to-peer engagement activities
- **Fun** in creating relevant, enjoyable and interesting processes.
- **Relevance:** Focusing partnership with community on ideas and innovation grounded in important issues, opportunities and applications to help solve real-world problems.
- **Reciprocity:** Providing mutual benefit to the university and its partner(s) and help realize shared goals.
- **Clarity:** Sharing a common understanding of expectations around objectives, roles, responsibilities, process and evaluation.
- **Fluidity:** Creating processes that are iterative, reviewed regularly and adjusted to reflect continuous change and improvement.

What we did

1,000+
ENGAGEMENTS
over 4 months

8
EVENTS
700+ participants

300+
SUBMISSIONS
& hundreds of sticky notes

Activity	Description	Target Audience
Phase 3 Town Hall	A hybrid Town Hall where participants were invited to provide feedback on the four emerging themes.	Staff, Faculty
Academic & Administrative Leader's Retreat	Leaders from across academic and administrative units brainstormed and provided feedback on the four emerging themes.	Staff, Senior Leaders
Joint Board and Senate Retreat	This group gathered to explore the four emerging themes, discuss possible actions, strategize goals, and brainstorm appropriate naming for each theme.	The Board of Governors, members of Senate, and Strategic Planning Advisory Group
Research Advisory Committee and Research Chairs Event	Participants at this event reviewed the four emerging themes, providing feedback that included specific attention to research through each theme.	UVic Research Chairs, members of the Research Advisory Committee
Email feedback	All events offered email feedback to the questions on the four emerging themes for those unable to attend.	Staff, Faculty
Updates	Updates to staff and faculty including Board of Governors, Senate, President's Leadership Council, Dean's Council, Executive Council.	Staff, Faculty
Imagine UVic Booth	A traveling "pop-up booth" designed to raise awareness, gather feedback on the four emerging themes, and direct people to the online engagement tools. Participants also provided feedback through a paper survey.	Staff, Faculty, Students
Online Ideas Board	An online ideas board asked participants about the four emerging themes.	Staff, Faculty Students
Survey	An online survey asked participants to provide thoughts and possible action for each emerging theme.	Staff, Faculty, Students, Retirees, Alumni

More details about each activity can be found in Appendix 1, p. 14

What we heard

In this section we present a brief summary of the most relevant issues expressed by the UVic community as identified in the engagement activities describes above. These were organized and aggregated by common themes by each pillar, according to the two general questions asked.

1. EXPLORE: What does this theme means to you?

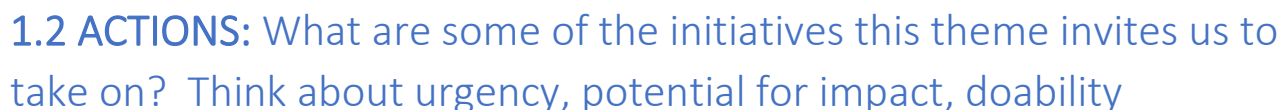2. ACTIONS: What are some of the initiatives this theme invites us to take on?

A word cloud represents the most mentioned words for each question, a graph shows the clusters of common themes and the number of times each was mentioned, and some representative

A more detailed recollection of examples of representative answers can be found in the Appendix 2, p 17

1.1 EXPLORE: *What does the 'Truth, Respect and Reconciliation' theme mean to you?*

TR&R - Most recurring themes - Explore

Theme	Value (approx)
Acknowledge the history of colonization	28
Justice & EDI	21
Listen and open to new ways	21
True and Meaningful	20
Community engagement	16
Integration across UVic	10
Training & Learning	10
Decolonise the university	9
UNDRIP & TRC	8
Land back	4
Curricular & co-curricular	4
Indigenous leadership	4
Accountability	3
Language revitalization	3

1.2 ACTIONS: What are some of the initiatives this theme invites us to take on? Think about urgency, potential for impact, doability

TR&R - Most recurring themes - Action

Theme	Value (approx)
Curricular & co-curricular	52
Training & mentorship	47
Administration	47
Funding and supports	34
Community engagement	25
Operations	21
Indigenous voice & leadership	19
Campus engagement	15
UNDRIP and TRC	14
Epistemological reflections	9
Work culture	9
EDI & social justice	6
Accountability	5
Communicate & celebrate	5
Research	3
Protocols	3
New infrastructure	1

5

"Recognize past wrongs, reflect, learn from the past and do better for the future."

*"*Create opportunities for integrating the university in an Indigenous way.*"*

"Having the perspective of Indigenous people represented wherever possible, training staff and students to understand that perspective, making the university more welcoming for Indigenous staff and students."

Truth, Respect and Reconciliation

"New Beginnings" – TEMOSENȽET (Charles Elliott)

"Commit meaningful investment in hiring research stream staff and it must find ways to reduce burden and demand on Indigenous staff, students, and faculty."

"Indigenous teachings incorporated into curriculum, offer multiple ways to learn."

"To listen, and understand so we can be meaningful in our own truth and reconciliation."

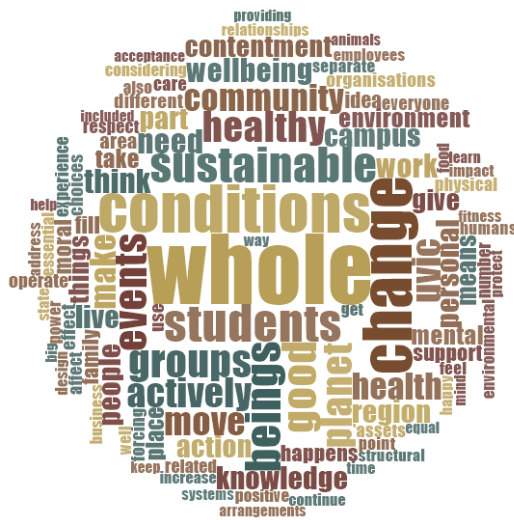## 2.1 EXPLORE: *What does the 'Healthy People, Place & Planet' theme mean to you?*

HPP&P Most recuring themes - Explore
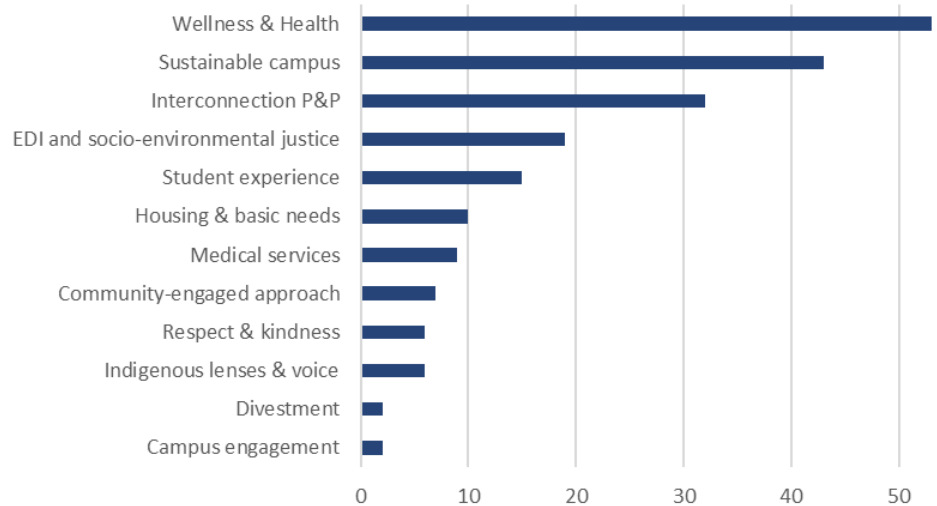
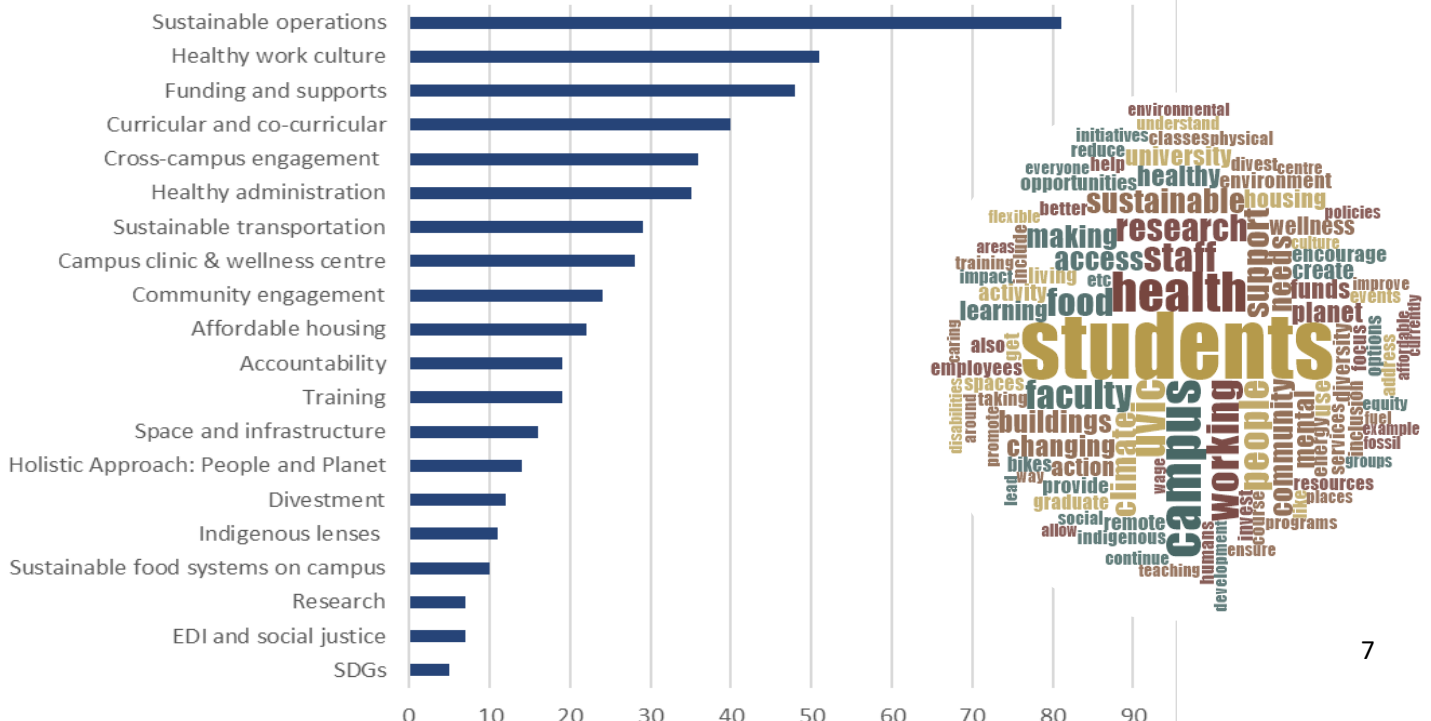| Theme	
Wellness & Health	~53
Sustainable campus	~43
Interconnection P&P	~32
EDI and socio-environmental justice	~19
Student experience	~15
Housing & basic needs	~10
Medical services	~9
Community-engaged approach	~7
Respect & kindness	~6
Indigenous lenses & voice	~6
Divestment	~2
Campus engagement	~2

2.2 ACTIONS: *What are some of the initiatives this theme invites us to take on? Think about urgency, potential for impact, doability*

HPP&P Most recuring themes - Action

Theme	
Sustainable operations	~80
Healthy work culture	~51
Funding and supports	~48
Curricular and co-curricular	~40
Cross-campus engagement	~36
Healthy administration	~35
Sustainable transportation	~29
Campus clinic & wellness centre	~28
Community engagement	~24
Affordable housing	~22
Accountability	~19
Training	~19
Space and infrastructure	~16
Holistic Approach: People and Planet	~14
Divestment	~12
Indigenous lenses	~11
Sustainable food systems on campus	~10
Research	~7
EDI and social justice	~7
SDGs	~5

7

"Healthy people and planet mean that we respect our environment, people take care of themselves and care about the community that they live in a place where we care about the state of the planet and work towards stopping climate change."

"Identify what is not healthy. Then, take steps to stop this and give incentives for changing behaviour."

"Research and actions to improve climate heath, water and food security and healthcare/mental health. As a workplace/campus, create a healthy built environment and people-first systems."

Healthy People and Planet

*"*More remote work/study opportunities and allow for hybrid work environment for all staff across the campus.*"*

"Foster nature-based solutions to climate change. Land and ocean based actions 'green and blue' decarbonation."

*"*Explore preventative approaches to wellness. Integrate wellness into co-curricular.*"*

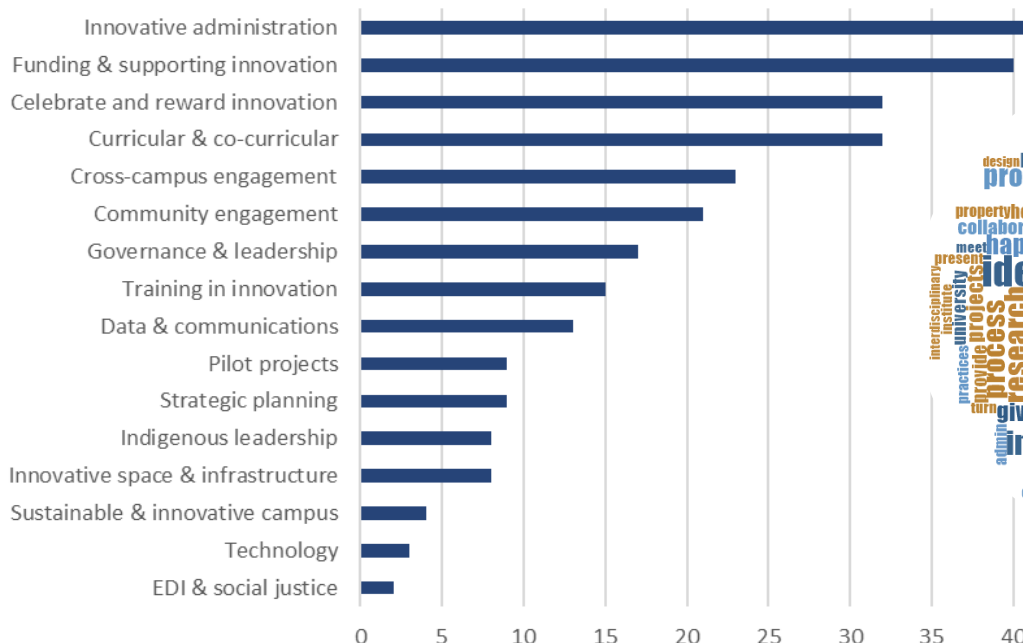## 3.1 EXPLORE: *What does the 'Innovation in All That We Do' theme mean to you?*

INNOVATION - Most recuring themes - Explore
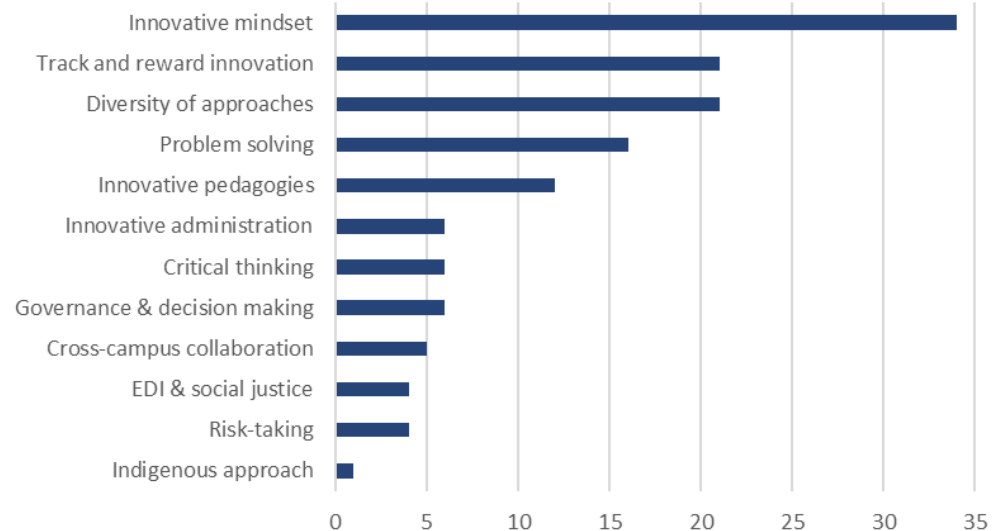
Theme	
Innovative mindset	
Track and reward innovation	
Diversity of approaches	
Problem solving	
Innovative pedagogies	
Innovative administration	
Critical thinking	
Governance & decision making	
Cross-campus collaboration	
EDI & social justice	
Risk-taking	
Indigenous approach	

3.2 ACTIONS: *What are some of the initiatives this theme invites us to take on? Think about urgency, potential for impact, doability*

INNOVATION Most recuring themes - Action

Theme	
Innovative administration	
Funding & supporting innovation	
Celebrate and reward innovation	
Curricular & co-curricular	
Cross-campus engagement	
Community engagement	
Governance & leadership	
Training in innovation	
Data & communications	
Pilot projects	
Strategic planning	
Indigenous leadership	
Innovative space & infrastructure	
Sustainable & innovative campus	
Technology	
EDI & social justice	

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"Create initiatives to make people more exited about challenging current ways of thinking and not feel scared to fail."

-quote from the Booth

"That means thinking out of the box; this requires an ability to critically think and analyze things and come to new ideas."

-quote from the Survey

"More interdisciplinary programming and more off-campus opportunities to get into the world."

-quote from the Joint Senate Board Retreat

Innovation In All That We Do

"Encourage innovative ideas, try new things and reward them."

-quote from the Townhall

"Build on innovative successes achieved during the pandemic and look for ways to do this more often … in collaboration with more than our traditional processes and structures."
-quote from the Academic and Administrative Leadership Retreat

"Enable curiosity-driven fundamental research to allow the 'next big thing' to happen."
-quote from the Research Advisory Committee and Research Chairs

4.1 EXPLORE: *What does the 'Partnering for Positive Change' theme mean to you?*
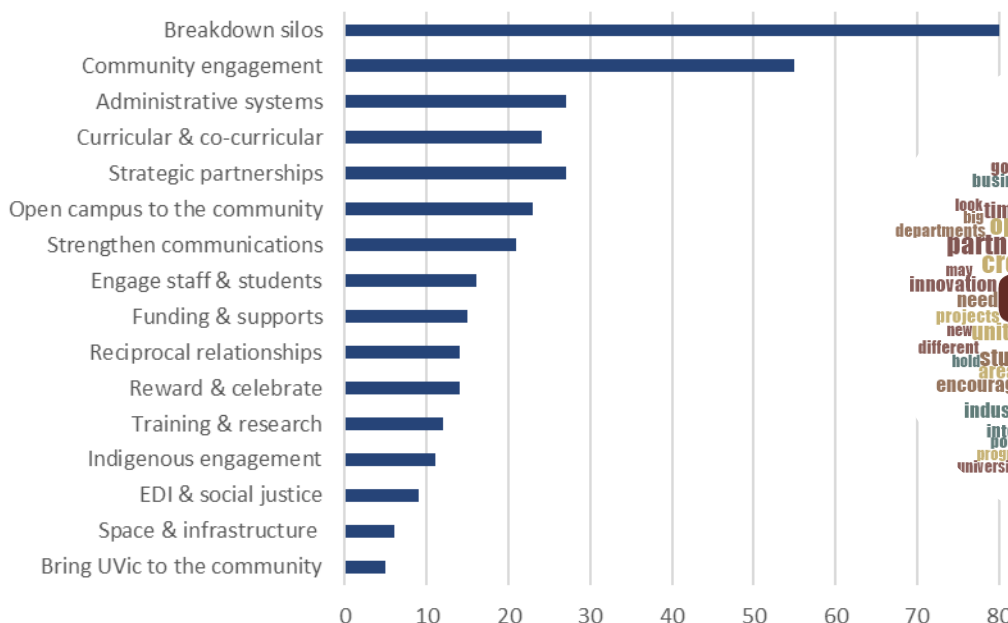

PARTNERING - Most recuring themes - Explore
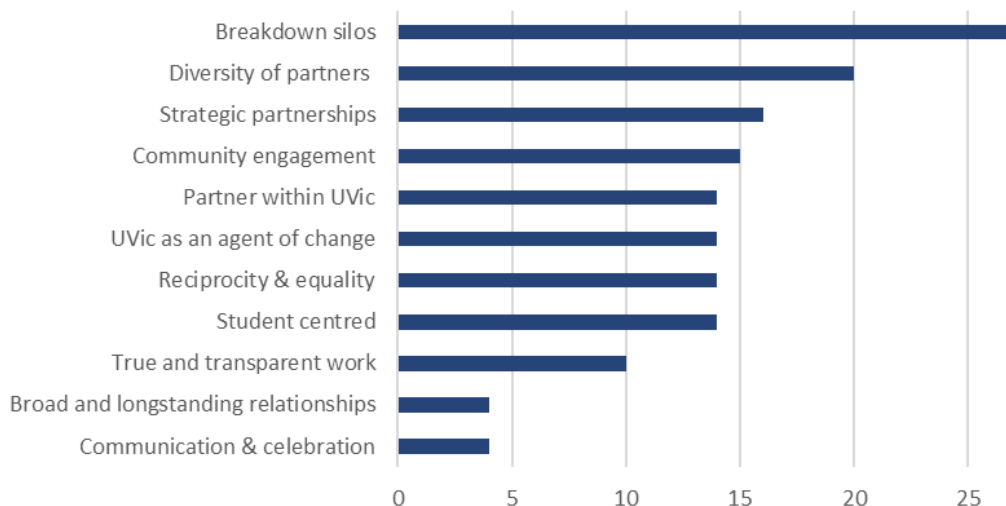
1.2 ACTIONS: *What are some of the initiatives this theme invites us to take on? Think about urgency, potential for impact, doability*

PARTNERING Most recuring themes - Action

11

"We need ways to be in relations with communities, overtime and in different places."
    -quote from the Academic and Administrative Leadership Retreat

"Connecting units and people across campus to explore new opportunities to work together and share ideas."
    -quote from the Booth

"Collaboration between faculties to create new experiences for students."
    -quote from the Survey

"Partnering for communal good defined by all. Strategic and reciprocal relationships."
    -quote from the Joint Senate Board Retreat

Partnering for Positive Change

"Make it easier for partners to engage."
    -quote from the Townhall

"Partnering should be guided by community voices, visions and dreams."
    -quote from the Research Advisory Committee and Research Chairs

"Bring non-traditional unlikely partners to the table and see magic unfold."
    -quote from the Academic and Administrative Leadership Retreat

Appendix 1: Description of activities

- ## Academic & Administrative Leadership Retreat

On May 5th and 6th 2022, a mixed group of 120 senior leaders from across multiple academic and administrative units in UVic participated in a morning-long retreat and workshop.

The retreat began with a presentation from the President and the Advisor to the President on Strategic Planning on the four emerging themes. The group was introduced to the themes that emerged from the data collected during Phase 2 of the Strategic Planning process and were invited to provide feedback on the emerging themes, come up with actions, projects and strategies to achieve each goal, as well as brainstorm the appropriate names for each of the themes.

Each theme had its own station where participants could contribute feedback through sticky notes. They were asked to explore the theme, provide insight on possible actions within the theme, and think about alternate names for the theme. Halfway through the event, Executive VPs took to the microphone to reflect on what they were seeing, themes that were jumping out at them and what areas could use more thought. The data was collected, transcribed, and systemized into subcategories, which was then given to the Thematic Advisory Groups to use in refining each theme.

- # Townhall

On May 24th, President Kevin Hall and Advisor to the President on Strategic Planning, Elango Elangovan, hosted a hybrid in-person and online town hall that showcased the four emerging themes. The main function of the town hall was to inform about the themes and gather feedback through Slido polls. Nearly 300 participants (staff and faculty) were asked to reflect on what each theme meant to them and to answer questions about what actions UVic needs to take for those themes to be successful.

The reflection answers were filled into Wordclouds at the event to show recurring sentiments, and the action questions were collected and systemized into subcategories, all of which was then handed over to the Thematic Advisory Groups to use in refining each theme.

The full event can be watched HERE (President Kevin Hall's Youtube channel)

- # Survey + Ideas board

From May 24th to June 24th, 2022, a campus-wide survey and interactive Ideas board opened to the UVic community. Participants, who included students, staff, faculty, alumni, retirees, and more, were asked to provide feedback on specific initiatives needed to make the four emerging themes successful, along with other general reflections on each theme.

   This data was collected and systemized into subcategories, which was then given to the Thematic Advisory Groups to use in refining each theme.

- # Joint Board Senate Retreat

On May 31, 2022, President Kevin Hall and Advisor to the President on Strategic Planning, Elango Elangovan, along with special guest speakers gave a presentation to attendees which included members of Senate, Board of Governors and the Strategic Planning Advisory Group.

   They were invited to gather and brainstorm or reflect independently on the four different themes. Each theme had its own station where participants could contribute feedback through sticky notes. They were asked to explore the themes, provide insight on possible actions within each theme, and think about alternate names for the themes. The data was collected, transcribed, and systemized into subcategories, which was then given to the Thematic Advisory Groups to use in refining each theme.

- ## Research Advisory Committee and Research Chairs

On June 20, 2022, President Kevin Hall, Advisor to the President on Strategic Planning, Elango Elangovan, and Vice-President Research and Innovation, Lisa Kalynchuk gave a presentation to attendees which included member of the Research Advisory Committee and Research Chairs.

Participants were invited to gather and brainstorm or reflect independently on the four different themes. Each theme had its own station where participants could contribute feedback through sticky notes. This group was asked about impactful critical research/creative activities that should be included in each theme, along with a general question about teaching and practices that can benefit from research/creative work and outputs.

The data was collected, transcribed, and systemized into subcategories, which was then given to the Thematic Advisory Groups to use in refining each theme, with specific focus given to the 'Innovation In All That We Do' theme.

- ## Pop-up engagement Booths

From May 25 to June 22, four physical pop-up booths were held near the Petch Fountain for the UVic community to drop in and share their thoughts and ideas around the four emerging themes. Through one-on-one interactions, participants were informed about the four emerging themes and asked to fill out feedback forms that ask them to explore the theme, provide insight on possible actions within the theme, and think about alternate names for the theme.

The forms were collected, transcribed, and systemized into subcategories, which was then given to the Thematic Advisory Groups to use in refining each theme.

Appendix 2: Examples of main themes identified

Theme 1: Truth, Respect & Reconciliation

1.1Explore: *What does the 'Truth, Respect and Reconciliation' theme mean to you?*

Acknowledge the history of colonization
• Acknowledging, facing, admitting, and articulating the truth of Canada's past and present history of colonization
• Understanding and recognizing the part to improve the present and future
• Acknowledge how our systems, curricula, and requirements are still heavily influenced by colonial values
Justice, Equity, Diversity & Inclusion
• Justice, equity, equality, inclusion and restorative justice
• Increasing access and spaces acknowledging differences with respect and justice
• Link to broader notions of inequality and intersectionality
Listen and open to new ways
• Listening to the voices of the present, learn from the voices in the past and commit to the voices in the future
• Listening with Intent and engage with others from a place of kindness
• Acknowledging Indigenous values and culture
Being true and meaningful
• Honest engagement and acting beyond simple land acknowledgements
• Real action and treating people as individuals, not tokenism
• Doing everything we can to right the wrongs that occurred (and still do)
Community engagement
• Meaningfully engaging with local Indigenous communities and First Nations in everything we do
• Regular (positive non-taking) and true partnerships with local communities
• Partnering internationally to explore opportunities in this area UVic/ world leader
Integration across UVic
• Making this a priority at all level of work, life, service to learners and each other
• More Indigenous representation in jobs/roles that are not specific to "Indigenous" peoples
• Bringing indigenous culture and values into mainstream science to make this a more inclusive area
Training & Learning
• Incorporate training for students and staff to ensure we all understand and respect importance of TR&R
• Continued learning about the people and cultures of all Indigenous peoples
• Regular learning sessions for students, faculty and staff to have a multifaceted understanding
Decolonise the university
• Incorporating Indigenous governance practices
• Making the university more welcoming for Indigenous staff and students
• Breaking down systematic barriers and deconstruct our colonial processes, systems, logistics
Support UNDRIP & TRC
• Being an ally active towards TRC and UNDRIP beyond our ways
• Finding a practical path forward that balances everyone's needs, desires, hopes, and dreams.
• Active support for the pursuit of political self-determination, material wellbeing, and cultural revitalization, in solidarity with Indigenous people, not attempting to lead them
Land back
• Land back or at least land access
Curricular & co-curricular improvements
• Allowing space for Indigenous approaches to teaching and learning
• Providing educational opportunities for all First Nations and Metis students to qualify for enrollment and access learning at UVic to achieve their full future potential
• Exploring programs that improve outcomes for Indigenous high school students

Indigenous leadership
• Letting our Indigenous people show us the way to reconciliation
• Encouraging more Indigenous leadership on campus
• Having the perspective of Indigenous people represented wherever possible
Accountability measures
• Accountability structure
• Everyone involved being accountable: Reconciliation is everyone's priority and prerogative.
• Telling the truth, being open and transparent for reconciliation to happen
Language revitalization
• Supporting language revitalization
• Indigenous scholars fully supported to develop science and math programs in Indigenous language
• More learning of Indigenous languages

1.2 ACTIONS: *What are some of the initiatives this theme invites us to take on?*

Curricular & co-curricular improvements
• Expand curricular and co-curricular opportunities for students on land and language
• More interaction of Indigenous content into curricular and co-curricular programing for all students
• Modify/indigenise curriculum in all disciplines to include indigenous ways of knowing, indigenous knowledge, ways of teaching, listening, reconciling differences
• Offer new pathways for Indigenous students in all programs (e.g. STEM, Law)
Training & mentorship
• Expand ICAT and create more learning opportunities for students, staff and faculty
• Anti-racism training as part of orientation & onboarding as well as ongoing annual training
• Accessible resources to learn appropriate protocols for all, and how to go beyond territorial acknowledgment
• More Indigenous language courses
• Indigenous ways of knowing training for researchers
Administration processes
• Review, decolonise and reconstruct administrative HR/LR processes
• Better administrative support Indigenous faculty and elders
• Identify systematic barriers and be prepared to address them (e.g. hiring Indigenous staff and faculty)
• Hire more indigenous faculty, academics, artists, students and staff
Funding and supports
• More support for language revitalization initiatives
• More safe spaces for indigenous students, staff, faculty and community members
• More funding opportunities for indigenous students (gifts, scholarships, awards, research fellowships, etc.)
• Remove financial barriers for Indigenous students to excel in their academic journey
• Ensuring strong academic and personal supports for Indigenous students to perform well (e.g. mentoring, tutoring, wellbeing supports, etc)
Community engagement
• On-going partnership collaboration with local Indigenous communities
• Partner with governments to implement UNDRIP/ TRC
• Create more opportunities for community members
• More engagement with global indigenous networks & communities
Indigenous practices embedded in operations
• Increase presence of local language on campus (e.g. indigenous signages, names, etc)
• Increase the awareness of Indigenous practices related to the lands and waters
• Increase green space related to native plants and include traditional food on campus
• Land restoration and Indigenous stewardship
Indigenous voice and leadership
• More Indigenous leadership roles at the university

• Recognize and broadly apply the holistic approach of indigenous cultures
• More engagement with elders and First Peoples on strategic work
• Open our grounds to host cultural events, artists, Indigenous leaders
• Incorporate Indigenous values into all of our courses and operational practices
Campus engagement
• Celebrate Indigenous culture, arts, knowledge, history across campus
• Create opportunities for integrating indigenous ways in the university
• Facilitate collaboration across disciplines, units, faculties and indigenous expertise
• Facilitate relationship building
UNDRIP and TRC
• Support for TRC and UNDRIP implementation
• Support/ partner with governments to implement UNDRIP/ TRC
• Embed UNDRIP in our admissions to university
• Be accountable to the TRC calls to action
• Include the international context of truth and reconciliation to broaden our commitment
Improve the work culture
• Be compassionate and empathetic in the workspace
• Settlers' staff and faculty listening with cultural humility
• Creating safe spaces for truly decolonising the work culture

Theme 2: Healthy People, Place & Planet

2.1 Explore: *What does the 'Healthy People, Place & Planet' theme mean to you?*

Wellness & Health
• Flexible remote work & study arrangements
• Affordable health on and off campus (e.g. lower CARSA fees for staff, faculty and students)
• Addressing poverty and supporting the health of students from a socioeconomic perspective
• Healthy Work-Life Balance: no burnout and therefore resilient to the workload and challenges
• People-first systems: a safe place to live and grow, prioritize Wellness, Mental health
Sustainable campus
• Climate action and sustainability in everything we do
• Low carbon and zero waste campus (e.g. microplastic reduction, more recycling, clean energy)
• All operations (admin, research, teaching) being environmentally sustainable with physical encouragement and support to decreasing the collective footprint on campus, lands and waters
• Walkability, and green spaces with healthy built environments
• Healthy, local, sustainable food on campus
Interconnection P&P
• Uvic as an ecosystem: reciprocal and multidimensional relationships between people, place and planet
• Healthy relationships, healthy body/mind, and healthy environment/planet
• Healthy people taking care of ourselves and our planet
• People and environment being able to thrive when embracing the differences around us
• Health over profit: A healthy population can only thrive in a healthy environment
EDI and socio-environmental justice
• Address structural inequality's (class, gender, race) with social and environmental justice
• Environmental and psychological safety
• Equality of opportunities and outcomes for all
• Recognize diversity and celebrate inclusion by understanding peoples' different backgrounds
• Healthy culture: high degrees of literacy, historical awareness and openness to differing opinions

Student experience
• Our commitments should reflect student needs and expectations, create an environment where they thrive
• Focus on sustainable and health in both curricular and co-curricular experiences

Housing & basic needs
• Affordable housing for faculty, staff and students
• Explore alternative forms of land usage to housing for all

Medical services
• Medical facility and health services on campus (most faculty and staff do not have a family doctor) for mental, physical, and spiritual health
• Ensuring everyone can easily and fairly receive medical and mental health care

Community-engaged approach
• Meaningful community relationships from our strengths with industry partners, foundation, potential donors, global partners, governments
• Community-based approach to sustainability

Indigenous lenses & voice
• Indigenous approach relationships to the land, two ways of knowing
• Support a process to understand the linkages between reconciliation people and places

Respect & kindness
• Respect and kindness as key campus values
• People being kind and collaborative with each other, focusing on harmony

Campus engagement
• Meaningful engagement of students, staff and employees in creating better environments for people and the planet

Divestment
• Divesting from fossil fuel

2.2 ACTIONS: *What are some of the initiatives this theme invites us to take on?*

Sustainable operations
• Lower our carbon impacts and reduce GHG emissions, getting to net zero (e.g. heat pumps in all buildings, solar panels should on rooftops and parking spaces)
• Zero waste campus (e.g. improve & increase recycling efforts, phase out plastics and restrict dangerous chemicals, intensive compost, rain harvesting, lending library, etc)
• Encourage supplier's sustainability
• Growing vegetables and native plants, planters all around campus
• Designated sustainability and health champion in every building

Healthy work & study culture
• Flexible work & study arrangements for students, faculty and staff to help balance work-life and also the environmental cost of commuting (e.g. increase remote & work opportunities)
• Shorter work week (30 hours and more vacation time
• Offer hybrid learning for ALL courses and for ALL students (e.g. lecture recordings available)

Funding and supports
• Address systemic barriers (e.g. livable wage, intergenerational poverty, hiring practice of RA's)
• Lower fees for staff and students (e.g. CARSA, parking, etc.)
• Design an accessibility support structure that centres voices of people with disabilities
• Lower tuition or credits for staff and their families
• More mental health, psychological safety and ageing resources for all

Curricular and co-curricular
• Make the campus a *living lab* for learning about sustainability
• Implement a variety of pedagogical mediums (e.g. co-curricular experiences, outdoor collaborative & learning spaces, Art-Science concept in teaching, holistic learning, and LTSI supports)
• Enhanced or more targeted pathway programs to attract a diverse population of UVic students, including those from equity-seeking groups and low socio-economic backgrounds

- Create spaces and places for dialogue around the student experience
- Embedded health/wellbeing in curriculum (e.g. way classes are held, size of class, more options for students with disabilities)

Cross-campus engagement
- Regular campus-wide challenges on sustainability, climate action, equity and inclusion
- Implement systemic changes based on actual input from equity deserving groups on campus
- A centralized approach to our healthy planet and sustain ability research, operations, academics
- Regular gathering events among staff, students and faculty to improve the campus environment
- Creative, interdisciplinary and arts-based initiatives to build community

Healthy administration
- Improve the administrative processes toward user friendly and simpler processes to reduce workload
- Revisit living wage scales and policies focused on work-life balance
- Increase (or mandatory) green standards in procurement, administration, operation and finance
- Build a community free from discrimination, harassment & bullying
- Hire more staff and faculty from equity deserving groups, work to ensure retention and evaluate how criteria is measured, how certain disciplines are marketed, etc.

Sustainable transportation
- Realistic & reliable transit and active transportation options to limit cars and support alternative ways to get to campus (e.g. free bus pass, e-bikes, access to affordable bikes, shuttle bus from remote communities, lower parking fees for electric cars)
- More infrastructure for clean transport (e.g. more bike lanes from Victoria/Saanich to UVic, more EV charging stations, change rooms and end of trip bike safe storage in all buildings)
- Consider greener international opportunities for engagement vs travel

Campus clinic & wellness centre
- On campus clinic for faculty, students, staff and underserved communities
- Teaching clinic for nurse practitioner on campus for staff/students. Could serve as campus placement for training students in health.
- More opportunities and resources in mental and physical health

Community engagement
- Working with local and regional government around campus in sustainable and health initiatives (e.g. affordable living accommodations, transportation, climate change, addictions, disabilities)
- More partnerships with industry, universities, first nations, international agencies, NGO's

Affordable housing
- More investment in faculty, staff and student housing
- Creative use of university property to assist with university housing
- Be a strong YIMBY advocate

Training
- Mandatory training for students, faculty and staff in EDI, Gender, climate and sustainability, antiracism, mental health
- More learning and training opportunities for faculty and staff to support equity seeking groups

Accountability
- Actions towards accountability in sustainability and EDI across campus (e.g. including reporting on demographic data related to equity deserving groups, condemn instances on hate on campus)
- Measure success (e.g. diversity audit)
- Invest in building a solid data management system across campus

Space and infrastructure
- Climate and Sustainability Hub to coordinate research, teaching and operations
- Invest in facilities and supports people with disabilities (e.g. all UVic buildings with push buttons and gender-neutral bathrooms, more quiet spaces for students with health conditions, food services at close distances, crosswalks raised for pedestrian safety and accessibility, limiting car speeds and noise, etc.)
- Redesign for optimal building/office space/classroom for working and learning (e.g. natural light, appropriate furniture and space settings, standing desks standard across all UVic, etc.)

Holistic Approach: People and Planet
- Holistic approach to SDGs, EDI, UNDRIP and UN climate targets

• Encourage and promote provocative research on improving human-animal, human-nature relations, planetary health and donut economy
• Well-being index over economy index
Divestment
• Divest from fossil fuel investments and decarbonization
• Reduce/eliminate partnerships with unsustainable companies that benefit from fossil fuels
Indigenous lenses
• Integrate indigenous understanding of sustainability, health and wellbeing
• Restoring Indigenous plant life/ways of caring for the lands and waters on/around campus
• Invest in more resources to build meaningful relationships with the local First Nations
• Taking direction from indigenous communities in all aspects of operations
Sustainable food systems on campus
• Ensure people have access to healthy food with lower carbon impacts (e.g. default-veg. meals)
• Work on ecological footprint of food served on campus to help people make sustainable choices (e.g. reusable takeout containers, zero waste)
• More healthy, local, sustainable and fair trade and affordable food on campus
• Convert to food plots for sustainable food security (e.g. parking stalls to garden plots)
EDI and social justice
• Embrace equity and diversity in all campus operations
• Promote integrated healthcare/wellness and EDI in what we do
Research
• Support and disseminate research in the key areas of climate heath, water and food security and healthcare/mental health
• Foster nature-based solutions to climate change, biomedical engineering and clean energy
• Support open access and open data
SDGs
• Actively embrace and advance the Sustainable Development Goals (SDGs) in all that we do
• Continue and leverage CIFAL Victoria
• Align more research and teaching with advancing the SDGs

Theme 3: Innovation in All That We Do

3.1 Explore: *What does the 'Innovation in All that We Do' theme mean to you?*

Innovative mindset
• Be open and commit to new ideas, ways of doing, changes, improvements, modify our practices
• Creativity thinking out of the box, challenging tradition, structures, processes
• Exploring better and more efficient ways to do things, to make them better
Promote and execute innovative projects and original ideas
Diversity of approaches
• Cultural literacy and diversity of worldviews: multiple ways and understanding
• Alternative approaches to and perspectives to scholarship: be the "hive mind" on campus
• Innovation versus tradition. Honor both (e.g. technology and cultural values)
Track and reward innovation
• Building on strengths, learn from failure and success (e.g. lessons learned from the pandemic)
• Funding, celebrating and rewarding innovation in teaching, research and operations
• Create data systems and structures to systematically collect evidence, measure, celebrate and communicate
Problem solving
• Thinking creatively to solve root problems with bold actions

- Appreciative inquiry, identifying problems to be solutions
- Be ready to solve problems that don't yet exist

Innovative pedagogies
- Innovating education, challenging traditional pedagogies (e.g. less standardized testing, more experiential learning, less lectures, exploratory tutorials, hybrid participatory practices)
- Training for all faculty in innovative pedagogies and research-informed teaching at all levels
- More opportunities for double and interdisciplinary majors

Governance & decision making
- Innovation in our governance structures and decision-making
- Shift from a hierarchal top down system to be more inclusive
- Employee, student and faculty-led initiatives for organizational change

Critical thinking
- More critical thinking, reasoning, analysis and action beyond technology
- Re-evaluating current and past practices to identify what aspects of education need to evolve
- University as a safe space for debate

Innovative administration
- Innovative internal structures and processes
- Break down barriers for innovation, shifting processes and quality improvements
- Purpose: Make things better, improve things, easier, faster, convenient, supportive

Cross-campus collaboration
- Transition into holistic approaches, a more integrated and inclusive university: less 'siloed' disciplines, more interdisciplinary teaching and operations
- Cross-campus innovation teams across different units and disciplines: cross-pollination, solid communication fostering ecosystems and collaborative workspaces
- Blurred lines between academic, admin and business to create change

Risk-taking
- Innovation necessitates taking informed risks but willing to fail to discover and innovate
- Learn from failure and improve processes

EDI & social justice
- Effectively implement values of equity, diversity and inclusion into operations (e.g. anti-racism, social justice, safe and inclusive spaces for Indigenous and equity deserving groups)

Indigenous approach
- Lead in accountable relationships with truth and reconciliation: TRC is woven throughout
- Funding and support Indigenous activities on and off campus (e.g. Historic + Indigenous innovation)

3.2 ACTIONS: *What are some of the initiatives this theme invites us to take on?*

Innovative administration
- Redesign policies for students, staff and faculty to be innovative (e.g. fair wages, childcare, housing, food, transportation, parking, health)
- Review administrative processes for creative, streamlined solutions (e.g. less and shorter meetings, meeting-free Friday, resources for sharing practices and more creative thinking, fewer forms and committees, collaborative budget allocation systems, lower the barriers for partner agreements, metrics allowing failures)
- Admin Advisory Office to ease burden to researchers
- Recognize non-traditional contributions towards tenure and promotion

Funding & supporting innovation
- Invest in graduate students, post docs and early career researchers
- Funding opportunities for students' projects and clubs

- Funding for big bold ideas (e.g. more incubators, start up funding, strategic investments, anti-racism initiatives that challenge the status quo, riskier projects that may not "fit" with traditional sources of funding)
- Lift and support effort for research, learning and teaching (e.g. LTSI/System work on educational technologies, indigenous law school, wellness centre, accessibility partners with CAL, review of academic advising, learning commons, etc)

Curricular & co-curricular

- Truly focus on the teaching practices all over campus and encourage more process-based, concept-based learning, people-centered teaching, critical thought in all academic areas beyond Social Sci.
- Remove academic barriers for supervision and training between departments
- Design and deliver innovative student-centred curricular & co-curricular programs, including pathways & bridging opportunities (e.g. boost experimental learning and co-op)
- More interdisciplinary and exchange programs nationally and internationally
- More flexibility, remote learning and alternate program delivery models/collaboration
- Support student involvement in innovation (e.g. credits for student work in innovation hubs in and off campus)

Celebrate and reward innovation

- Track, reward and celebrate innovative projects all across campus (teaching & learning, administration, research, operations)
- Applied lessons learned from the pandemic (our ability to pivot) to other ways to innovate
- Reward collaboration and continuous improvement practices
- Encourage risk taking and recognize failures (restorative versus punitive approach to mistakes)
- Innovation hub open to all campus community members, embracing and enacting alternative ways of knowing and doing

Cross-campus engagement

- Use the potential from the international students, staff and faculty with different research cultures and forms of engagement with their field, as well as from Canada's Indigenous peoples
- Create structures, spaces, platforms and events for interdisciplinary collaboration (e.g. independent budget to support interdisciplinary programs, more multi-institute academic programs, cross-faculty innovation fairs, cultural events, networking, Campus Challenges)
- More opportunities for casual interaction/play among staff (e.g. games days, retreats)

Community engagement

- Strong engagement with alumni, non-profit, businesses, government, First Nations, international agencies
- Set up structures for feedback to be more responsive to our community's needs
- Prioritise community-oriented research and teaching
- Support the UN engagement efforts and working toward sustainment goals

Governance & leadership

- Re-vision university governance to equitably distribute power and make all employees lives better, breaking the status quo and shifting power dynamics to support positive change
- Create more transparency in university governance
- Train leadership to become an ally to support their team members to flourish and try new ideas

Training in innovation

- Learning opportunities and mentorship from industry and community leaders (proD)
- Cross-campus training to develop skills in admin process change and entrepreneurship (e.g. digital transformation, collective agreement, commerce, start ups, design thinking, intellectual property)

Data & communications

- Create a comprehensive data strategy for UVic towards a data maturity model (e.g. functional UVic directory navigator of researchers and faculty, shared databases with accessible and up to date data, etc)
- Detailed, accurate, easy to collect and readily accessible data information about what we're doing now and how well it's working or not working, creating baselines (e.g. full audit with all UVic members)
- Transform the communications system into from old-style corporate structure to dynamic or engaging, showcase the work being done across campus

Strategic planning
• Review the focus of strategic areas of research and operations in contributing to a positive future for all
• Integrate existing strategic plans that a Bring all the larger planning for innovation to Senate to include them in the ways we revise change and adjust the regulations and policy to prevent gatekeeping
Pilot projects
• Implement "Action Labs" as a tool for making change across campus
• Adopt an agile approach to new projects
• Pilot projects in a mid-log term basis based on performance
Innovative space & infrastructure
• Match our physical space with the space needs of students, admin and faculty (e.g. maker spaces for all, appropriate physical facilities, shared spaces beyond departments, hotspot multi functional areas, trading spaces)
• Create think tank with faculty scholars, each year focused on a different theme (e.g. tank UBC Peter Wall Institute)
Indigenous leadership
• Taking direction from indigenous communities and marginalized communities in all areas of operations, including administration, governance, economics
• Promote research that improve human-animal relations
• More Education surrounding innovation, truth and reconciliation
Sustainable & innovative campus
• To be a leader in this area UVic must be a green energy leader and rapidly decarbonize our campus.
• Campus as an innovative living lab in all its components
Technology
• Boost technology education for students to be leaders in the latest technologies
• Innovation should be easily seen and accessed on campus - make UVic one of the most technologically advanced universities by incorporating interactive tech into buildings and outdoor features"
• Use technology to automate, enhance, improve staff/student experience.
EDI & social justice
• Support anti-racism initiatives and practices
• Education that benefits all genders

Theme 4: Partnering for Positive Change

4.1 Explore: *What does the 'Partnering for Positive Change' theme mean to you?*

Breakdown silos
• Breaking down barriers between departments and faculties to work together collaboratively to improve programs, projects and initiatives
• Faculty understanding staff and appreciating competencies beyond academic qualifications (and vice versa)
• Diverse people at UVic studying, working and meeting each other, seeing as one unit together
Partnerships centred on the student experience
• Having strong and clear student-centered mentality with our purpose always in mind: to serve learners
• Collaboration between faculties to create new experiences for students and a more inclusive atmospheres
• Partnerships with student's advocacy groups, student leaders associations, staff/trades, experiential learning, applied work, international students
Diversity of partners
• Strong partnerships with all sorts of partners, including non-traditional (K-12, government, donors, alumni, indigenous communities, international businesses, non profits, academic and research institutions, etc)
• Partnering with disadvantaged communities and other universities to create a more equal and positive university experience
• Non-homogeneous approach bringing multiple perspectives to address the dynamics of complex systems

Strategic partnerships
• Sustain partnerships aligned with the values of UVic and our strategic pillars
• Working as a tear towards a positive improvement to students, staff, faculty and the environment as a whole (e.g. Better mental health, affordable housing, financial sustainability, climate change)
• Avoiding partnerships that do not promote positive change (e.g. divestment)

Community engagement
• Bring campus to the community through more on-campus and off-campus events
• Opening up the University to various communities it serves and draws from
• Unpredictable crossover connections: working together where the connection may not be obvious at first glance

Reciprocity & equality
• Focus in creating and sustaining reciprocal relationships of mutual benefit for the parties involved
• Respect and equality in relationships within the University and with those outside
• Consensual and equal partnership with Indigenous nations, bottom-up student partnership and organization

UVic as an agent of change
• UVic as agent of positive change and leader on/off campus
• Emphasis on change and building growth
• Allow for imperfections and generosity of spirit and learn from errors

Partner within UVic
• Increase internal partnering using talent pool available
• Building on existing internal successful partnerships
• Connecting units and people across campus to explore new opportunities to work together and share ideas

True and transparent work
• True work with communities that are most impacted by the everyday decisions and actions
• Encouraging and being open to transparent collaboration

Broad and longstanding relationships
• Improve way to better structure and sustain engagement overtime and in different places
• Increase global partnerships
• Value relationship building and the time and effort it takes

Communication & celebration
• Amplify UVic strengths to the community
• Building on already positive initiatives
• Enhance internal and external communications of UVic successful partnerships

4.2 ACTIONS: *What are some of the initiatives this theme invites us to take on?*

Breakdown silos
• Facilitate opportunities to intentional internal partnerships across units/faculties/departments/centers (e.g. more opportunities for casual interaction, encourage and incentivize collaborative leadership, common labs and shared facilities, cross-department visiting scholars, cross appointments of professors with industry, government, NGOs)
• Breaking down silos shouldn't mean overwork. Explore channels to facilitate without amalgamation
• Reduce power asymmetry between "star" faculty members and others, encourage teamwork shared success (increase innovation) to counter the natural tendency towards competition
• Support for interdisciplinary studies and research clusters

Community engagement
• Actively meet, collaborate, engage, partner & give back to the external community, locally and beyond (industry, government, indigenous communities, youth led organizations, alumni, non profits, academia)
• Stronger international focus beyond the current one of getting more international students (e.g. short-term visiting faculty fellowship from the global south, more interaction with global centers, etc)
• Prioritize local, eco-friendly, socially just partners over profit
• A deep/real commitment to community-based research, and adopting a broad and inclusive notion of it

• Multi-University (shared) academic programs/consortia on the world's big problems

Administrative systems

- Easier systems for UVic and community members to engage, track, follow-up and be accountable
- Invest time in building relationships
- Create more space and invest in meaningful leadership for partnerships from all faculties, (e.g. Executive prioritise the time they devote to donor and philanthropic relationships)

Curricular & co-curricular

- Encourage students to explore interdisciplinary programs, expanding the INTD graduate program to be a more common path for graduate students
- Create real life-cross disciplinary capstone projects/courses for students to work on, in partnership with industry and communities
- Create a Community-engaged learning certificate and a Co-curricular record formally recognising student experiences with communities
- More communities of practice and guest lecturing from alumni, local community leaders
- Link teaching to the start-up incubator

Open campus to the community

- Become a welcoming space for the community to engage with us and our resources, sharing knowledge, ideas and facilities for the public good (e.g. space for alumni to come back to campus, Global Centre)
- Open-door research facilities for partners and clinical and creative arts facilities
- Regular free public presentations, open houses and cultural events open to the public
- Easier and more supportive resources for community groups on campus

Strategic partnerships

- Define a strategic plan to engage, follow up and measure impact
- Invest in long term initiatives that that align with our values and the global future (e.g. housing, transportation, living wage, health care, philanthropic investment, climate adaptation, etc)
- Continue and model the successful examples of impactful partnerships during the pandemic
- Lobby and partner with BC government to review laws and policies that restrict and hold back our values, visions and goals

Strengthen communications

- Better data and communication systems to make partnerships more apparent
- Systems and measures to collect and share data, contacts, opportunities between departments and increase transparency and accountability of info, people, actions, impact
- Create inventory of external partnerships
- Build a stronger social media presence

Engage staff & students

- Involve students and staff in partnerships (e.g. UWO's program, WUSC's leave for change program, increase student access to on-campus employment, etc)
- Create innovative programs and ways for student engagement in partnerships (e.g. a downtown community consulting work for graduate students)
- More consultation with students and truly listening (e.g. regular meetings between deans and graduate students, public meetings for students and staff, etc)
- Staff exchanges and sabbaticals at other universities in BC, Canada and abroad

Funding & supports

- Base-funding for interdisciplinary programs and resources to help such students to construct their INTD programs and community-engaged research
- A coordinated structure to coordinate the student academic support currently spread between individual Faculties, LTSI, the Library, Learning Commons, Residence, etc,
- Support and sponsorship for community-driven projects/goals/dreams
- Increase the number of supported students from poor countries and refugees

• Infrastructure and funding prioritizing groups who want to work together across traditional boundaries
Reward & celebrate
• Reward staff and faculty for taking risks in endeavoring to build partnerships, developing cross-disciplinary and community-engaged programs • Value internal and external partnerships in merit system, rewarding those who venture outside their area • Support community-led research and activities and celebrate successful partnerships
Build reciprocal relationships
• Partnering should be guided by community voices, visions and dreams, shaping the university • Co-teaching on campus and across institutions and communities • Ensure all partnerships are win-win benefiting all parties
Training & research
• Train staff, faculty and students in areas conductive to building successful partnerships (interpersonal communication, emotional intelligence, conflict resolution skills, indigenous engagement, etc.) • Promote and support community-led research and action-research
Indigenous engagement
• Partner with first Nation communities and listen meaningfully to community elders, knowledge-keepers and students/staff/faculty to develop indigenous programs • Consult with Indigenous rights-holders what "impact" means beyond grants and supports • Take direction from indigenous and marginalized communities, and creating the kinds of social, economic, and political changes that are actually asked for by those more impacted
EDI & social justice
• Wave anti-racism, decolonization, equity and inclusion efforts into all aspects of the partnership work • Encourage intercultural collaboration and inclusion • Be a convener to bring diverse perspectives together to solve pressing problems
Space & infrastructure
• Physical interdisciplinary architecture/ buildings to support connections among students/staff/faculty and community members to meet, learn, create, socialize and develop partnerships • Central office for UVic Community Engagement • Digital hub that allows university members and community partners to join, showing all our partnership and volunteering opportunities, easy ways to partner, share knowledge, be accountable • Reduce ownership of spaces, with improved architectural design to promote flow across disciplines • Innovation hub open to all community members, bridging the gap between innovative research
Bring UVic to the community
• Increase the physical presence outside the ring through community hubs • Continuing education campus downtown • Create and support Westshore and downtown campus locations for networking opportunities aimed for the less privileged to access education through a degree program (e.g. micro courses, executive programs)