

Our Journey Toward a Graduate SEM Plan at the University of Victoria

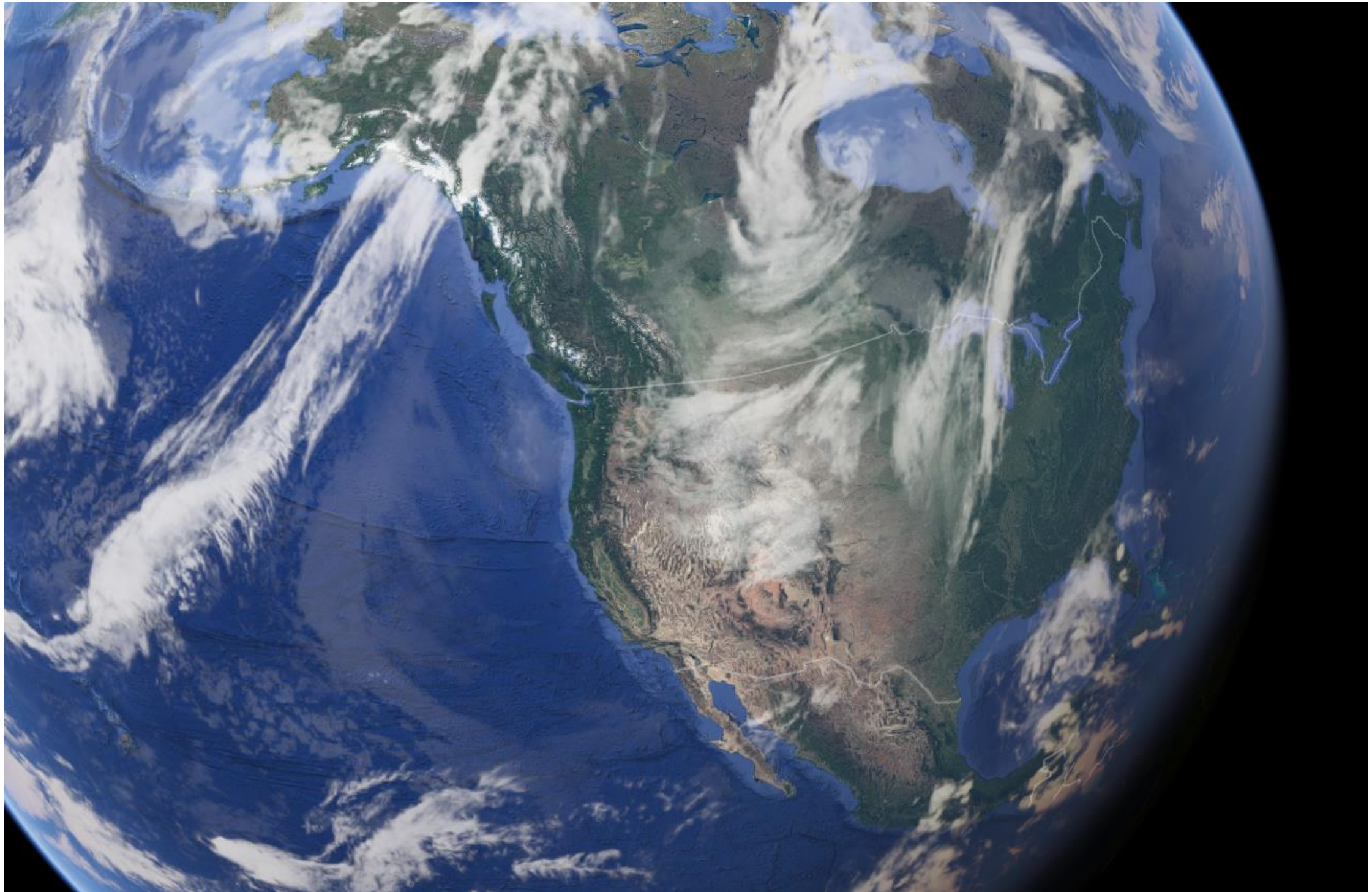


Stephen V. Evans, PhD
Associate Dean of Graduate Studies



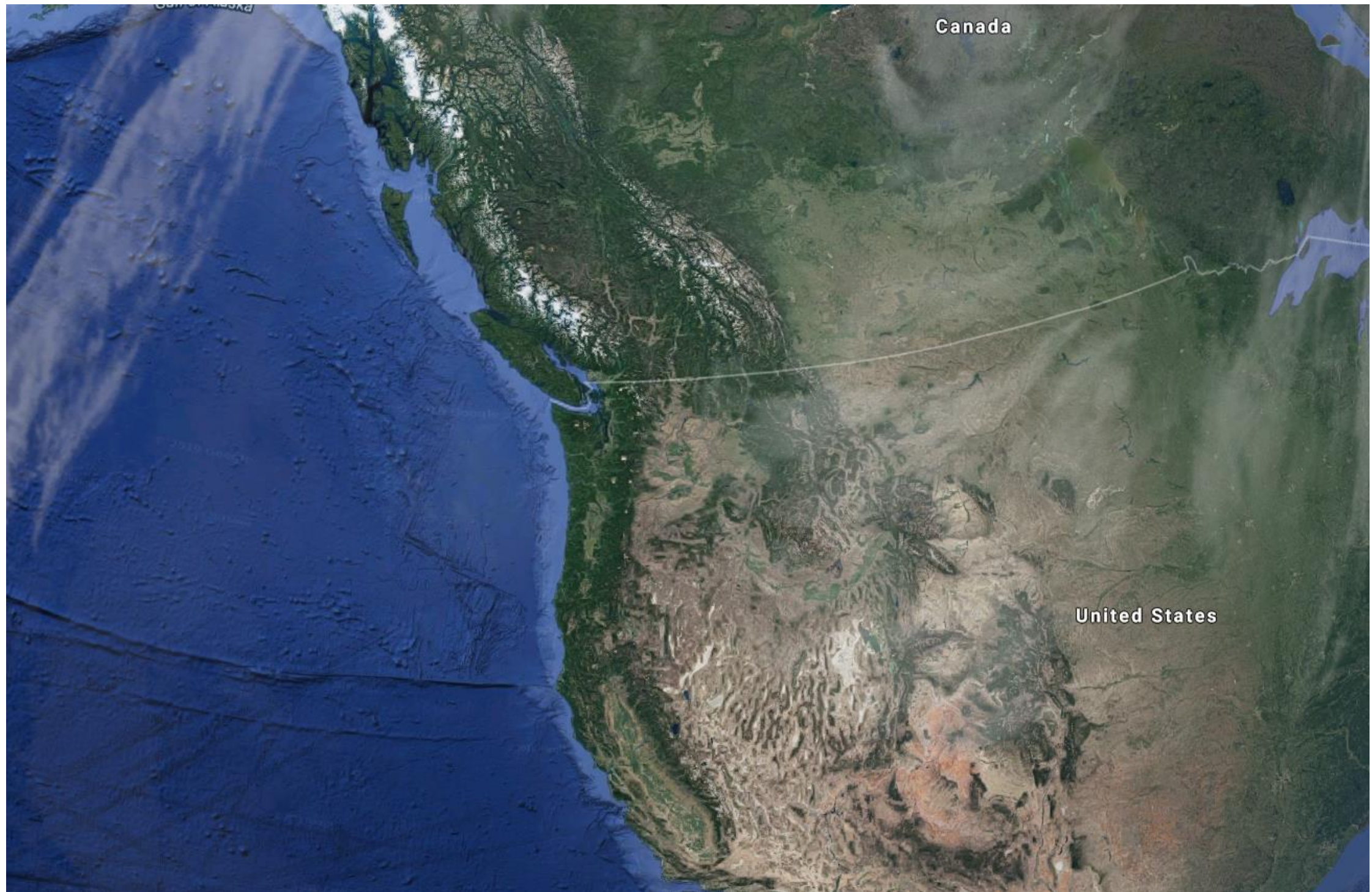
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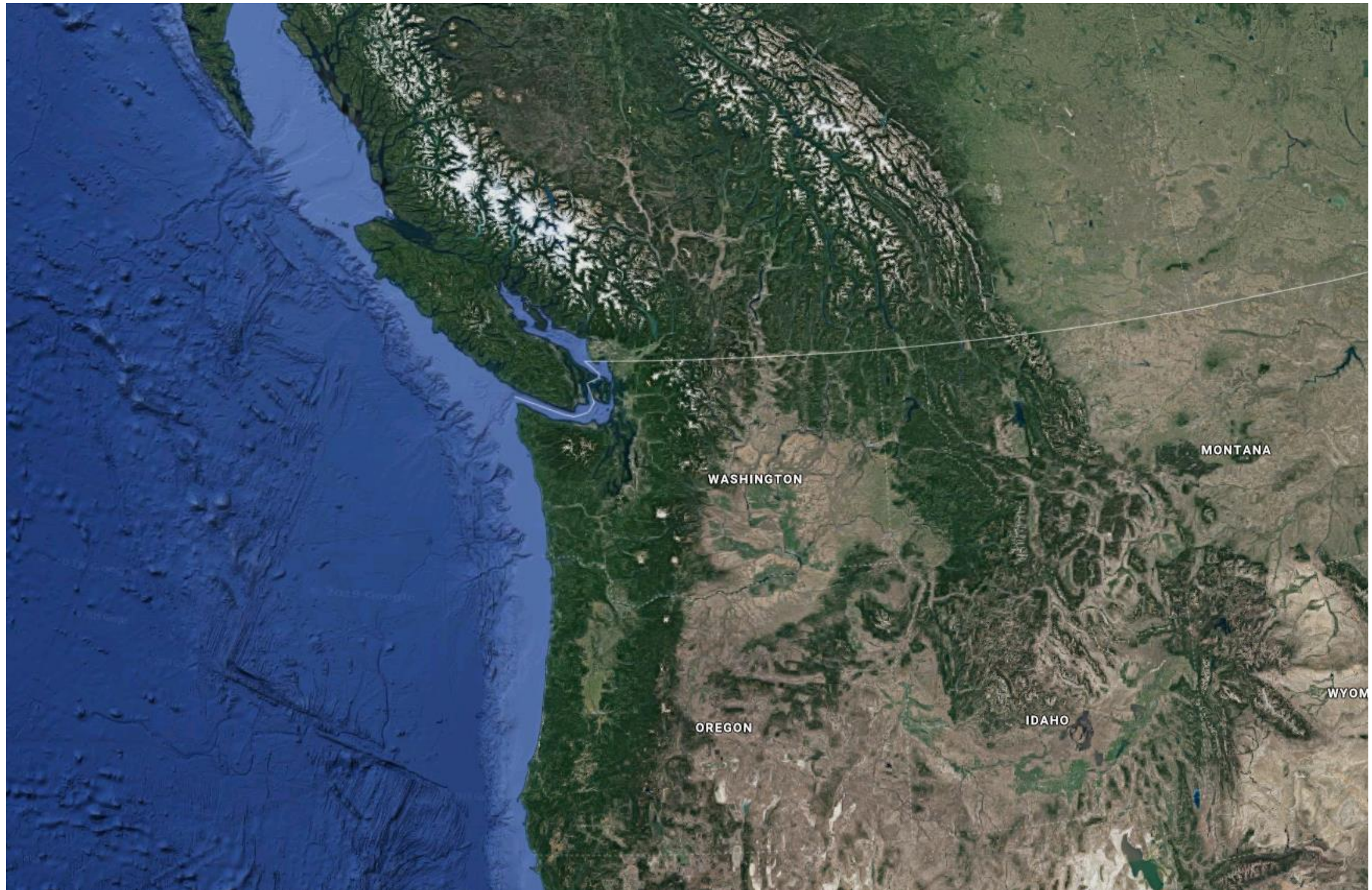
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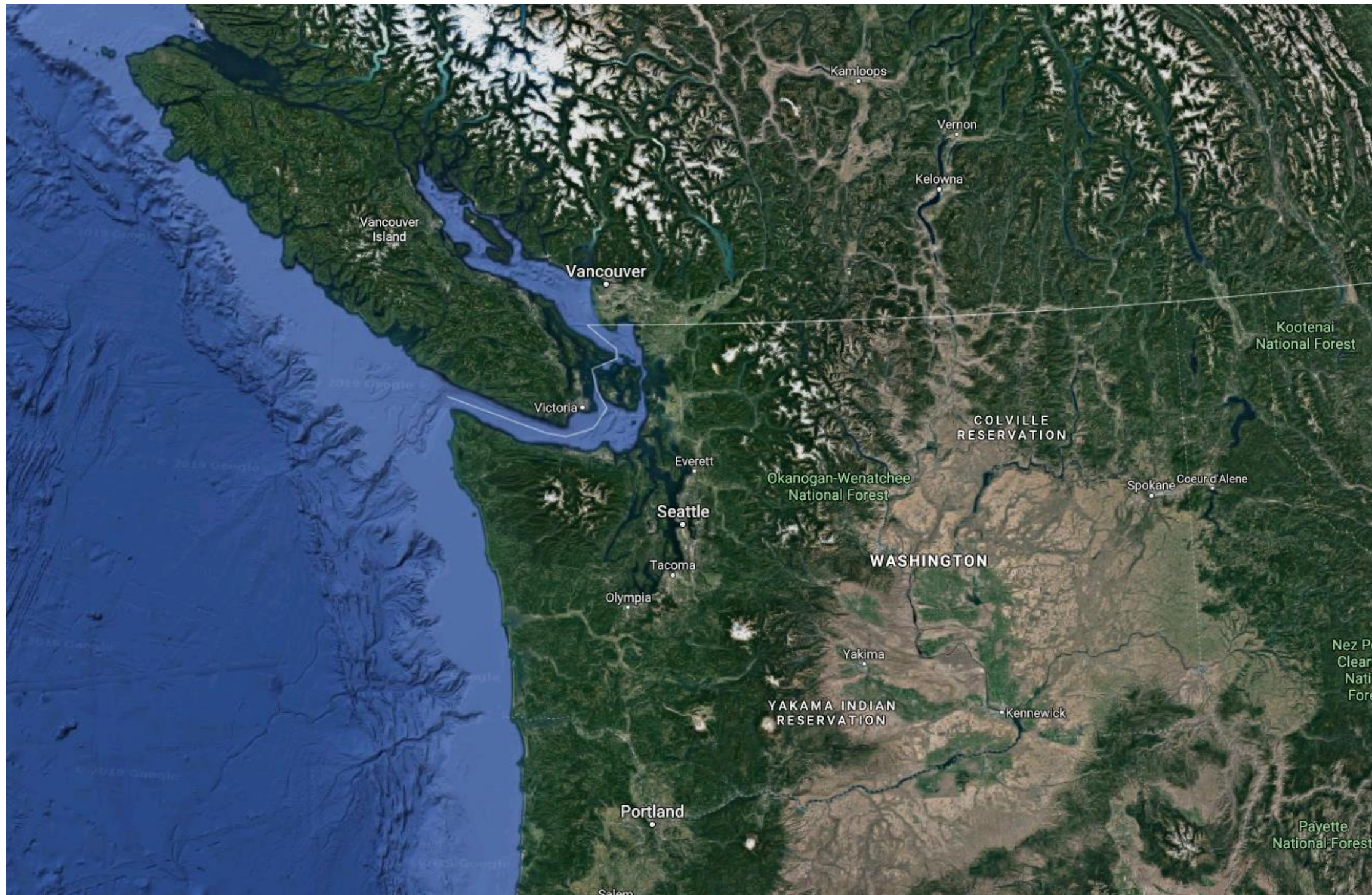
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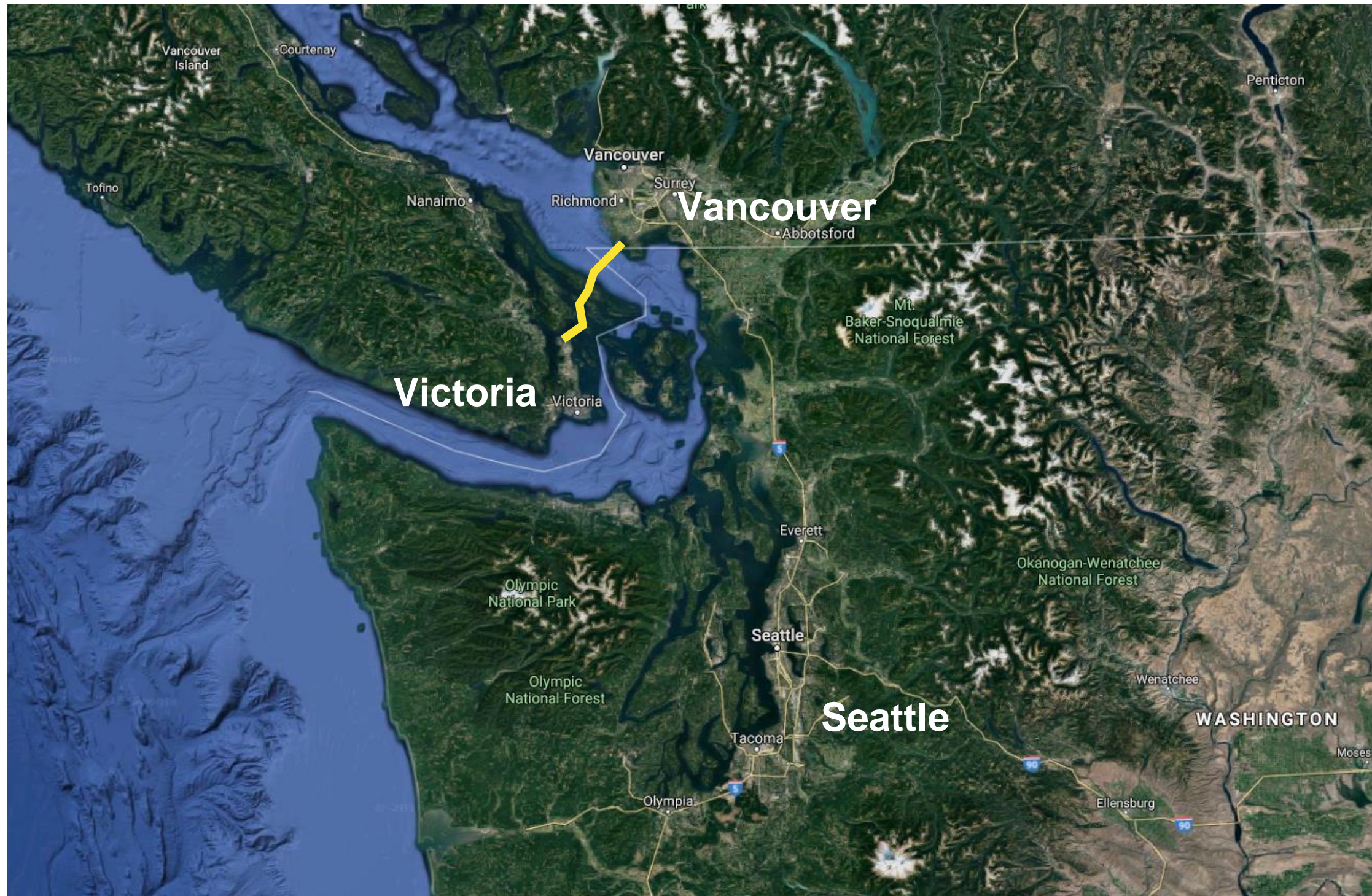


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Getting to the University of Victoria



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of Victoria

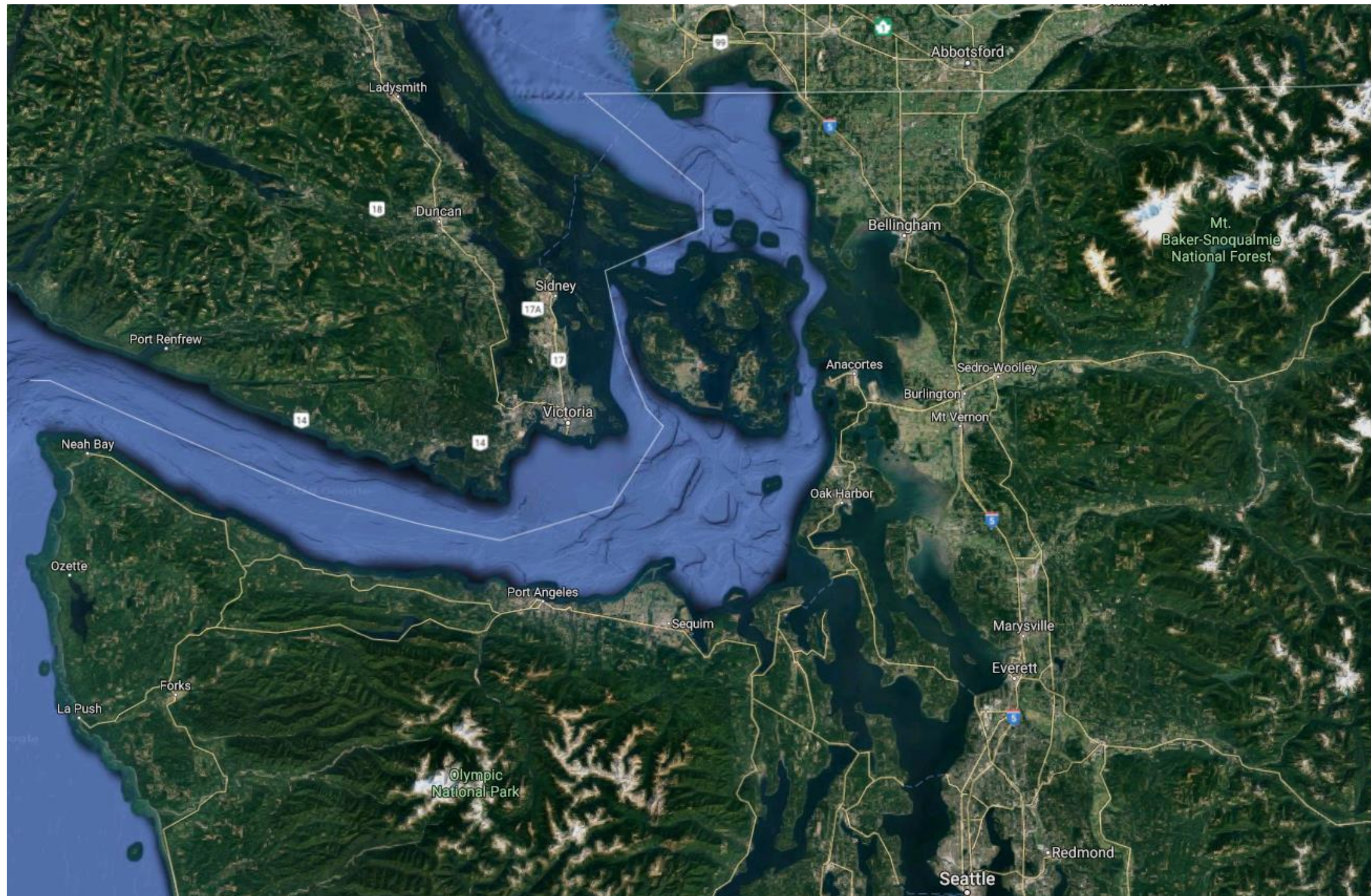
BC Ferries has some of the largest car ferries in the world



Getting to the University of Victoria



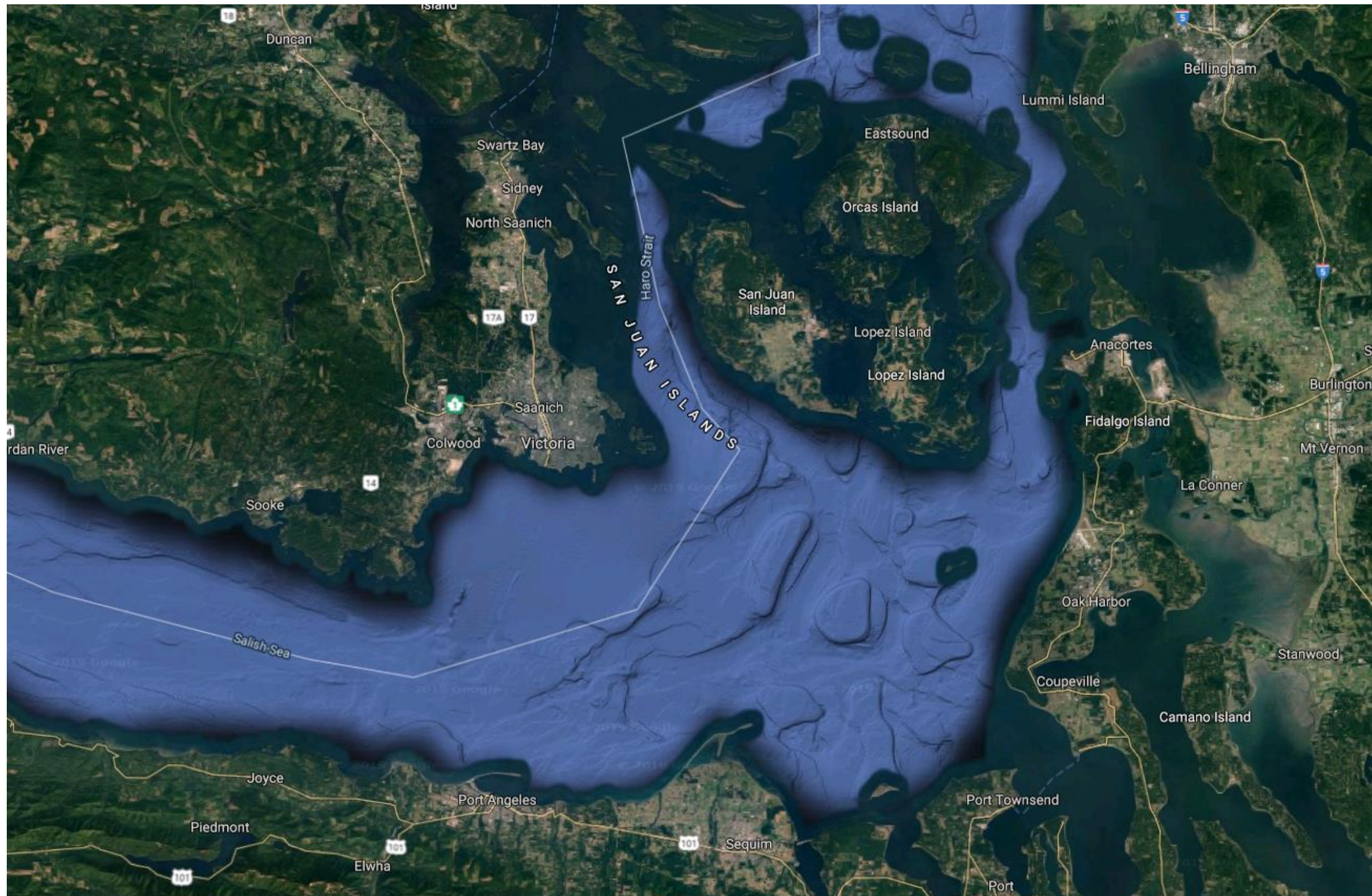
Victoria is has a favourable climate and a picturesque location



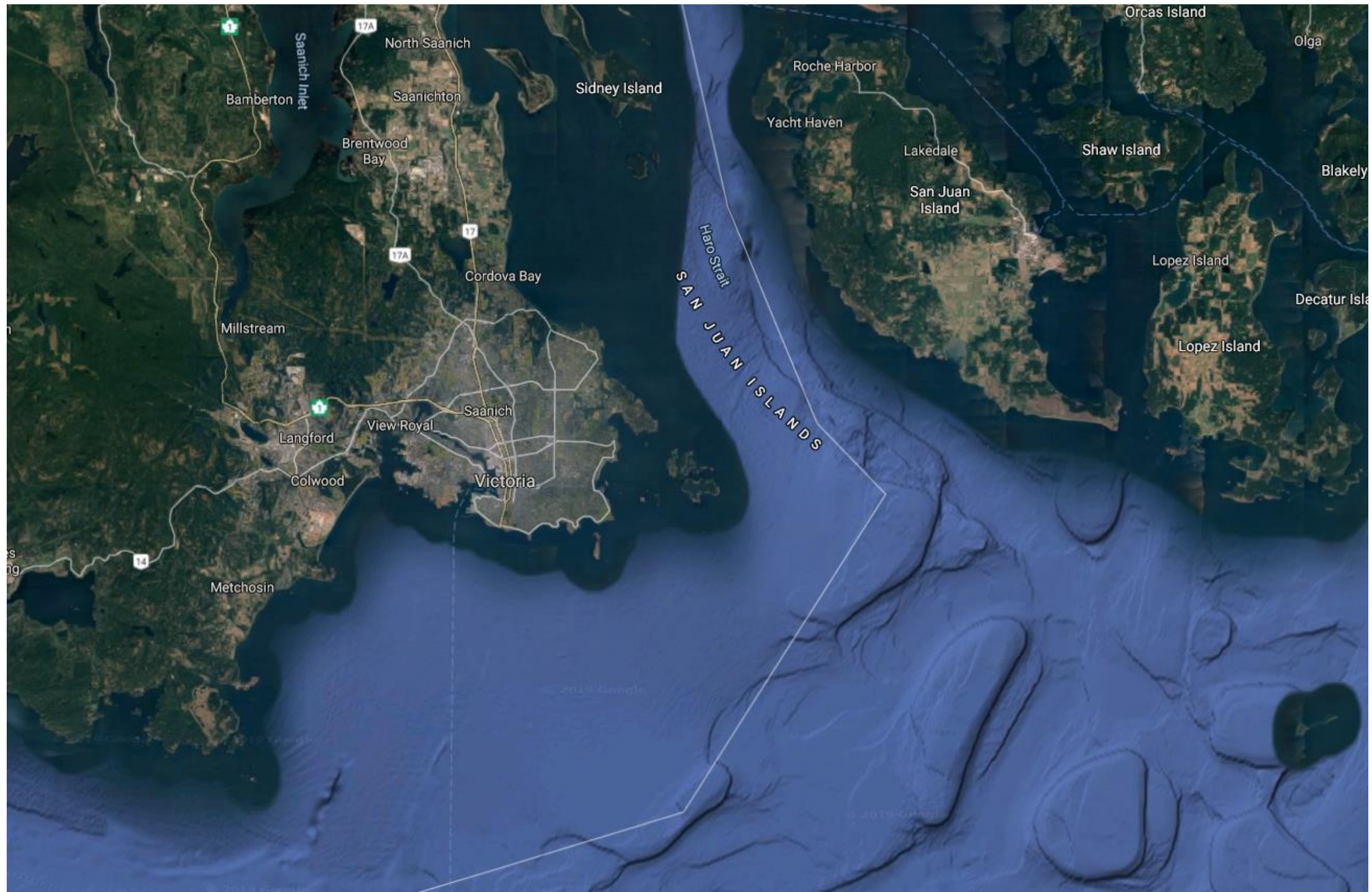


Salmon
fishing
was
amazing
this year!

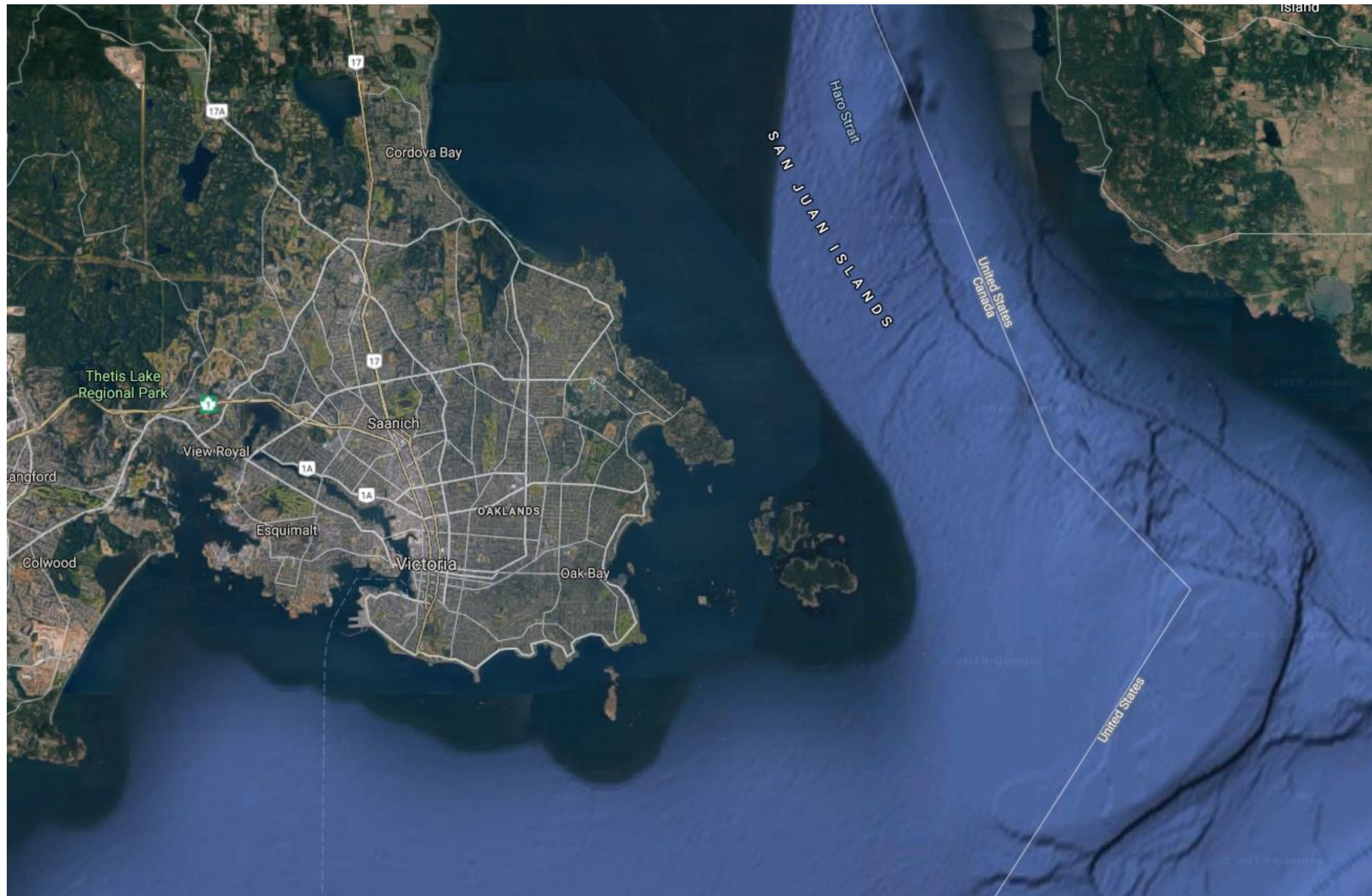
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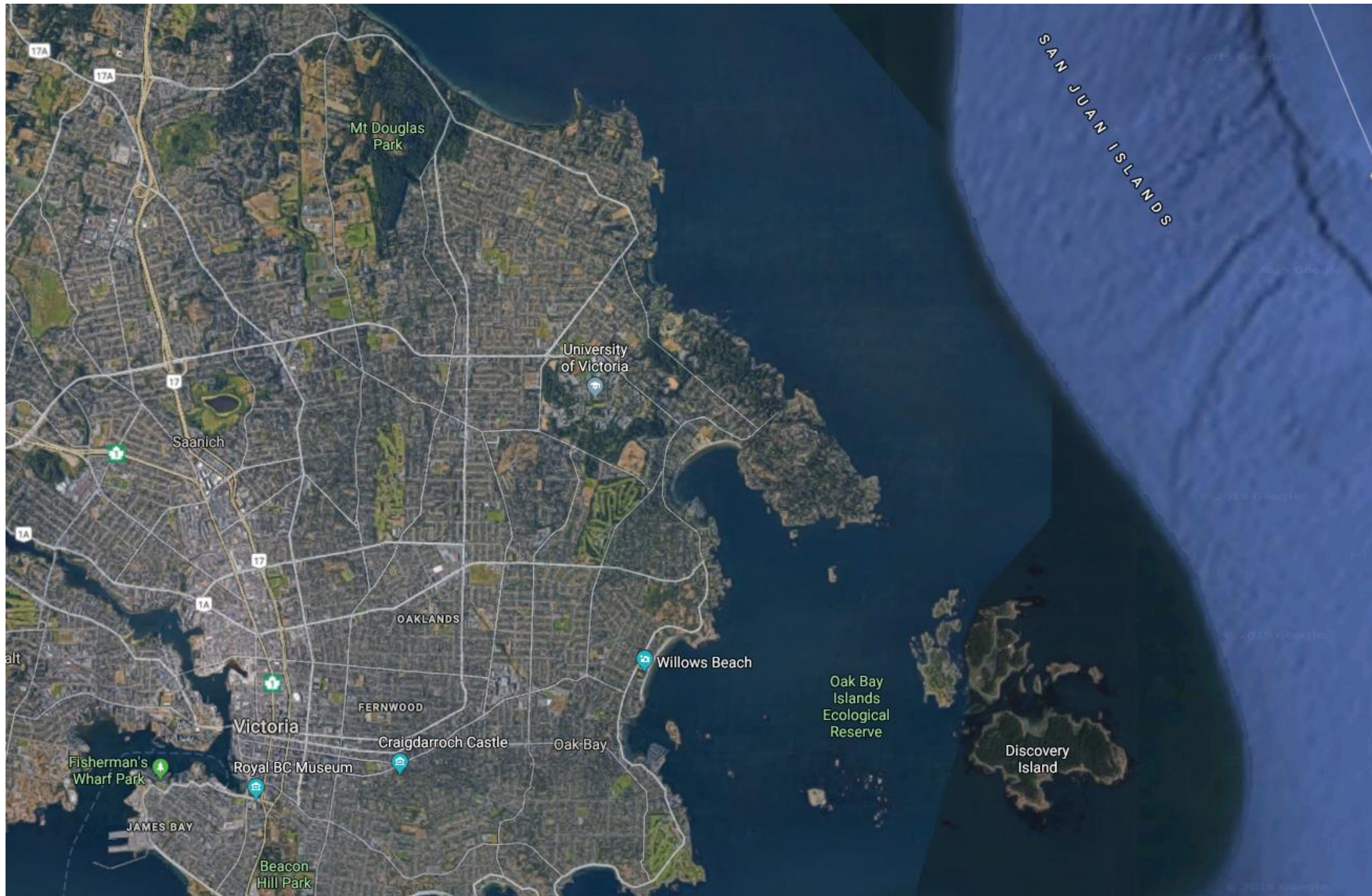
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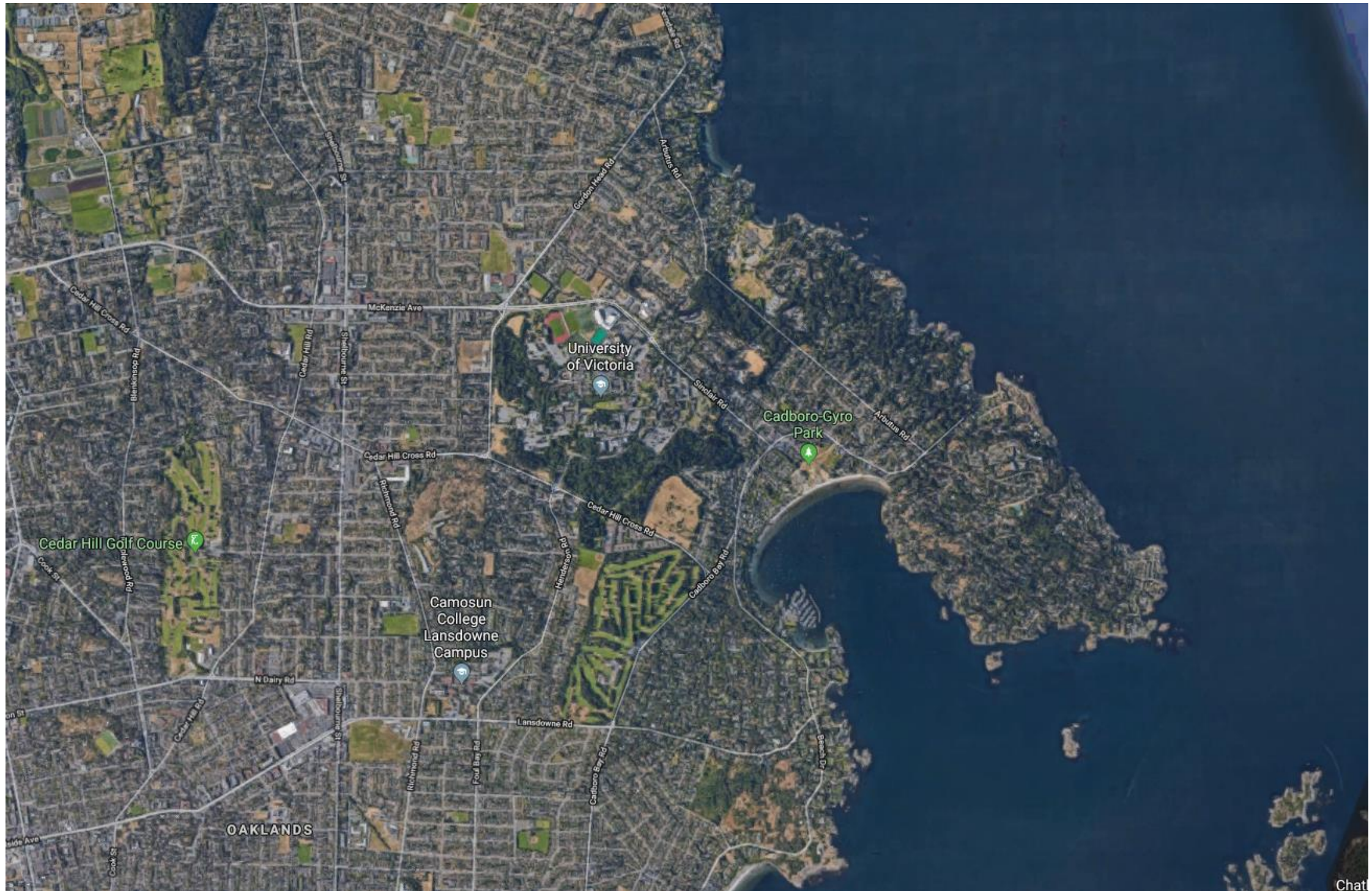


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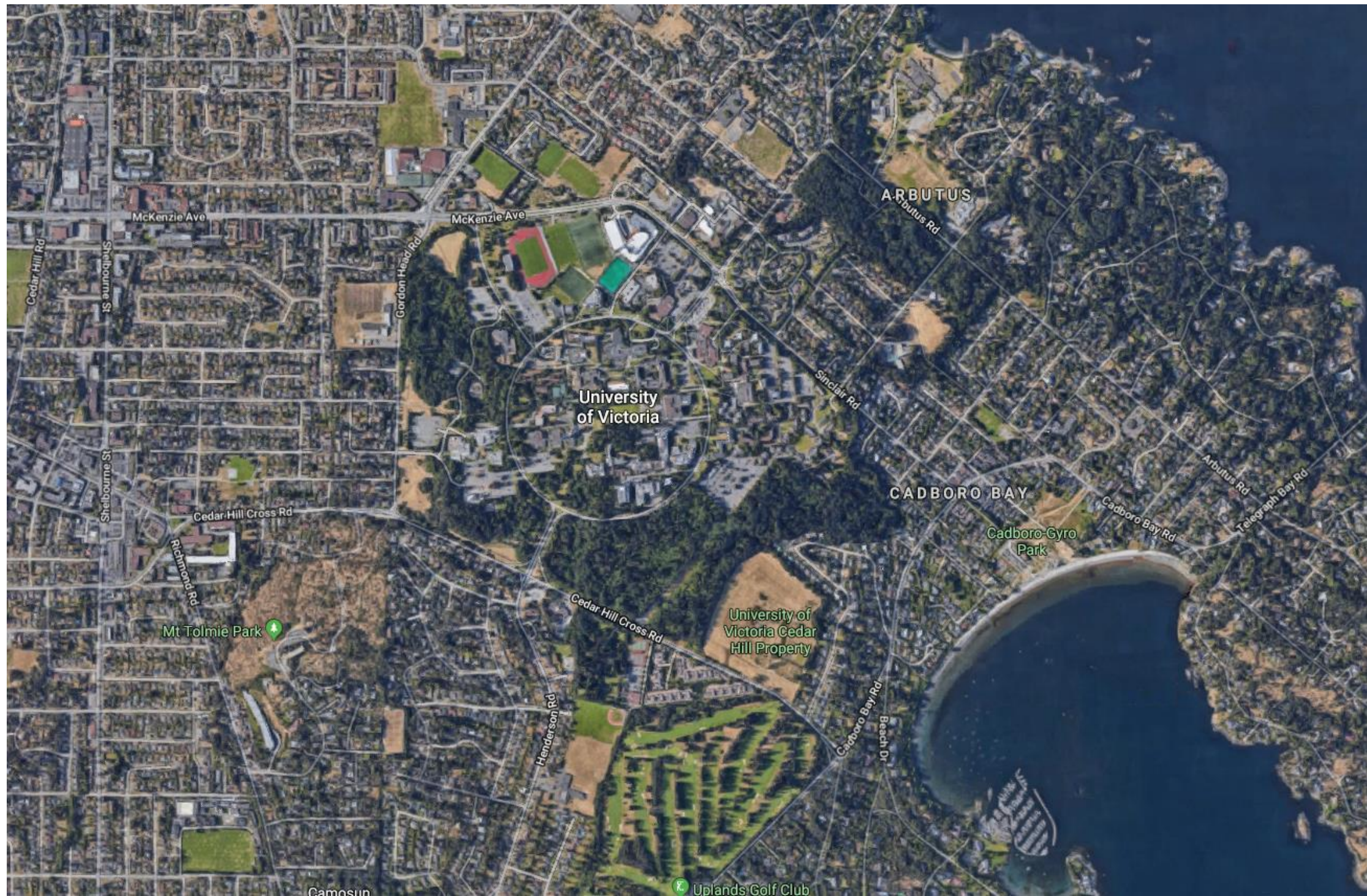
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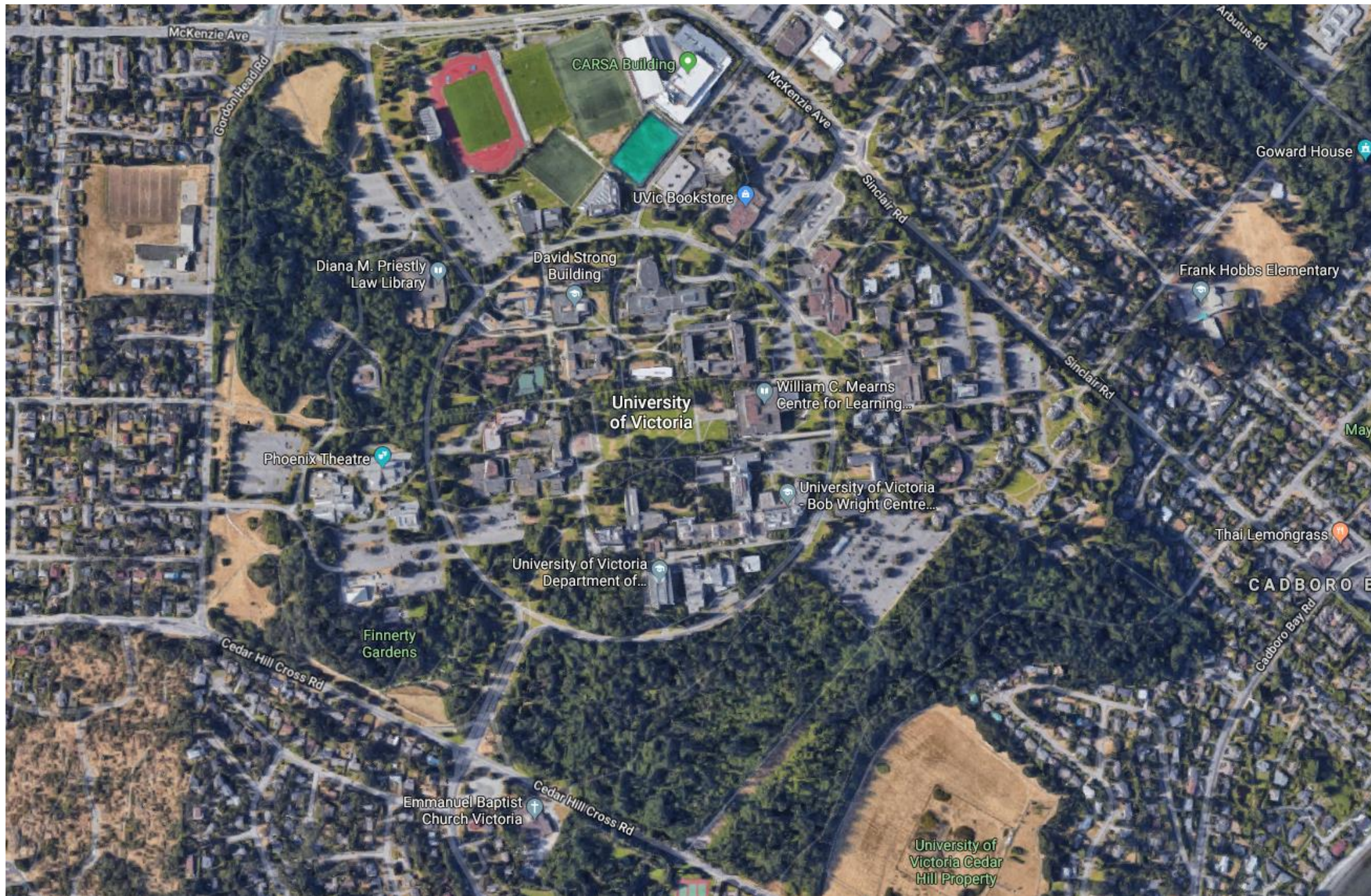


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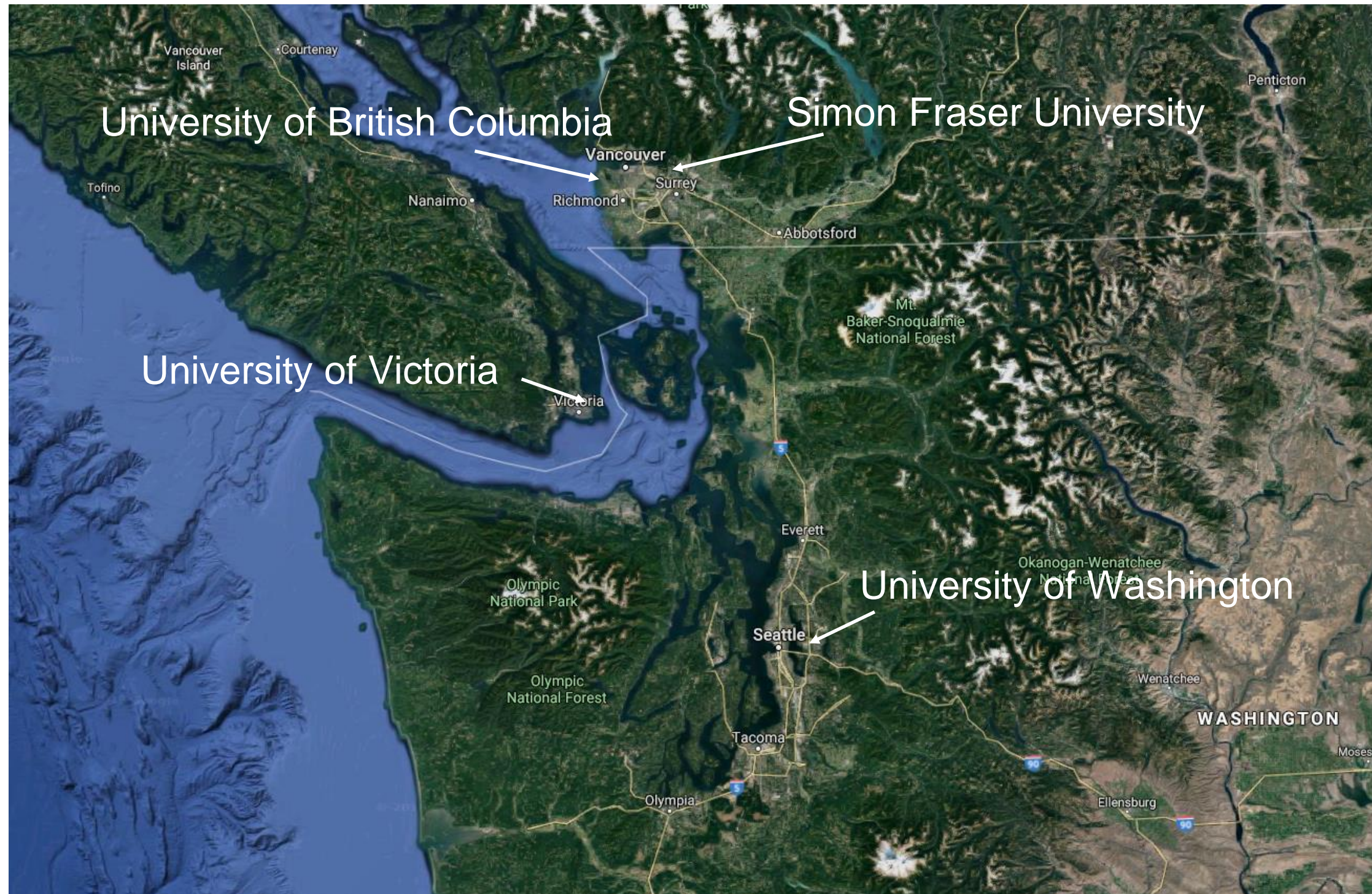
- Founded in 1963
- #2 Comprehensive University in Canada (Macleans)
- 22,000 students (~2,900 Graduate FTEs)
- 900+ full-time faculty
- 55 Research Chairs
- \$15 M in Research funding
- 8 Discipline Faculties ...
+ The Faculty of Graduate Studies
- 80% of our students are from outside Victoria



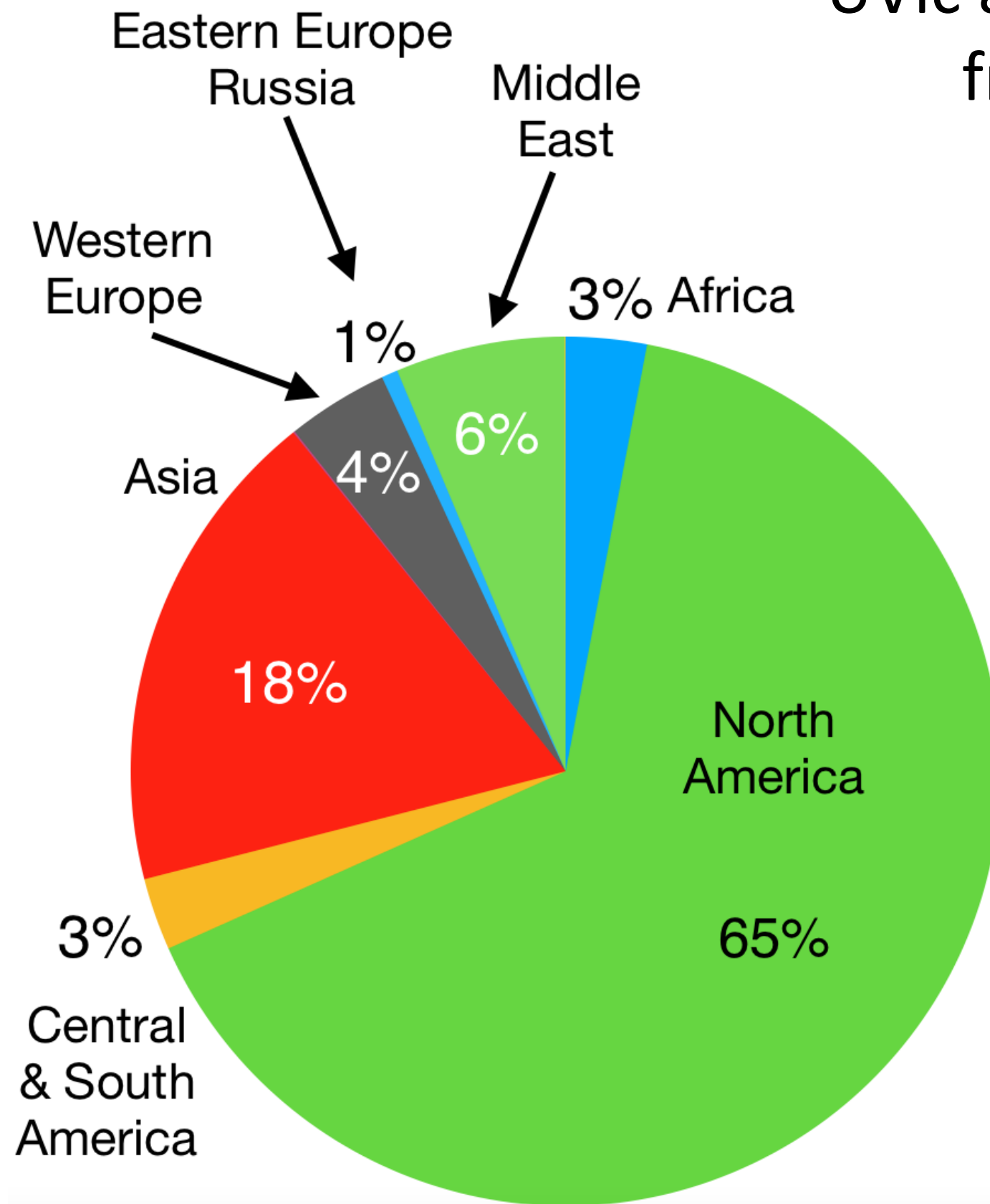
Our Geographic Competitors



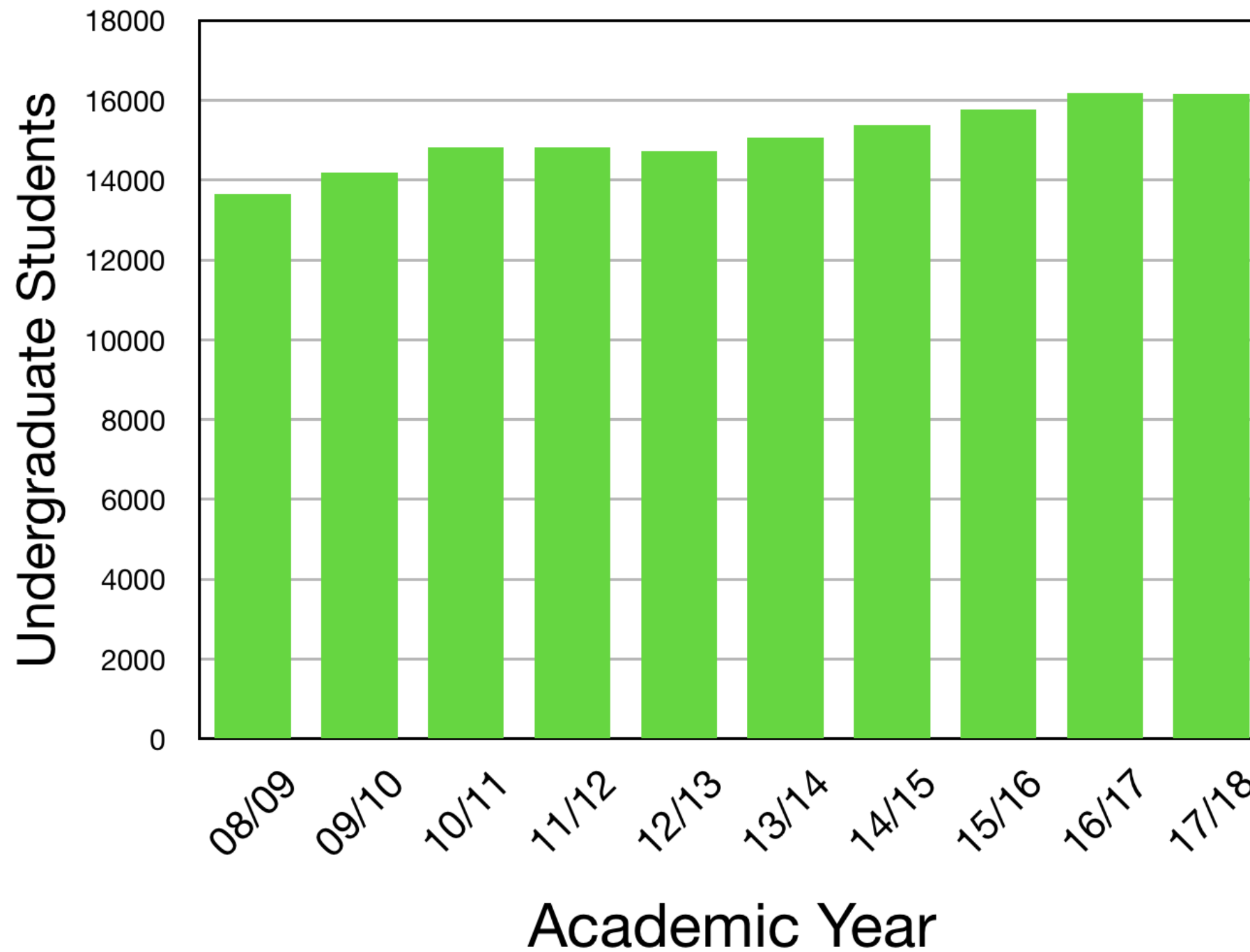
Our Geographic Competitors



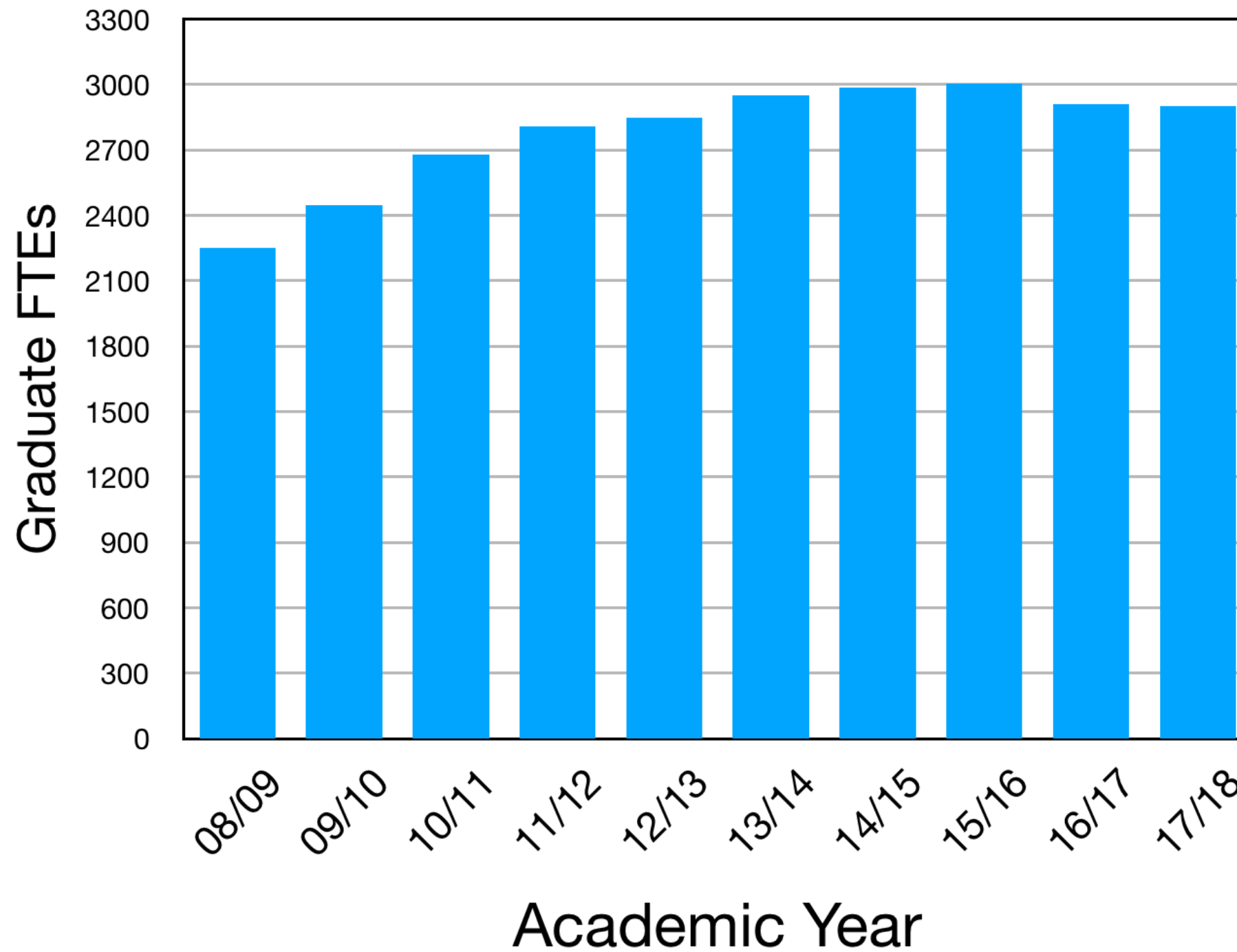
UVic attracts Graduate Students from all over the world



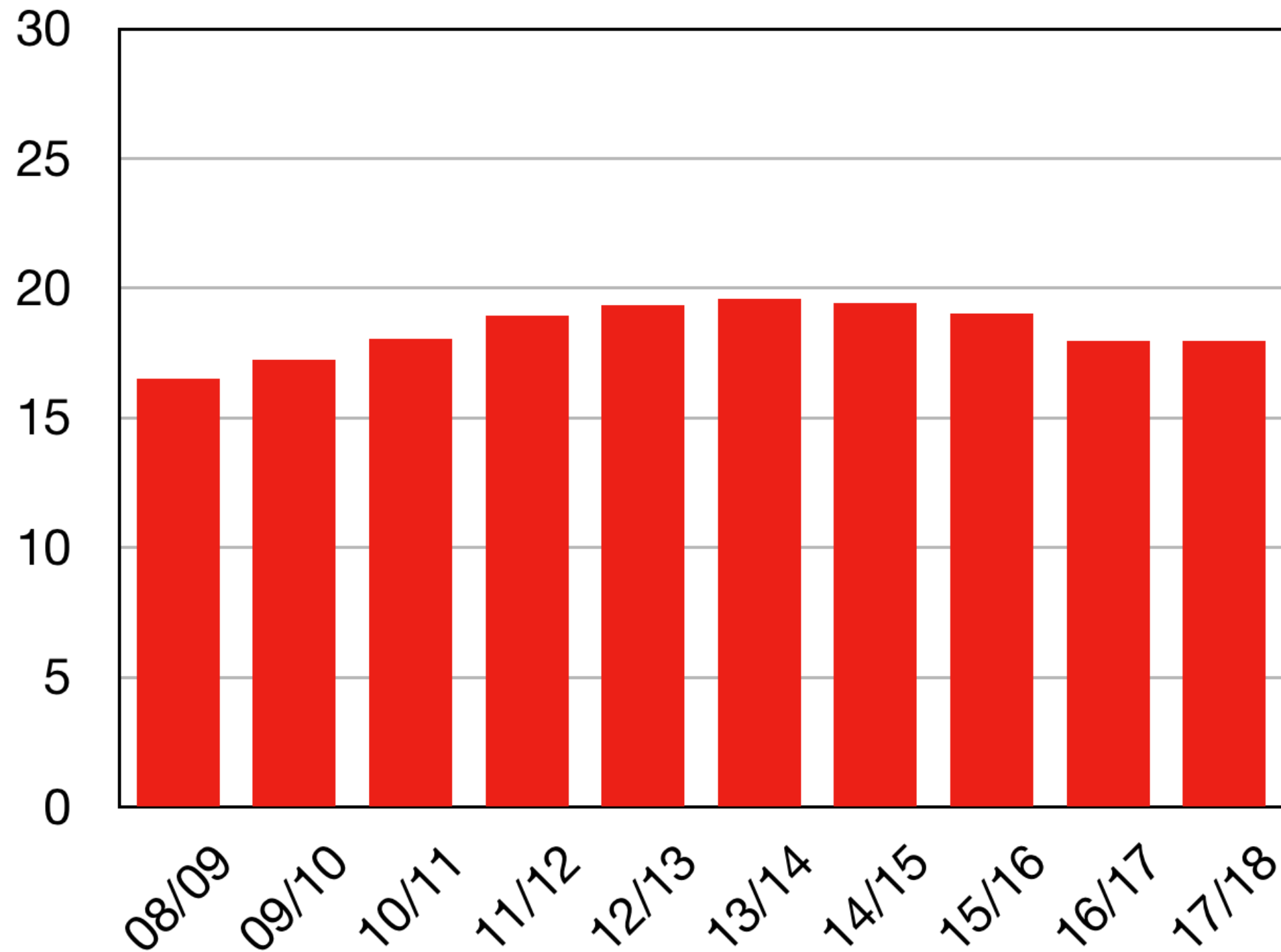
Undergraduate Enrolment at UVic



Graduate Enrolment at UVic



% Graduate Students



SEM Design Considerations

- University of Victoria Strategic Framework



OUR STRATEGIC PRIORITIES

CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT

ADVANCE RESEARCH EXCELLENCE AND IMPACT

INTENSIFY DYNAMIC LEARNING

FOSTER RESPECT AND RECONCILIATION

PROMOTE SUSTAINABLE FUTURES

ENGAGE LOCALLY AND GLOBALLY

OUR VISION

We will be the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.

OUR VALUES

Our values inform all our actions in achieving our vision:

- Excellence in all our endeavours
- Ethical and intellectual integrity
- Freedom of inquiry and freedom of speech
- Equity, diversity and inclusion



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SEM Design Considerations

- University of Victoria Strategic Framework
- University of Victoria Indigenous Plan
- University of Victoria Strategic Research Plan
- University of Victoria International Plan

These Documents provide strong direction

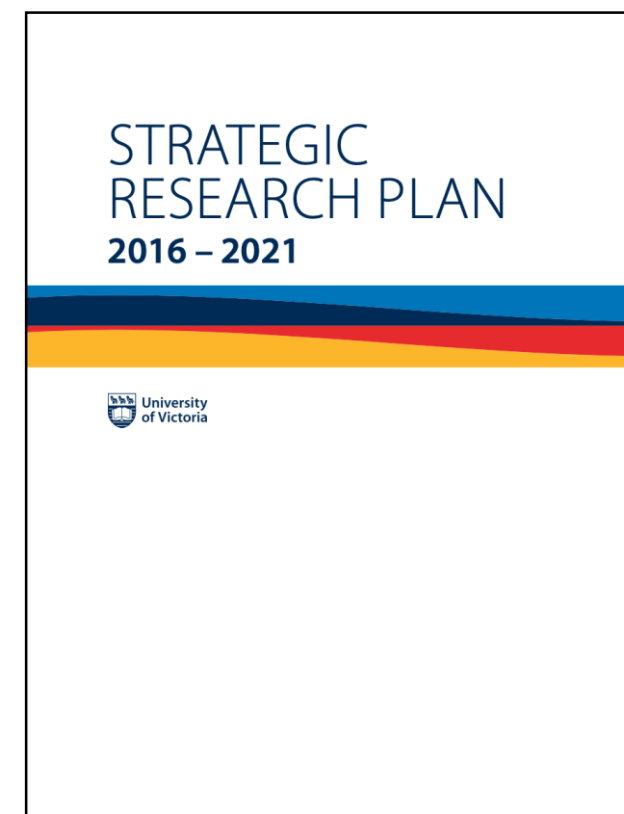




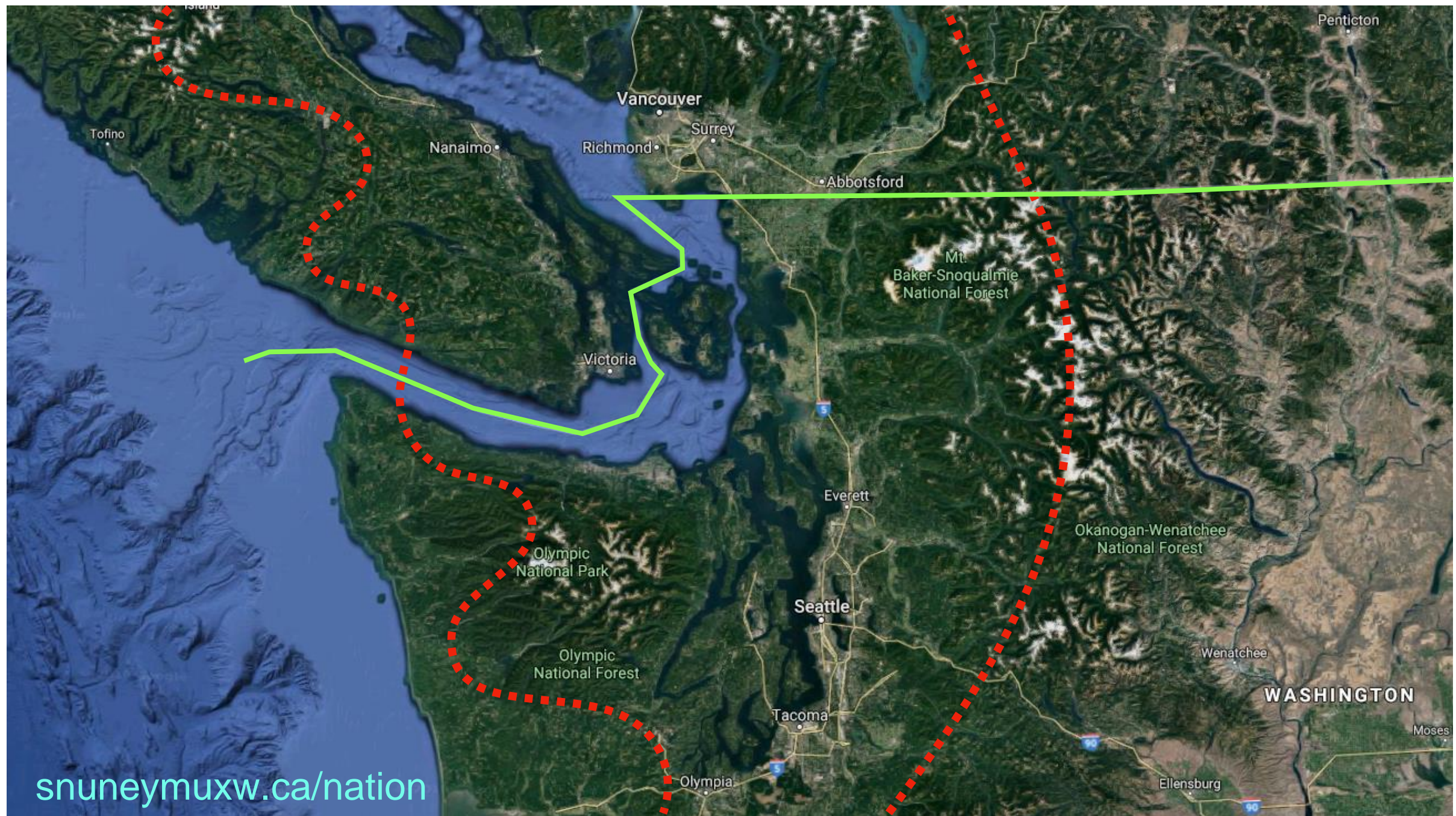
UVic has.
Commitment to
Reconciliation



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Salish First Peoples



SEM Design Considerations

- University of Victoria Strategic Framework
- University of Victoria Indigenous Plan
- University of Victoria Strategic Research Plan
- University of Victoria International Plan
- University of Victoria Collective Agreements



Commitment to Inform and Consult

- Respect institutional governance and academic leadership structures
 - *Deans, Chairs & Directors*
- Involve faculty from across the institution
 - *Many rounds of consultation*
- Insure effective two-way dialogue
 - *Committee members must act as conduits to & from Faculties, Academic Units, Peers and Colleagues*



Oversight & Management

Executive Council

**Enrolment Management
Working Group**

Undergraduate
Student
Recruitment and
Conversion
Committee (SRC)

Undergraduate
Student Retention
and Success
Committee (SRS)

Graduate
Recruitment
and Retention
Committee
(GRR)

Data Analysis and
Benchmarking Committee



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Oversight & Management

Executive Council

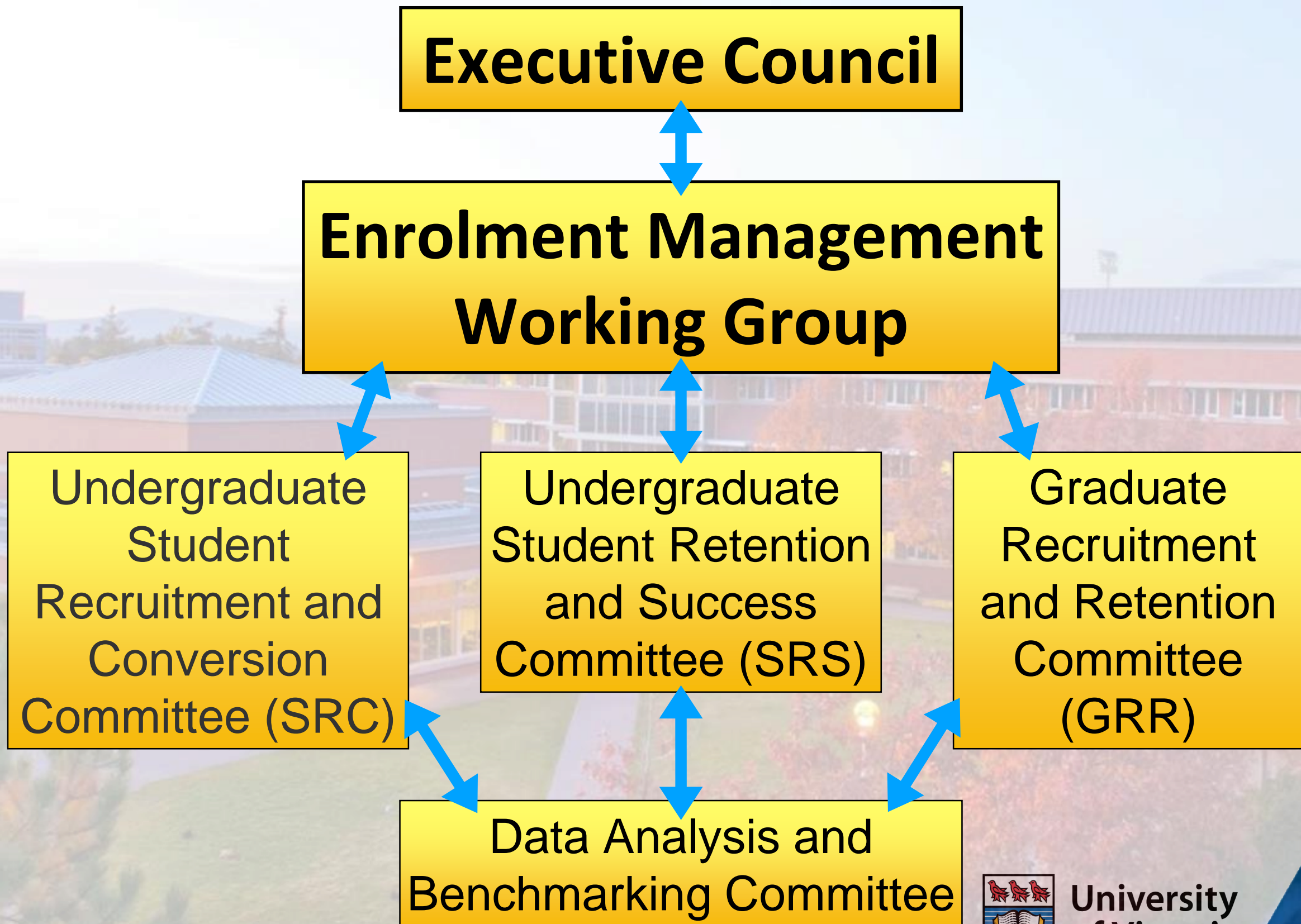
Provides ongoing oversight & feedback
to SEM Plan Development and Implementation
within the context of the institutional Strategic Planning Documents

Enrolment Management Working Group

Chaired by the Provost
Representatives from every stratum of the University
Oversees the Development and Implementation
Of Enrolment Goals, Strategies and Tactics



Oversight & Management



Selection of Committee Chairs



Jim Dunsdon

Associate Vice-President Student Affairs

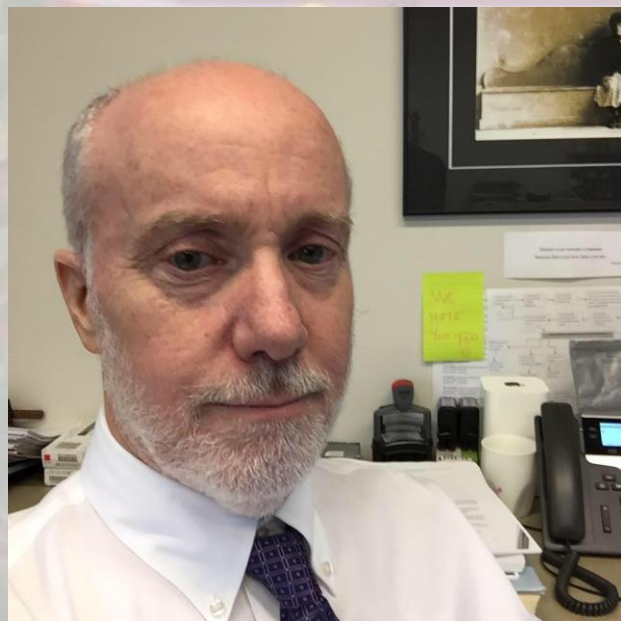
Undergraduate Student Recruitment and Conversion Committee (SRC)



Dr Nancy Wright

Associate Vice-President Academic Planning

Undergraduate Student Retention and Success Committee (SRS)



Dr Stephen Evans

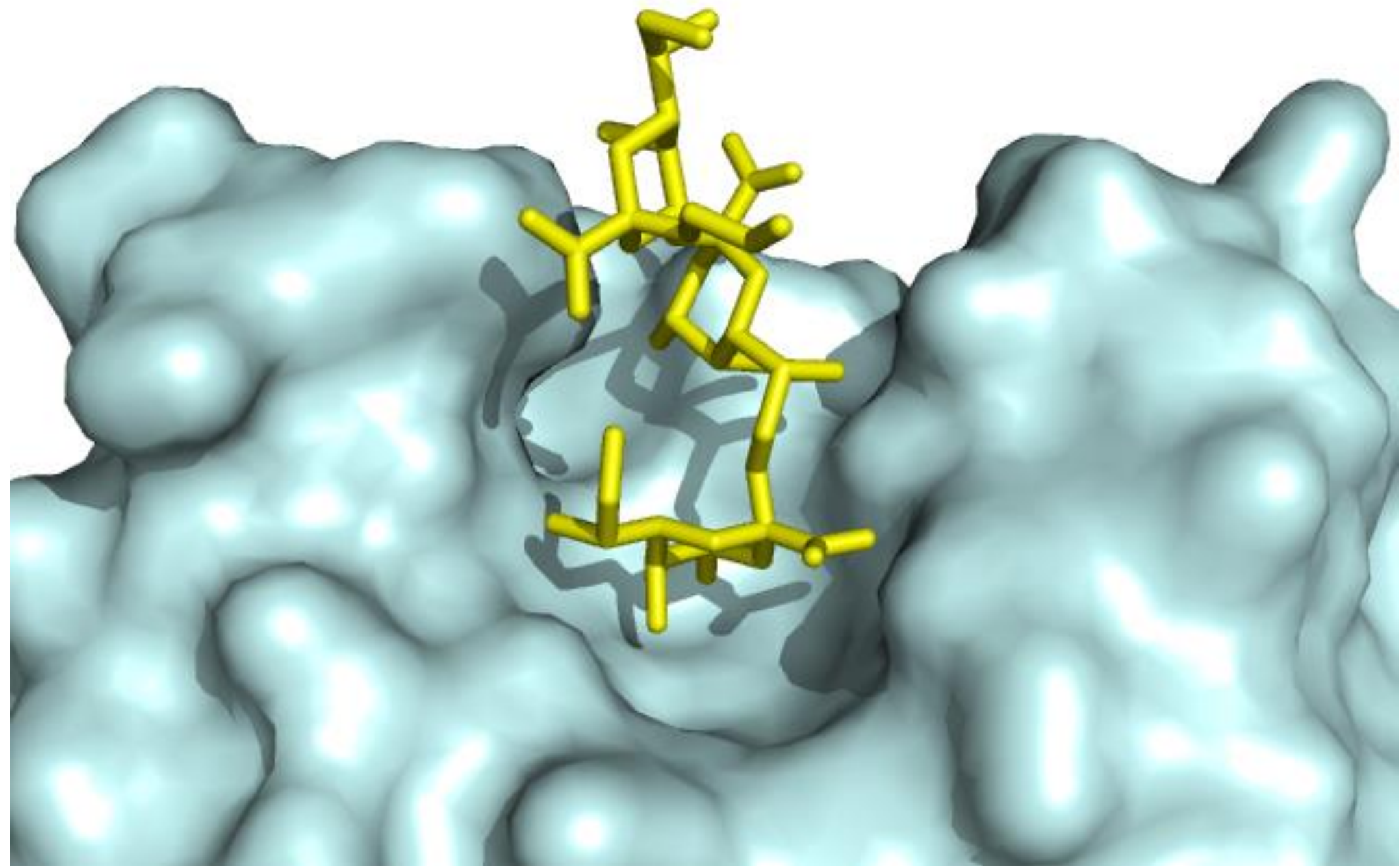
Acting Dean of Graduate Studies

Graduate Recruitment and Retention Committee (GRR)



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I study the structures and function of proteins using X-ray diffraction

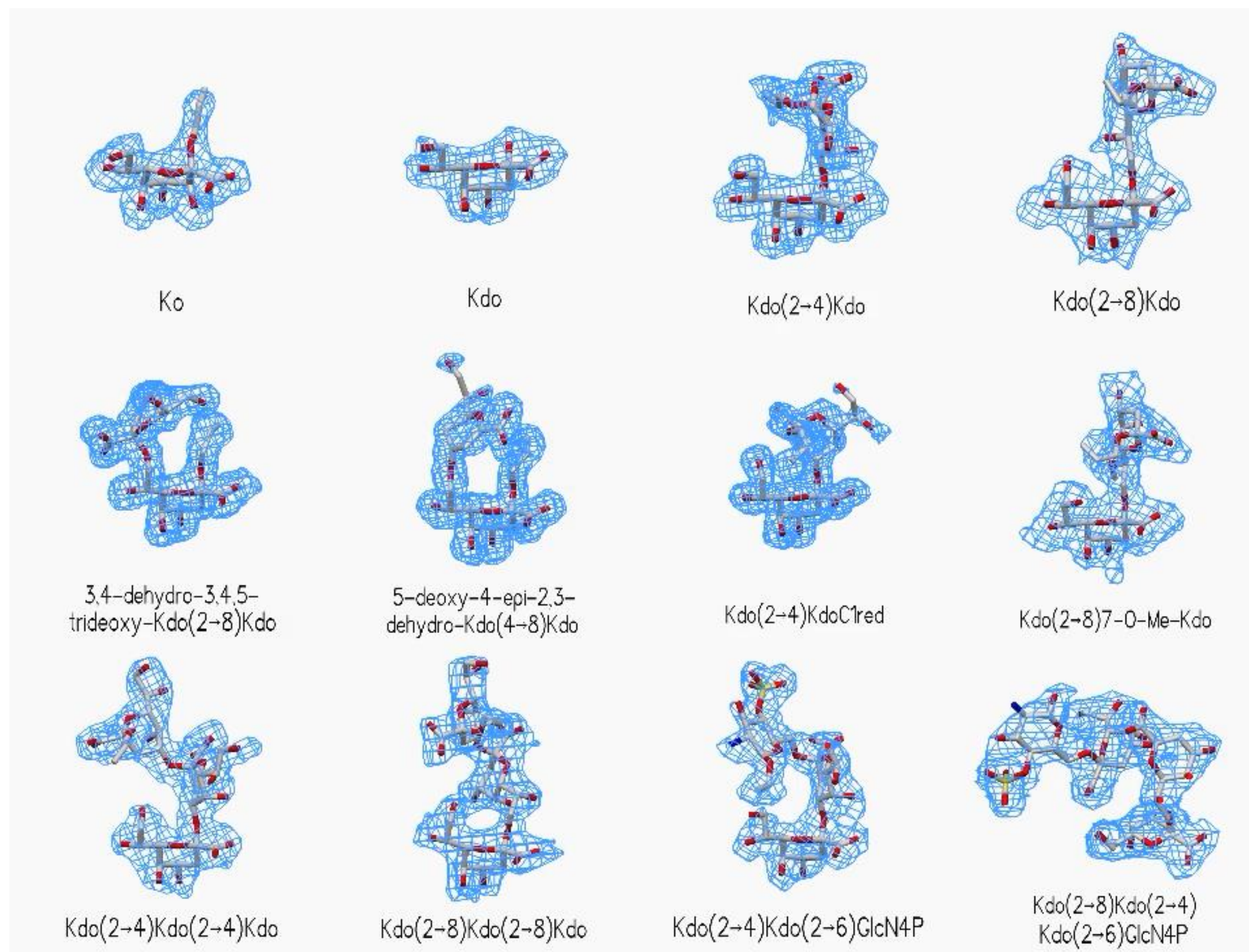


Bacterial Sugar Bound to an Antibody



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A Single Antibody that binds many, many different sugars



Selection of Committee Members

- Dean's Council
- Members of Senate
- Associate Deans
- Chairs & Directors
- Faculty members
- University Secretary
- Institutional Planning and Analysis
- Elected and/or Selected student representatives
- staff

4	6	2	9	7	1	3	5	8
3	5	7	2	4	8	6	1	9
9	1	8	6	3	5	7	4	2
2	9	1	8	6	3	5	7	4
7	4	5	1	2	9	8	3	6
8	3	6	7	5	4	2	9	1
5	8	3	4	1	6	9	2	7
1	7	9	3	8	2	4	6	5
6	2	4	5	9	7	1	8	3

Sparse Matrix Problem



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SEM Approval & Endorsement

Executive Council

Faculty

**Board of
Governors**

**Undergraduate &
Graduate Students**

Senate

Staff

Dean's Council



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Some differences between Grad SEM and Undergrad SEM

- Mostly mature students
- Somewhat more International students
- Programs are almost entirely research-based
- Mostly not
- Somewhat fewer international students
- Programs are almost entirely course-based

Graduate Recruitment is tied to Research Identity



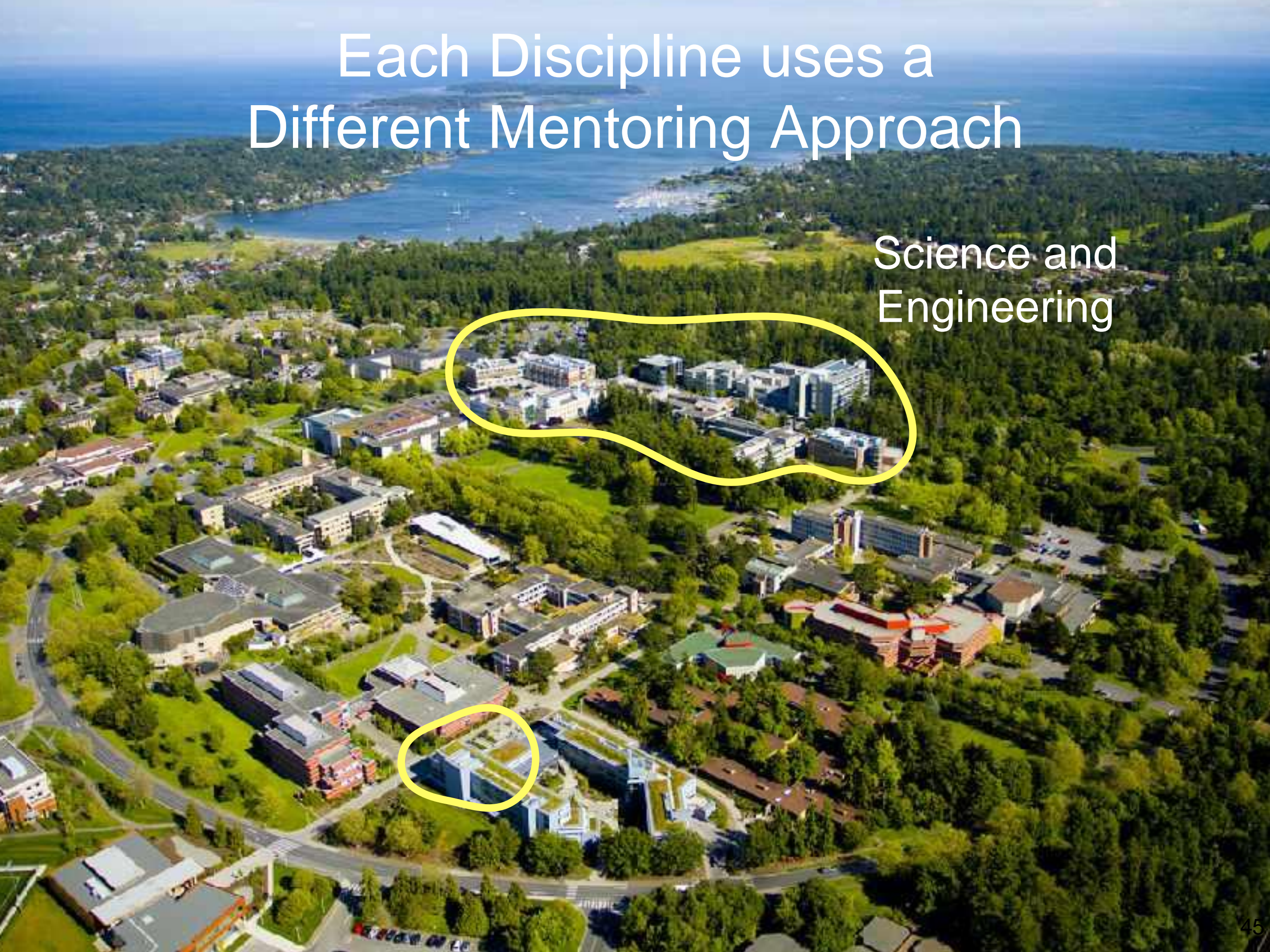
Challenges

- A great fear that the SEM process would be used to prioritize programs or program growth
- An even greater fear that the SEM process would be used to force programs to grow
 - *Each Discipline has a different capacity for growth*
- An overwhelming paralyzing fear that a ‘one size fits all’ approach would be taken
 - *Each Discipline uses a*
Different Mentoring Approach



Each Discipline uses a Different Mentoring Approach

Science and
Engineering



Each Discipline uses a Different Mentoring Approach

Humanities

Social
Sciences

Each Discipline uses a Different Mentoring Approach

Gustavsen
School of
Business

Education

Human and
Social
Development

Challenges

- A great fear that the SEM process would be used to prioritize programs or program growth
- An even greater fear that the SEM process would be used to force programs to grow
 - *Each Discipline has a different capacity for growth*
- An overwhelming paralyzing fear that a ‘one size fits all’ approach would be taken
 - *Each Discipline uses a*
Different Mentoring Approach
- A few representatives came to the first GRRC meeting **determined** to halt the process



Process over the course of 1 year: *(approximately ...)*

- Overall goals set by the EMWG
- GRRC meets to determine Strategies
- Orientation and Feedback Session with Deans/Chair/Directors



Feedback Sessions

GOAL 3

By 2023, all undergraduate students will have experienced a significant, dynamic learning opportunity. This will be evidenced by:

- a) A 20% total increase in co-op, practica, community and field school placements across the institution (outside of mandatory co-op/practica areas)
- b) 25% of work study positions will be focussed on supporting research/creative practice activities
- c) A doubling of student participation in outgoing international exchange or education abroad from 3% to 6%
- d) All graduating students will have either an experiential learning notation on their transcript or a validated co-curricular record

GOAL 3

(Summary of themes from March 2 Committee Consultation)

1. Definition of what we mean by dynamic and experiential learning (define creative practice and include community engagement, campus based) - that whatever we use as definitions must be broad enough to allow access, so all students can have at least one opportunity, but not so broad to be meaningless.
2. Need (for resources) to support: staff, pedagogy, appropriate systems, processes and students - consider hidden costs/funding
3. Communication/marketing/education to convey what we are doing, why and for what outcomes (to perspective students, current students, parents, faculty, staff, external stakeholders)
4. Being more explicit about intention of goal (i.e. we will be able to demonstrate that we are the #1 university for experiential learning)

GOAL 2

What are the implications arising from the implementation of the draft enrolment goals that you believe we should be aware of?

How to measure + keep track of 'creative' activities? Who makes this decision?
Work Study Fixed Budget → 5 Year Increase to Maximum Wage Mkt Index
To Adjust to

Definition issues: What are the opportunities/situations to be included?

Goal 3

How can the draft goal be better expressed in order to align with the new Strategic Framework?

Goal 3

What are some potential strategies that would support this draft enrolment goal?

What are the implications arising from the implementation of the draft enrolment goal that you believe we should be aware of?

GOAL 2

How can the draft goals be better expressed in order to align with the new Strategic Framework?



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What are some potential tactics that would support these draft strategies?

Feedback Sessions

Handwritten notes on sticky paper:

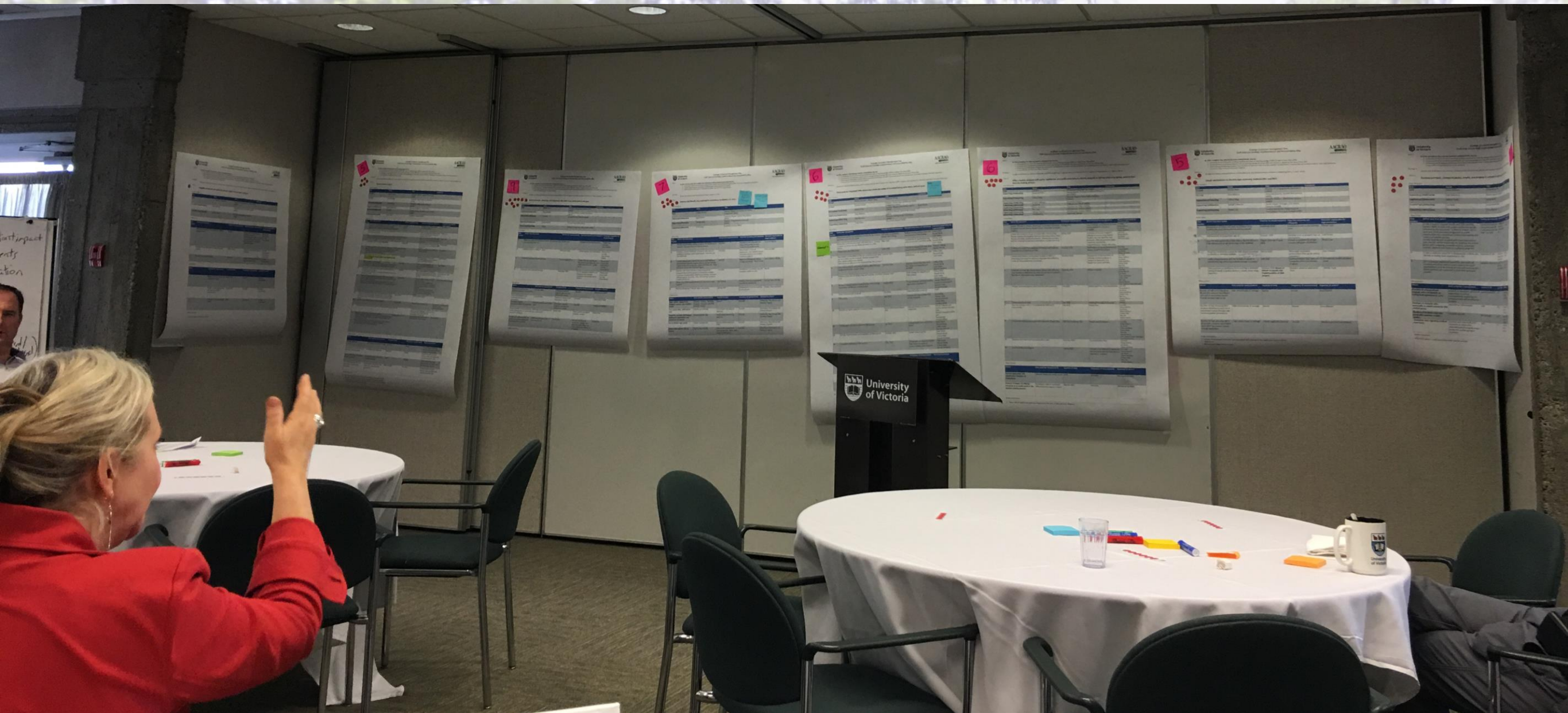
- Cultural awareness train program - expand to all students
- Community Engagement Plan - Indig Comm
- Safe spaces such as F&A
- Signage
- ensure tactics include learning / actions from non-Indigenous staff / students to create respectful environment
- all students participating in an Indigenous program or class to graduate w/ some competency
- utilizing reserved seats that are included in the Indig Plan in order to help ↑ Indig student @ Uvic
- Basefund the support programs: ↑ funding to recruit and support
- ↑ Indig faculty across all faculty
- ↑ supports for academic training and advanced training for non-Indig faculty to create safer learning environs
- ↑ capacity + resources and resources of non-Indig staff to be allies w/ support of Indig students and help carry the load of underrepresented Indig faculty + staff
- Support + declaration of Indigenous upon application and after
- housing / vic residence / community partnerships / fed funding?
- targeted programs will achieve this but it is also very imp to incorporate Ind. curriculum in "core" faculties
- Specific targets for undergrad vs grad
- easy ways to self-identify post-application and methods to communicate with interested Indigenous students who have not self-identified
- Incentive for identifying as Indigenous. Remove barriers for identifying after admission
- Different forms of resources -
 - following for travel
 - community member
 - guest speakers etc
 - recognition
- Move Indigenous Faculty + Staff



Process over the course of 1 year: *(approximately ...)*

- Overall goals set by the EMWG
- GRRC meets to determine Strategies
- Orientation and Feedback Session with Deans/Chair/Directors
- Strategies adjusted by GRRC to reflect feedback
- Tactics developed by GRRC
- Tactical Action Plans developed
- Open feedback session for GRRC members
- Action Plans adjusted to reflect feedback
- Campus-wide Feedback Session





Feedback Sessions



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Feedback Sessions



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Process over the course of 1 year: (approximately ...)

- Overall goals set by the EMWG
- GRRC meets to determine Strategies
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- Strategies adjusted by GRRC to reflect feedback
- Tactics developed by GRRC
- Tactical Action Plans developed
- Open feedback session for GRRC members
- Action Plans adjusted to reflect feedback
- Campus-wide Feedback Session
- Strategies and Tactics adjusted



Recognizing:

- Graduate students are different from undergrads
- UVic has a lovely location, but is somewhat isolated
- UVic is an excellent University in direct competition with:
 - 1 other excellent Comprehensive University
 - 2 World Top-100 Universities... each in *almost* as nice but more accessible a location

This is some of what we did ...



GOAL 5 Surrounds Graduate Enrolments

10 Year Time Frame

By 2029, graduate enrolments will increase to 20% of the total student population

Recognition of UVic as a Research Intensive University

Sub-Goals:

- Graduate enrolments of Indigenous students will grow from 18.3% to 22% of all Indigenous students
- 2, 3 and 4-year graduation rates for thesis-based Masters students will increase from 30%, 57% and 65% to 57%, 65% and 70%
- 4, 5 and 6-year graduation rates for PhD students will increase from 17%, 36% and 48% to 36%, 48% and 60%



6 Strategies for Goal 5

- **Strategy 1:** Facilitate a comprehensive institutional assessment to maximize research opportunities and timely graduation
- **Strategy 2:** Increase infrastructure to support Indigenous graduate students
- **Strategy 3:** Create and continually assess a comprehensive graduate student recruitment plan
- **Strategy 4:** Recognizing that student support is key to the recruitment and success of graduate students, work with the Office of the VPR and other offices to increase external research funding
- **Strategy 5:** Recognizing that a world-class reputation is critical to the recruitment of top researchers and students, raise our profile as a research-intensive university
- **Strategy 6:** Enhance the quality of the graduate student experience



6 Strategies for Goal 5

- **In an effort to realize these 6 Strategies, the GRRC developed 28 Tactics in total**
- The GRRC developed as many tactics as the other committees combined

But I'm not going to talk about all of them today ...



6 Strategies for Goal 5

- **Strategy 1:** Facilitate a comprehensive institutional assessment to maximize research opportunities and timely graduation
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6 Strategies for Goal 5

- **Strategy 1:** Facilitate a comprehensive institutional assessment to maximize research opportunities and timely graduation

Tactic 1: In association with the Office of the VPR, clarify the definition of a “research-based” graduate program

Standards for the Credential:

PhD: Must make an original contribution to the field

Masters: Must demonstrate advanced knowledge of the field

- *Can be accomplished through course-based study*
- *Can be accomplished by carrying out original research*



6 Strategies for Goal 5

- **Strategy 1:** Facilitate a comprehensive institutional assessment to maximize research opportunities and timely graduation

Tactic 1: In association with the Office of the VPR, clarify the definition of a “research-based” graduate program

Tactic 2: Identify challenges preventing timely graduation, with a focus on 2, 3 and 4-year completion rates for master’s degrees and 4, 5 and 6-year completion rates for doctoral degrees

Tactic 3: Identify existing graduate programs with demonstrated market demand that can be expanded to provide new research opportunities
(*Linked to Tactics 6.3.1 and 6.3.3*)

Tactic 4: Identify and implement alternative modes of course/program delivery to increase student access to graduate programming



6 Strategies for Goal 5

- **Strategy 2:** Increase infrastructure to support Indigenous graduate students

Tactic 1: Build cultural acumen among graduate advisors, graduate secretaries and supervisors so they can better respond to the unique situations of Indigenous graduate students and help the students navigate any academic and administrative barriers in their program(s)

Tactic 2: Increase the number of Indigenous faculty and staff available to advise Indigenous students. Connected to Strand 2 of the *Indigenous Plan*

Tactic 3: Identify more dedicated spaces for Indigenous students for cultural activities such as meeting with Elders, community building, *etc.*, to supplement First Peoples House

Tactic 6: Develop a comprehensive assessment of Indigenous student housing needs to inform both current UVic housing admissions plans and future UVic housing expansion plans



6 Strategies for Goal 5

- **Strategy 6:** Enhance the quality of the graduate student experience

Tactic 2: Work with the AVP Faculty Relations and Academic Administration to formalize the faculty training processes to articulate clearly the roles and responsibilities of the graduate supervisor, committee members and students in the supervisory relationship.

Tactic 3: Find ways to improve communication between the student and all members of the supervisory committee

Tactic 4: Develop wider opportunities for part-time study (and part-time fees) for students with documented hardships

Tactic 6: Implement a support model specific to distance graduate students to ensure appropriate access is available to learning and support programs and services (e.g. Counselling Services, the Centre for Academic Communication, *etc*)

Tactic 7: Develop a comprehensive assessment of graduate student housing needs to inform both current UVic housing admissions plans and future UVic housing expansion plans



Toward Implementation:

Reconstituting the Committees

- Reinforce the commitment to broad Institutional participation
- Allow stakeholders not yet involved to participate
- Recruit key members/representatives responsible for implementation





Jim Dunsdon

Associate Vice-President Student Affairs

Undergraduate Student Recruitment and Conversion
Implementation Committee (SRC IC)



Dr Laurene Sheilds

LTSI Executive Director

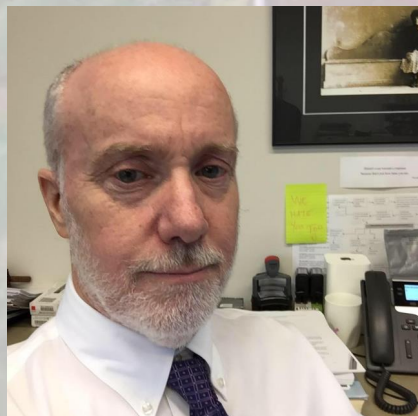
Undergraduate Student Retention and Success
Implementation Committee (SRS IC)



Dr Rob Hancock

LE, NONET Academic Manager

Indigenous Student Recruitment, Retention and Success
Implementation Committee (IRRS IC)



Dr Stephen Evans

Associate Dean of Graduate Studies

Graduate Recruitment, Retention and Success
Implementation Committee (GRRS IC)

Challenges:

- Now we actually have to *do* something ...
- New membership on the GCRC
- Final prioritization of Tactics
- Work with Indigenous Student Recruitment, Retention and Success Implementation Committee on Indigenous Tactics
- Track progress centrally
- Communication Communication Communication



Lesson Learned & Gains Made:

- There cannot be too much consultation
 - *Lines of communication up and down the chain of authority and inter-Faculty greatly improved*
- Ensure decision makers are kept up to date
- Think about resources early in the process
 - *Intense research phase*
 - *Many short-term goals will require small but significant levels of funding*



Lesson Learned & Gains Made:

- Always be prepared for a second look
 - *Some of our Tactics and Action Plans are already changing*
- Some Strategies and Tactics appear Obvious
 - *Just because it's obvious, doesn't mean it's getting done ...*



One last point ...

By 2029, graduate enrolments will increase to 20% of the total student population

$$\%grad = \frac{(\#grads) \times 100}{(\#undergrads + \#grads)}$$

We could achieve Goal 5 by reducing the number of undergraduate students ...



Acknowledgements

- Dr Cedric Littlewood (GRS) Associate Dean, FGS *
- Dr Marsha Runtz (PSYC) Associate Dean, FGS *
- Dr Laureen Sheilds (NURS) Director LTSI *
- Dr Rob Hancock, LE, NONET Academic Manager *
- Dr Esther Sangster-Gormley (NURS) Associate Dean, HSD *
- Dr Hausi Müller (CSC) Associate Dean, Engineering *
- Dr Catherine McGregor (EPLS) Associate Dean, Education *
- Dr Margaret Cameron (PHIL), Associate Dean Humanities *
- Dr Lisa Kalynchuk, Associate VP Research *
- Joel Lynne, Executive Director, Student Services *
- Wendy Taylor, Acting Registrar *
- Sabrina Jackson, Acting Director of GARO *
- Cheryl Sivertson, Institutional Analysis *
- Kristen Ficke, Institutional Analysis *
- Arash Isapour, Graduate Students' Society *
- Cathy Stacey, FGS support





Jim Dunsdon

Associate Vice-President Student Affairs

Undergraduate Student Recruitment and Conversion
Implementation Committee (SRC IC)



Dr Laurene Sheilds

LTSI Executive Director

Learning and Teaching Support and Innovation

Undergraduate Student Retention and Success
Implementation Committee (SRS IC)



Dr Rob Hancock

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Indigenous Student Recruitment, Retention and
Success Implementation Committee (IRR IC)



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of Victoria



Dr. Tom Green



Stan Henderson



Dr. Brent Gage

UNIVERSITY

